Education Language Arts

Grade 5: Module 4: Unit 2

Homework Resources (for Families)

Unit 2: Analyzing Literature about Natural Disasters: Human Impact

Common Core State Standards addressed: RL.5.1, RL.5.2, RL.5.4, RL.5.6, RL.5.7, RF.5.4, L.5.3b, L.5.4a, and L.5.5c

Guiding questions and big ideas:

How do natural disasters affect the people and places that experience them?

- *Natural disasters can devastate people and places.*
- *A narrator's or speaker's point of view influences how events in a literary text are described.*
- *Visual elements in literature contribute to the meaning, tone, and beauty of the text.*

What will your student be doing at school?

In Unit 2, students read short literary texts about the human impact of natural disasters. These texts include *Eight Days: A Story of Haiti* by Edwidge Danticat, a song about the 2011 tsunami in Japan, and a poem about the impact of Hurricane Katrina on people in New Orleans. In the first half of the unit, students read the texts aloud for fluency and analyze the texts' visuals for how they contribute to the meaning, tone, and beauty of the text. They also identify synonyms, antonyms, and homographs to dig deeper into the meaning of words. For the mid-unit assessment, students read and watch a video of a poem about the earthquake in Haiti and determine the meaning of words and phrases, and as well as analyze the visuals for how they contribute to the meaning, tone, and beauty.

In the second half of the unit, students reread the texts from the first half of the unit to analyze how the narrator's and speaker's point of view influences the way events are described in the text. For the end of unit assessment, students reread the poem introduced in the mid-unit assessment and analyze how the speaker's point of view influences the way the events are described.

Working to become an ethical person is a habit of character that is emphasized in this unit. Students practice this by showing respect, empathy, and compassion for each other as they read about the impact of natural disasters on humans.

The Language standards that students will focus on in this unit require them to:

- L.5.3b: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- L.5.4a: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- L.5.5c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Synonyms, Antonyms, and Homographs

	Examples
homograph (a group or pair of words that are spelled the same way but have different meanings)	1. close: a short distance away 2. close: to shut something, such as a door
synonyms (words that mean something similar)	1. near, nearby
antonyms (words that mean the opposite)	1. far, distant

How can you support your student at home?

- Read literary texts (e.g., stories, poems, and plays) about natural disasters.
- Watch movies or documentaries about the impact of natural disasters on humans.
- Analyze how illustrations in a book contribute to the meaning, tone, and beauty of the text.
- Analyze how multimedia (e.g., images and video) contribute to the meaning, tone, and beauty of a text.
- Find synonyms, antonyms, and homographs of unfamiliar words to build a deeper understanding of the meaning.
- Try to identify the meaning of unfamiliar words from the context (i.e., by reading around the word and using what you understand about the topic to determine what it means).
- Practice reading aloud poems and literary texts.

Unit 2: Homework

In Unit 2, homework focuses on research reading.

Research reading: Your student is expected to independently research the topic by reading topic-related books of his or her choice for approximately 20 minutes **each day** and responding to a prompt of choice in the **front** of the independent reading journal. These are usually books your student will bring home from school; however, they may be topic-related books chosen by the student at the public or home library. Prompts for independent reading can be found in the homework materials provided.

Choice reading: If your student would also like to independently read and respond to a book of free choice, he or she may use the **back** of the independent reading journal. Prompts for independent reading can be found in the homework materials provided.

Vocabulary logs:

In the front, students record new **academic vocabulary:** words you might find in informational texts on many different topics. For example, the words *challenges*, *questions*, and *explain* could be found in books on any topic.

- In the back, students record new **topical vocabulary:** words about a particular topic. For example, the words *tadpoles*, *frogspawn*, and *amphibian* would be found on the topic of frogs.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date
1	Students read *Eight Days: A Story of Haiti* aloud in triads, answer questions about the text, and summarize the text after determining the theme.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
2	Students analyze the illustrations in *Eight Days: A Story of Haiti* to determine how they contribute to the meaning, tone, and beauty of the text.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
3	Students read the lyrics to and watch the video for the song "In the Water Where the City Ends." They then analyze the visuals in the music video to determine how they contribute to the meaning, tone, and beauty of the text.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
4	Students read the words to and watch the video for Stanza 1 of the poem "O' Beautiful Storm." They then analyze the visuals in the video to determine how they contribute to the meaning, tone, and beauty of the text.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
5–6	For the mid-unit assessment, students read the words to and watch the video for a new poem, "Job." They then analyze the visuals in the video to determine how they contribute to the meaning, tone, and beauty of the text.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
7	Students reread *Eight Days: A Story of Haiti* aloud in triads before analyzing how the narrator's point of view influences how events are described in the text.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
8	Students reread and watch Stanza 1 of "O' Beautiful Storm" before analyzing how the speaker's point of view influences how events are described in the text. They participate in a Language Dive in which they compare the varieties of English in *Eight Days: A Story of Haiti* and Stanza 1 of "O' Beautiful Storm."	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
9	For the end of unit assessment, students reread and watch the poem "Job" from the mid-unit assessment before analyzing how the speaker's point of view influences how events are described in the text. They also compare the varieties of English in the assessment poem and Stanza 1 of "O' Beautiful Storm."	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

Independent Reading

Directions: Remember to record responses to **research reading in the front** of your independent reading journal and responses to **choice reading in the back**. Try to choose a different prompt each time.

Record any new vocabulary in your vocabulary log. Remember, academic vocabulary is recorded in the front, and domain-specific vocabulary (words about the topic) is recorded in the back. Mark vocabulary found during independent reading with a symbol—for example, an asterisk (*).

Record:

- Date
- Title and author of your reading book
- Pages you have read
- Prompt
- Response

Example:

Date: 03/06/2017

Book Title and Author: *Eight Days: A Story of Haiti* by Edwidge Danticat

Pages Read: the entire book

Prompt: What is a theme of the text? What are some details to support the theme?

Response: A theme is that imagination and memories can get you through hard times. Some details to support the theme are that each day that he is trapped under his house, Junior imagines playing a different game or doing something fun with his family and friends. For example, on the first day he imagines playing marbles with his friends.

Independent Reading Prompts

Consider using the following independent reading prompts*:

- What is the impact does the natural disaster have on humans?
- What is a theme of the text? What are some details to support that theme?
- How do the illustrations contribute to the meaning, tone, and beauty of the text?
- What questions do you now have after reading? What would you like to learn more about? Why?
- What are the most important facts you learned from reading?
- What is the most interesting fact you learned today? Why?
- How does what you read today connect to something you have learned in lessons?
- Choose one new word from your reading today and analyze it on a vocabulary square:

Definition in your own words	**Synonyms** (words that mean the same)
Words with the same affix or root	**Sketch**

*Some of the prompts will not be appropriate for the text students are reading. Invite students to choose a prompt that works for the text they have just read.