

| Unit Name                         | Unit Description   |
|-----------------------------------|--|
| <b><u>The Whipping Boy</u></b>    | Students read literary and informational texts to understand the class system of the Middle Ages through the fictional tale of two unlikely friends, Prince Brat and his whipping boy. Students express their understanding by synthesizing the knowledge they gained about the history of the Middle Ages to study how the actions and changes in characters affect the events in a text and the development of theme.          |
| <b><u>Pushing Up the Sky</u></b>  | In this unit, students will learn about folktales and how they help to preserve the culture of societies that have disappeared. They will also write to compare an element in two different folktales and create a dramatic presentation from a folktale.  |
| <b><u>American Revolution</u></b> | Students read texts about the American Revolution to understand the decisions and choices colonists had to make leading up to and during the Revolutionary War. Students express their understanding of the concept of "taking sides" and how, despite having different points of view about an issue or a situation, those engaged in conflict can still share common ground.   |
| <b><u>The Lightning Thief</u></b> | Students read literary and informational texts to understand traditional stories that focus on common patterns in literature, specifically the quest. Students express their understanding of how literature helps us make sense of the world, and how literature from the past influences our current lives and contemporary stories.   |
| <b><u>Hurricanes</u></b>          | Students read literary and informational texts to learn about hurricanes and their impact on Louisiana. Students understand how history involves the sharing of memories and the differences between firsthand and secondhand accounts. Students express their understanding of the impact of hurricanes on Louisiana by writing a first person narrative about an experience in a hurricane based on texts that they have read. |

## ***The Whipping Boy***

### **About this Unit**

By the end of this unit, students will have read to understand the balance of power and class systems of the Middle Ages. Students will use this knowledge to study how non-fiction can influence a fictional text and how a character's actions and changes can affect the events in a text and the development of theme.

The main text students will read in this unit is *The Whipping Boy* by Sid Fleishman. *The Whipping Boy* is a novel about a young boy named Jemmy, a street urchin who catches rats in order to earn money. He comes to live in the king's palace to serve as a whipping boy for the young, extremely misbehaved prince, known as Prince Brat. Jemmy's job is to take the prince's punishment blows because it is illegal to whip royalty. The story follows the changes in the two boys' relationship. Throughout the unit, students will engage in research to build knowledge of the Middle Ages. Building knowledge of this topic will help you to better understand the characters and setting of the main text. At the end of this unit, students will be asked to write a response that analyzes events and characters to determine the theme of the novel.

### **Unit Texts**

In this unit, students will read the following texts:

- *The Whipping Boy* by Sid Fleishman
- *The Horrible, Miserable, Middle Ages* by Kathy Allen
- *A Medieval Feast* by Alike
- *The Usborne Internet-Linked Medieval World* by Jane Bingham
- *Magic Tree House Fact Tracker: Knights and Castles* by Will Osborne and Mary Pope Osborne
- "The Middle Ages" by the Louisiana Department of Education
- *Usborne Quicklinks for Medieval World* by Usborne Publishing
- *The Amazing Middle Ages* by History for Kids
- *Interactives: Middle Ages* by Annenberg Learner
- *Middle Ages for Kids: Index* by MrDonn.org
- *History: Middle Ages Timeline for Kids* by Ducksters through Technological Solutions, Inc. (TSI)
- "The Middle Ages: Medieval Castles" by ReadWorks

### **Possible Supports**

#### **Support for Background Knowledge**

Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about the Middle Ages and feudalism can be found here:

<https://learnzillion.com/wikis/171090-whipping-boy-let-s-set-the-context-videos/>.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the "Additional Materials" tab.

### Support for Language

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.
  - king, kingdom, kingly
  - defy, defiant, defiantly
  - obey, obeys, obedient, obediently, obeyer

### Support for Reading

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

### Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist<sup>1</sup> to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list<sup>2</sup> to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions<sup>3</sup> to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories<sup>4</sup> and choice boards to reinforce expectations and support communication.

### Support for Writing

If students struggle to write, you should

- consider using tools such as [transitions, grades 3-5](#), [evidence sentence starters, grades 3-5](#), and [ELA Guidebook Grammar Guide](#) and the [WriteAlongframes](#). If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

<sup>1</sup> <https://goalbookapp.com/toolkit/v/strategy/self-monitoring>

<sup>2</sup> <https://web.uri.edu/teachonline/the-power-of-to-do-lists/>

<sup>3</sup> <https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/>

<sup>4</sup> <http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1>

## Pushing Up the Sky

### About this Unit

By the end of this unit, students will learn about folktales and how they help to preserve the culture of societies that have disappeared. Students will also write to compare an element in two different folktales and create a dramatic presentation from a folktale.

The main text students will read in this unit is *Pushing Up the Sky* by Joseph Bruchac which consists of several Native American tales. These folktales are filled with heroes and tricksters, bringing Native American culture alive. Throughout the unit, students will build understanding about both folktales and the elements of a drama through reading multiple folktales and informational texts that reinforce the idea that culture is preserved through the writings of a society such as their folktales. At the end of this unit, students will be asked to write a multi-paragraph essay that compares one element in two different folktales.

### Unit Texts

In this unit, students will read the following texts:

- *Pushing Up the Sky: Seven Native American Plays for Children* by Joseph Bruchac
- *American Tall Tales: "Davy Crockett" and "Sally Ann Thunder Ann Whirlwind"* by Mary Pope Osborne
- *Merlin and the Dragons* by Jane Yolen
- *The People Could Fly: American Black Folktales: "Wolf and Birds and the Fish-Horse"* by Virginia Hamilton
- "What is Storytelling?": excerpt by National Storytelling Network
- "Vanishing Cultures": pages 10-17 of the Projectable Edition by National Geographic Explorer, Pathfinder Edition, May 2011
- "Storytelling Provides a Means of Transmitting Culture, History" by Diana Cunningham, *The Daily Tar Heel*
- *Ooka the Wise: Tales of Old Japan: "Ooka and the Case of the Stolen Smell"* by I.G. Edmonds
- "Using Oral Traditions to Improve Verbal and Listening Skills: Part 1" by Joanne Pompano (Yale-New Haven Teachers Institute)
- "An Introduction to the Role of Storytelling in Native American Tribes" by Mary Rajotte
- *Just So Stories: "The Elephant's Child" and "How the Camel Got His Hump"* by Rudyard Kipling

### Possible Supports

#### Support for Background Knowledge

Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about themes in folktales, fables, and elements of dramas and scripts can be found here: <https://learnzillion.com/wikis/171091-pushing-up-the-sky-let-s-set-the-context-videos/>.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the "Additional Materials" tab.

#### Support for Language

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.
  - narrate, narrator, narrative, narrating
  - legend, legendary
  - stories, story, storytelling, storied
  - culture, cultured, multicultural, cultural

### Support for Reading

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

### Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist<sup>5</sup> to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list<sup>6</sup> to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions<sup>7</sup> to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories<sup>8</sup> and choice boards to reinforce expectations and support communication.

### Support for Writing

If students struggle to write, you should

- consider using tools such as [transitions, grades 3-5](#), [evidence sentence starters, grades 3-5](#), and [ELA Guidebook Grammar Guide](#) and the [WriteAlongframes](#). If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

<sup>5</sup> <https://goalbookapp.com/toolkit/v/strategy/self-monitoring>

<sup>6</sup> <https://web.uri.edu/teachonline/the-power-of-to-do-lists/>

<sup>7</sup> <https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/>

<sup>8</sup> <http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1>

## American Revolution

### About this Unit

By the end of this unit, students will have read texts about the American Revolution to understand the choices colonists were faced with and the decisions they had to make leading up to and during the Revolutionary War.

The main text students will read in this unit is *If You Lived at the Time of the American Revolution* by Kay Moore which describes life in the time of the American Revolution from the point of view of a young child and retells the history of the Revolutionary War. Throughout the unit, students will consider both sides of the conflict—the Loyalists or the British and the patriots or the colonists—to understand the decisions and choices each had to make. At the end of the unit, students will engage in a debate between the British and the colonists and then write an opinion essay in response to the colonists being justified in declaring their independence and fighting the Revolutionary War.

### Unit Texts

In this unit, students will read the following texts:

- *If You Lived at the Time of the American Revolution* by Kay Moore
- *Liberty! How the Revolutionary War Began* by Lucille Recht Penner
- *George vs. George: The American Revolution As Seen from Both Sides* by Rosalyn Schanzer
- *And Then What Happened, Paul Revere?* by Jean Fritz
- *Katie's Trunk* by Ann Turner
- *Those Rebels, John and Tom* by Barbara Kerley
- "Paul Revere's Ride" by Henry Wadsworth Longfellow
- "Military Perspectives" by PBS.org
- "Colonization and Revolutionary War: The Declaration of Independence" by ReadWorks
- "The Landlord's Mistake" by Louisiana EAGLE

### Possible Supports

#### Support for Background Knowledge

Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about the colonists and the difference between democracy and monarchy can be found here: <https://learnzillion.com/wikis/159503-american-revolution-let-s-set-the-context-videos/>.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the "Additional Materials" tab.

#### Support for Language

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.

- history, histories, historic, historical, historically, historicalness, anti-historical, anti-historically, anti-historicalness, unhistorical
- revolution, revolt, revolutionist, revolutionary

### Support for Reading

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

### Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist<sup>9</sup> to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list<sup>10</sup> to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions<sup>11</sup> to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories<sup>12</sup> and choice boards to reinforce expectations and support communication.

### Support for Writing

If students struggle to write, you should

- consider using tools such as [transitions, grades 3-5](#), [evidence sentence starters, grades 3-5](#), and [ELA Guidebook Grammar Guide](#) and the [WriteAlongframes](#). If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

<sup>9</sup> <https://goalbookapp.com/toolkit/v/strategy/self-monitoring>

<sup>10</sup> <https://web.uri.edu/teachonline/the-power-of-to-do-lists/>

<sup>11</sup> <https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/>

<sup>12</sup> <http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1>

## **The Lightning Thief**

### **About this Unit**

By the end of this unit, students will be able to read a grade level text and understand the concept of a quest and its importance in mythology. Students will understand that myths have universal themes and elements and that Greek mythology still influences society today. Students will also learn about Greek gods and their relationship to one another.

The main text students will read in this unit is *The Lightning Thief* by Rick Riordan which is a fantasy-adventure novel which tells the tale of Perseus “Percy” Jackson, a twelve-year-old kid from New York. Percy discovers he is a demi-god and undertakes a quest that changes him along the way. Throughout the unit, students will build their understanding of mythology including the gods and goddesses represented in modern literature and language. At the end of this unit, students will be asked to write an essay that shows how the quest is used in the text and how it influences the main character’s development.

### **Unit Texts**

In this unit, students will read the following texts:

- *The Lightning Thief* by Rick Riordan
- *Favorite Greek Myths: “The Face in the Pool” and “The Weaving Contest”* by Mary Pope Osborne
- *Where the Mountain Meets the Moon*, chapters 3-6, eight, ten, and eleven by Grace Lin
- *Percy Jackson & The Olympians: The Lightning Thief*, Minotaur chase scene video by Chris Columbus (Director)
- *Hercules*, various clips by Ron Clements and John Musker (Directors)
- *D’Aulaires’ Book of Greek Myths: “Heracles” and “The Wild and Vulgar Centaurs”* by Ingri and Edgar Parin D’Aulaire
- "Atlanta's Race" by Louisiana EAGLE

### **Possible Supports**

#### **Support for Background Knowledge**

Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about religious beliefs in Ancient Greece, characters in Greek mythology, and settings in Greek myths can be found here: <https://learnzillion.com/wikis/136635-lightning-thief-let-s-set-the-context-videos/>.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the “Additional Materials” tab.

#### **Support for Language**

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.
  - myth, mythology, mythical



- quest, questing, question
- hero, heroic, heroism

### Support for Reading

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

### Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist<sup>13</sup> to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list<sup>14</sup> to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions<sup>15</sup> to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories<sup>16</sup> and choice boards to reinforce expectations and support communication.

### Support for Writing

If students struggle to write, you should

- consider using tools such as [transitions, grades 3-5](#), [evidence sentence starters, grades 3-5](#), and [ELA Guidebook Grammar Guide](#) and the [WriteAlongframes](#). If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

<sup>13</sup> <https://goalbookapp.com/toolkit/v/strategy/self-monitoring>

<sup>14</sup> <https://web.uri.edu/teachonline/the-power-of-to-do-lists/>

<sup>15</sup> <https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/>

<sup>16</sup> <http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1>

## Hurricanes

### About this Unit

By the end of this unit, students will learn about hurricanes and their impact on Louisiana and people all over the world.

The main text students will read in this unit is *Surviving Hurricanes* by Elizabeth Raum which presents accounts of children affected by hurricanes around the world. This informational text describes the characteristics of hurricanes, offers insight into the experiences of various children who have survived these natural disasters, and identifies areas of devastation on maps. Throughout the unit, students will analyze firsthand and secondhand accounts of events to determine that learning about history involves the sharing of memories. At the end of the unit, students will be asked to write a narrative about a character who experiences a hurricane firsthand.

### Unit Texts

In this unit, students will read the following texts:

- Oral Histories from Louisiana Hurricanes: Katrina 1 (Barbara Terance's account, begins at 20:30) by Barbara Terance from "We Watched Everything Wash Away" Part 2: Hurricane Katrina
- Oral Histories from Louisiana Hurricanes: Katrina 2 by Mike Miller/NPR
- Oral Histories from Louisiana Hurricanes: Katrina 3 by Elizabeth/"This I Believe"
- Oral Histories from Louisiana Hurricanes Katrina 4 by Debra Dennis from the Hurricane Digital Memory Bank
- "Providence" by Natasha Trethewey
- *Hurricane Digital Memory Bank*
- Louisiana Emergency Preparedness Guide by the State of Louisiana
- "Hurricane Myths: Fact or Fiction" by *Fox News Insider*
- *Hurricanes: Earth's Mightiest Storms* by Patricia Lauber
- *My Louisiana Sky*: chapters 1-2 and 18-20 by Kimberly Willis Holt
- *I Survived Hurricane Katrina, 2005* by Lauren Tarshis
- *Surviving Hurricanes (Children's True Stories)* by Elizabeth Raum
- *Letters from Katrina: Stories of Hope and Inspiration* by Mark Hogg and Kim Lemaire
- *Call Me Hero* by Claire Bateman

### Possible Supports

#### Support for Background Knowledge

Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about why Louisiana is faced with so many hurricanes, what a hurricane is, and the concept of reading art can be found here: <https://learnzillion.com/wikis/136634-hurricanes-let-s-set-the-context-videos/>.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the "Additional Materials" tab.

#### Support for Language

- The following words and their word families are important to the unit focus. Throughout the unit, students will

read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.

- condense , condensed, condensation
- rotate, rotation, rotating, rotated
- predict, predictor, predicted, predicting
- register, registered, registering, registration

### Support for Reading

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

### Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist<sup>17</sup> to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list<sup>18</sup> to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions<sup>19</sup> to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories<sup>20</sup> and choice boards to reinforce expectations and support communication.

### Support for Writing

If students struggle to write, you should

- consider using tools such as [transitions, grades 3-5](#), [evidence sentence starters, grades 3-5](#), and [ELA Guidebook Grammar Guide](#) and the [WriteAlongframes](#). If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

<sup>17</sup> <https://goalbookapp.com/toolkit/v/strategy/self-monitoring>

<sup>18</sup> <https://web.uri.edu/teachonline/the-power-of-to-do-lists/>

<sup>19</sup> <https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/>

<sup>20</sup> <http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1>