

# Education Language Arts

**Grade 5:** Module 4: Unit 3

## Homework Resources (for Families)

### Unit 3: Taking Action: Preparing for Natural Disasters

Common Core State Standards addressed: RI.5.1, RI.5.7, W.5.1, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, and L.5.2e



#### Guiding Questions and Big Ideas:

##### How can we prepare for a natural disaster?

- *We can prepare for a natural disaster by learning about what to do in the event of a natural disaster and preparing an emergency preparedness kit.*

##### What will your student be doing at school?

In Unit 3, students apply their learning from the previous units to help educate others in being prepared for a natural disaster. They begin by researching in pairs the kinds of food to include in an emergency preparedness kit. For the mid-unit assessment, students then research the other necessary items to include in a kit. In Lessons 3–5, students write an opinion essay based on their research to explain which two items they think are most important to include in an emergency preparedness kit and why. This prepares them for the end of unit assessment, in which students write an on-demand opinion essay about the two personal items they would include in an emergency preparedness kit and why.

In Lessons 8–11, students prepare an educational leaflet to distribute at their performance task presentations explaining what to do in a natural disaster and the kinds of things to pack in an emergency preparedness kit. They create prompt cards for their presentations and practice them. For the performance task in front of a live audience, students present their PSAs, created in Unit 1, and describe the items they would pack in an emergency preparedness.

Working to contribute to a better world is a habit of character that is emphasized in this unit. Students apply their learning to help their school and community when planning and presenting about being prepared for natural disasters.

##### 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.
- Attend emergency preparedness meetings in your community with your student.
- Create an emergency preparedness plan for your home.
- Create an emergency preparedness kit for your home.
- Collect literature (e.g., leaflets and fliers) about emergency preparedness. Review the kinds of information they contain and how the information is presented (i.e., content and design).

## Unit 3: Homework

In Unit 3, 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 **domain-specific 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 conduct online research to identify food to include in an emergency preparedness kit.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
2	Students conduct online research to identify supplies to include in an emergency preparedness kit for the mid-unit assessment.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
3	Students identify two items they think are the most important to include in an emergency preparedness kit and plan an opinion essay explaining why they chose those items. They also draft their introductions.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
4	Students draft Proof Paragraphs 1 and 2 of their opinion essays about which two items are the most important in an emergency preparedness kit. They also participate in a peer critique of student work.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
5	Students write the conclusions of their opinion essays and cite their sources, and then participate in a peer critique of student work.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

## The Impact of Natural Disasters

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date
6–7	For the end of unit assessment, students write an on-demand opinion essay explaining two personal items they would include in an emergency preparedness kit and why. They participate in a peer critique as part of the assessment to seek feedback to revise their work.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
8–9	Students work in pairs to create an emergency preparedness leaflet to distribute to the audience during their performance task presentations.	1. Prepare two personal items from opinion essay to use in the performance task presentation. 2. Research reading and answering prompt	1. <b>Lesson 10</b> 2. Teacher will check independent reading journals strategically.	
10	Students create prompt cards for their performance task presentations.	1. Use prompt cards to practice presentation. 2. Research reading and answering prompt	1. <b>Lesson 12</b> 2. Teacher will check independent reading journals strategically.	
11	Students practice their performance task presentations.	1. Use prompt cards to practice presentation. 2. Research reading and answering prompt	1. <b>Lesson 12</b> 2. Teacher will check independent reading journals strategically.	
12	Students deliver their performance task presentations to a live audience.	1. N/A		

## 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 such as 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 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 of the natural disaster 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:

<b>Definition in your own words</b>	<b>Synonyms</b> (words that mean the same)
<b>Words with the same affix or root</b>	<b>Sketch</b>

\*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.