

Unit 1 Timeless Tales: Classic Stories 18 days	Essential Question: How do the characters, lessons, and points of view in classic stories help us learn about people and places around the world?		
	Standards (from Google AI): • RL 3.1, 3.3-3.6 • SL 3.1, 3.1a, 3.1c • L 3.1a, 3.2, 3.2 efg, 3.4, 3.5 • W 3.3	Knowledge: • Review short and long vowel sounds, /r/-controlled vowels, alternate spellings, and syllables with 'le' • Demonstrate understanding of plot and sequence • Identify themes in a text	Skills: • Identify and use concrete and abstract nouns, regular and irregular verbs, and adjectives • Analyze characters, perspective, and point of view • Draft, write, edit, and revise an opinion paragraph
	Assessment - Product/Performance: • Opinion paragraph about character and theme • Use AI for reader's theater about theme		
	Field Trips: •	Guest Speakers: • Author (Melissa Burnett or Rob)	Simulations: • Book Creator to tell own stories
	Problems to Solve: •	Service Learning: •	Cross-Curricular Connections: •
	Pause Point 1 Ideas (page 186): • Create alternate ending for "Wild Wood" with illustrations		Pause Point 2 Ideas (page 382): • Character interview • Illustrate a scene • Verb charades

<u>Unit 2</u> Fur, Fins, & Feathers: Animal Classification 18 days	Essential Question: How do scientists learn about animals and group them into different types?		
	Standards (from Google AI): - RI 3.1, 3.3, 3.4, 3.7, 3.10 - RF 3.3a - L 3.1a, 3.2e, 3.4b - W 3.2	Knowledge: - Classify animals as vertebrates or invertebrates and warm or cold-blooded - Review suffixes and root words - Develop understanding of sentence structure and parts of speech - Identify/apply prefixes	Skills: - Alphabetize words to the second and third letter - Write an informative paragraph
	Assessment - Product/Performance: Animal dioramas		
	Field Trips: Zoo (virtual)	Guest Speakers: - Zoologist - Ohio Wildlife Foundation	Simulations:
	Problems to Solve: WWF awareness	Service Learning: Money for WWF	Cross-Curricular Connections: Science Fusion...
	Pause Point 1 Ideas (page 188): - Crocodile poem and acting - Collaborative drawings - Riddles		Pause Point 2 Ideas (page 348): - Riddles - Bird study

Unit 3

Rhythm & Rhyme: Poetry

18 days

Essential Question:
How do poets use nature and feelings to inspire their poems?

Standards (from Google AI):

- RL 3.4, 3.5
- RF 3.4
- RL 3.10

Knowledge:

- Practice and apply poetry elements
- Use textual evidence to analyze poetry

Skills:

- Define and identify poetry elements
- Identify and use reciprocal pronouns
- Write an opinion paragraph
- Write an original poem

Assessment - Product/Performance:

- Original poetry
- Poetry cafe/slam

Field Trips:

- Virtual: Hamilton musical (explore prose)
- Poetry slam at cafe?

Guest Speakers:

- Peter Kahn

Simulations:

- cafe/slam day

Problems to Solve:

- How can you tell your story through poems

Service Learning:

- Poems to local assisted livings

Cross-Curricular Connections:

- Art with Laura for poems

Pause Point 1 Ideas (page 82):

- Explore poetry books from library
- Memory game for poetic devices

Pause Point 2 Ideas (page 228):

- Haiku drawing
- Stage or puppet poetry performances

Unit 4 Rise & Fall: Ancient Rome 18 days	Essential Question: How did the ancient Romans live, and how do their ideas still shape our lives today?		
	Standards (from Google AI): • RL 3.1, 3.3, 3.4, 3.10 • RI 3.4, 3.7 • L 3.1a, 3.2, 3.4, 3.5 • W 3.1	Knowledge: • Review /r/-controlled vowels and learn spelling patterns for the /ee/ sound • Develop understanding of subject-verb agreement and correct verb tense usage • Identify and apply suffixes <i>-er</i>, <i>-or</i>, <i>-y</i>, <i>-al</i>, <i>-ist</i>, and <i>-ian</i>	Skills: • Discuss the main idea, key details, and moral or lesson of a story • Identify the point of view of a text • Write an opinion essay
	Assessment - Product/Performance: • Readers theater of Roman mythology		
	Field Trips: • Virtual Colosseum	Guest Speakers: • OSU or OWU professor	Simulations: • Show pics of my trip to Rome
	Problems to Solve: • Gardening at ES? - link to Roman agriculture (food →)	Service Learning: • Donate food to WRP	Cross-Curricular Connections: • SS - Maps - Google Earth exploration • Math - Roman Numerals
	Pause Point 1 Ideas (page 188): • Riddles • Independent BINGO board choices • Class book • Trading cards of gods/goddesses	Pause Point 2 Ideas (page 328): • Riddles • You were there skits/scenes	

Unit 5 Our Solar System & Beyond: Astronomy 18 days	Essential Question: What can we learn about space that helps us understand our planet and the universe around us?		
	Standards (TOC synthesis): - RI 3.1, 3.3, 3.4, 3.5, 3.8, 3.9 - W 3.2	Knowledge: - Demonstrate proficiency in dictionary skills by using guide words - Demonstrate understanding of singular and plural possessive nouns - Review words with spelling patterns /j/, /n/, /ae/, /k/, and /s/ - Apply knowledge of suffixes to unfamiliar words in texts and other content	Skills: Compare and contrast two things or ideas - Write informative paragraphs about the life of an astronaut - Identify cause and effect in a text - Use quotation marks when writing dialogue
	Assessment - Product/Performance: Letter to NASA		
	Field Trips: Virtual NASA	Guest Speakers: PTA Grant for StarLab	Simulations: SS - TCI - rocket blast off in geography unit
	Problems to Solve: STEM Event - Plan a "Mars and the Stars" event building a Mars lander out of recycled materials	Service Learning:	Cross-Curricular Connections: Black History - Mae Jemison (and Mrs. Pence's connection to her!)
	Pause Point 1 Ideas (page 156): - Planet postcards - Act out orbits - Riddles - RAFT writing - Poetry - acrostics	Pause Point 2 Ideas (page 314): - Riddles - Word scramble - Graffiti wall - Choice research	

Unit 6 Regions and Cultures: Native Americans 18 days	Essential Question: How did the first people in North America live, and how did they adapt to the places where they settled?		
	Standards (TOC synthesis): - RI 3.1, 3.3, 3.4, 3.5, 3.8 - RF 3.3a, b - W 3.7, 3.8	Knowledge: - Demonstrate understanding of key vocabulary - Review various spelling patterns for mastery - Identify possessive nouns and pronouns - Determine the meaning of adjectives and abstract nouns when suffixes are added to a known root word - Strengthen dictionary skills by determining the meaning of key words, the function of entry words, and the meaning of different homographs - Maintain a notebook containing definitions, sentences, and writing exercises that use Core Vocabulary words	Skills: - Identify cause and effect relationships in a text - Use technology to conduct research and build background knowledge about local Native American tribes - Use linking words and phrases to connect facts, definitions, and details within a paragraph
	Assessment - Product/Performance: - TED talk or living museum about tribe - News articles and presentations		
	Field Trips: - Mounds nearby Crow Canyon virtual	Guest Speakers: Ohio Historical Center expert	Simulations: TCI - trading simulation in economics
	Problems to Solve: How to preserve and protect local native history	Service Learning:	Cross-Curricular Connections: SS - TCI unit about Native Americans...
	Pause Point 1 Ideas (page 184): - Riddles Pueblo architects and art		Pause Points 2 and 3 Ideas (page 314): - Murals of NA groups - Poetry slam - Food blog

<u>Unit 7</u> *Novel Study: Stella Diaz 18 days	Essential Question: How can finding your voice help you feel more confident and connect with others?		
	Standards (from...): •	Knowledge: •	Skills: •
	Assessment - Product/Performance: •		
	Field Trips: •	Guest Speakers: •	Simulations: • Agents of Change Festival
	Problems to Solve: • How can we use our voices to lift up others or solve a problem?	Service Learning: • Buddy activity	Cross-Curricular Connections: • Identity unit
	Pause Point 1 Ideas (page): •		Pause Point 2 Ideas (page): •

Unit 8 *From Glow to Echo: Light and Sound 18 days	Essential Question: How do light and sound help us understand and explore the world around us?		
	Standards (from...): •	Knowledge: •	Skills: •
	Assessment - Product/Performance: •		
	Field Trips: • COSI - virtual	Guest Speakers: • Mrs. Jarzecki (sound and lights for shows)	Simulations: • Science Fusion labs
	Problems to Solve: • STEM activity?	Service Learning: •	Cross-Curricular Connections: • Science Fusion...
	Pause Point 1 Ideas (page): •	Pause Point 2 Ideas (page): •	

Unit 9

From Blues to Bebop: All That Jazz

18 days

Essential Question:

How did jazz music and poetry help people express themselves and shape American culture?

Standards (TOC synthesis):

- RL 3.1, 3.6, 3.7
- RI 3.1, 3.2, 3.3, 3.4
- W 3.2

Knowledge:

- Demonstrate understanding of key vocabulary
- Determine the meaning of words in context
- Review simple and compound sentences

Skills:

- Determine the key ideas of a text by evaluating its details
- Discuss and explain the author's purpose
- Compose a well-organized and focused **informational essay**

Assessment - Product/Performance:

- Black History Showcase - Flipgrid video of famous jazz musician
- Student Performance Assessment at end of year

Field Trips:

-

Guest Speakers:

- Ohio Jazz group

Simulations:

-

Problems to Solve:

- How to lift up voices of others who are different than us

Service Learning:

- Music for nursing home

Cross-Curricular Connections:

- Agents of Change Festival
- SS - TCI - difference makers and culture units

Pause Point 1 Ideas (page 142):

- Listening party
- Reader's theater
- Musical time travel

Pause Point 2 Ideas (page 258):

- Word art
- Performances?