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| 1   | Predicting and Vocabulary   | • To introduce unit: Have students write a short story predicting their futures.  
• Discuss the term prediction  
• Read *Why Bears Have Short Tails* in the textbook, while making predictions throughout the reading  
• Prediction worksheet while rereading *Why Bears Have Short Tails*  
• Vocabulary foldable (p. 372 – use *Camping with Dad* to figure out what words mean – context clues)  
• Brainstorming activity on synonyms and antonyms using the word *reckless* (graphing organizer)  | TLW make predictions about what might happen next in a story based on prior knowledge and prior story events.  
TLW check and change predictions based on new information.  
TLW use knowledge on predictions and create a story predicting their future.  | 5.11C  
5.18B  
5.10A  | • Textbook p. 370-372  
• Prediction worksheet  
• Construction paper  
• Computer paper  
• Markers & Crayons  
• Glue  
• Scissors  
• Large easel paper/1 transparency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2   | Compare and Contrast        | • Present student’s life prediction stories  
• Have students get into groups and use the first page of the story (p. 373 *The Night Alone*) to discuss characters, setting, and predict what the story might be about  
• After reading the story, they will reflect on their predictions to see if he or she was correct or not  
• Compare and contrast – *For Ohkwa’ri, how is sleeping alone different from sleeping in the longhouse?* – explain how comparing is for showing how things are the same and contrasting is showing how things are different  | TLW use antonyms to figure out unfamiliar words.  
TLW use knowledge of word order to confirm word meaning.  
TLW use new vocabulary to tell about a careless act.  | 5.7B  
5.8A  
5.10A  
5.10B  
5.11B  | • Textbook p. 373-387  
• Popsicle sticks with names of students for assigning groups                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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| 3   | Compare & Contrast/Mult. Presentation Project | • Comprehension quiz  
• Compare and Contrast practice – Similarities and differences between Grabber and Other Mohawk Children  
• Begin Multimedia Presentation project – prompt: Create a multimedia presentation about one of the events from The Night Alone – Start with the prewriting and draft | TLW connect ideas and themes across texts.  
TLW compare and contrast two or more things to tell how they are alike and different.  
TLW use multimedia tools to create a writing narrative. | 5.7C  
5.8C  
5.11D  
5.14A | • Quiz  
• Textbook p. 389-391  
• Computers |
| 4   | Myths                  | • Discuss what a myth is (use p. 389 for a guide)  
• Go over Fact File (teacher book p.389)  
• Read How the Sun Came  
  o Predict what the title tells us  
  o Predict what kind of traits the animal characters will have  
• Technology Research Assignment on Native Americans  
• Illustration – Have students illustrate a sequence of events of the story The Night Alone  
• Continue Multimedia Project – Revise and edit | TLW understand the characteristics of a myth.  
TLW connect ideas and themes across texts.  
TLW use online encyclopedias and search engine's to learn about Native Americans. | 5.11B  
5.12D  
5.13C | • Textbook p. 388-391  
• Construction paper  
• Scissors  
• Glue  
• Markers  
• Crayons  
• Printer paper |
| 5   | Review/Assess           | • Review vocabulary words  
• Discuss events that took place in The Night Alone  
• Give selection test which includes multiple choice questions about vocabulary and comprehension of the story  
• When test is over, the rest of the time will be for silent reading. | TLW use their understanding of the stories and vocabulary to answer assessment questions.  
TLW use their new knowledge to make predictions of their own while reading other books. | 5.10K  
5.11A | • Foldables  
• Selection test (p. 388)  
• Personal library books |
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<td>6</td>
<td>Context Clues</td>
<td>- Discuss the meaning of context clues</td>
<td>TLW determine the meaning of unfamiliar words using context clues.</td>
<td>5.6A, 5.6C</td>
<td>- Textbook p. 392-418</td>
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<td>- Use p. 392-393 to figure out, as a class, what agility and physical fitness mean</td>
<td>TLW decide what information is needed to understand an unfamiliar word.</td>
<td>5.9B, 5.9E</td>
<td>- White board</td>
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<td></td>
<td>- Introduce new vocabulary words</td>
<td>TLW will create his or her own writing based on a specific prompt.</td>
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<td>- Writing paper</td>
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<td>- Play context clues game with the story <em>The Heart of a Runner</em></td>
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<td>- Popsicle sticks with names of students on them for assigning groups</td>
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<td></td>
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<td>- Discuss the writing process</td>
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<td>- Write a short essay using <em>Dear Dee</em> prompt (teacher book p. 421d)</td>
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<td>7</td>
<td>Narrative Writing</td>
<td>- Preview and Predict</td>
<td>TLW use context clues to predict what will happen in the story.</td>
<td>5.10E, 5.12C, 5.12D</td>
<td>- Textbook p. 394-418</td>
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<td>o Have students read the title and preview the illustrations – What is the story about? Who are the main characters? To what do you think the title refers?</td>
<td>TLW recognize and identify the distinguishing features of a narrative.</td>
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<td>- Vocabulary worksheet</td>
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<td>o Discuss narrative writing</td>
<td>TLW use technology to create a presentation.</td>
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<td>- Computer</td>
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<td>o Relate an event or series of events</td>
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<td>- PowerPoint</td>
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<td>o Follows chronological order</td>
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<td>- Review the vocabulary words throughout the story</td>
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<td>- Write a narrative story as if you were an inanimate object</td>
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<td>- With story, create one PowerPoint slide of the object chosen – a collage type slide</td>
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| 8   | Dialogue                     | • Teacher read aloud – *A Line in the Sand: The Alamo Diary of Lucinda Lawrence* by Sherry Garland  
• Discuss dialogue and its meaning  
• Group activity – students in pairs, read aloud the dialogue on p. 409 between E.R. and her coach, identify each speaker and speak as they think the character would. After reading, have students analyze the relationship between E.R. and her coach  
• Group activity – list as many different meanings for one of these words as they can: fly, left, race, number, wing, stop (use sports jargon)  
• Homework: use internet to print media to research the Special Olympics (what track and field events are held and how the competitions are adapted to the special needs of the participants) – make a small collage of the pictures | TLW learn to recognize dialogue, identify who is speaking, and use dialogue to understand the characters and their relationships. TLW use context clues to figure out the meaning of unfamiliar words. TLW use technology to gain new knowledge of special Olympics. | 5.7E  5.10H  5.12F  5.12H | • Book: *A Line in the Sand: The Alamo Diary of Lucinda Lawrence* by Sherry Garland  
• Computer  
• Internet  
• Textbook p. 406-418 |
| 9   | Strategies in Context        | • Write a cause and effect paper  
  o Write a sports article describing an athletic event. It should include a cause-and-effect relationship that explains what happened and why it happened.  
• Writing Across Texts worksheet  
• Have students create a time-line of events for the story *The Heart of a Runner* as a study tool | TLW understand cause and effect. TLW connect ideas and themes across texts. TLW summarize and organize information. TLW produce a report in an effective format, suing visual aids when appropriate. | 5.8C  5.9E  5.11D | • Writing Across Texts worksheet  
• Construction paper  
• Markers |
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<td>10</td>
<td>Assessment</td>
<td>• The students will be given a multiple-choice test on vocabulary and the story. It will also include opportunities for students to use their knowledge of context clues to choose meanings of unfamiliar words.</td>
<td>TLW apply his or her knowledge through assessment.</td>
<td>5.6A</td>
<td>• Multiple choice test</td>
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