

GR 5 Unit 04 Healthy Living

Content Area: **Default**
Course(s):
Time Period: **Marking Period 4**
Length: **9 weeks**
Status: **Published**

Unit Overview

Unit Title: Healthy Living

Unit Objectives:

- *Identify the habits of healthy living.
- *Compare and contrast healthy lifestyles in different times and places.
- *Explain the importance of healthy-living habits.

Standards

ELD-SI.4-12.Narrate

ELD-SI.4-12.Inform

ELD-SI.4-12 Explain

ELD-SI.412 Argue

ELD-LA.4-5. Narrate.Interpretive; Narrative.Expressive

ELD-LA.4-5 Inform. Interpretive; Inform. Expressive

ELD-LA.4-5 Argue. Interpretive; Argue. Expressive

ELD-LA.4-5 Explain. Interpretive; Explain. Expressive

ELD-MA.4-5 Explain. Interpretive; Explain. Expressive

ELD-MA.4-5 Argue. Interpretive; Argue. Expressive

ELD-SC.4-5 Explain. Interpretive; Explain. Expressive

ELD-SC.4-5 Argue. Interpretive; Argue. Expressive

ELD-SS.4-5 Explain. Interpretive; Explain. Expressive

ELD-SS.45 Argue. Interpretive; Argue. Expressive

Materials/Activities/Resources

Core materials:

- Santillana Spotlight on English Grade 5

Supplemental Resources:

- Scholastic News: Let's Find Out
- Learning A-Z
- Lexia English
- Oxford Picture Dictionary
- Realia

Technology

TECH.9.4.5.IML.6

Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

Assessment

Formative Assessment

- Teacher Observation
- Oral Presentations
- Learning/Writing Journals (Notebooks)
- Peer and Self Assessments
- Listening Practice
- TPR-Following Directions
- Role Play
- Audio-Oral Assessment

- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide

Summative Assessment

- District Benchmarks
- Access for ELLs

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher
- Newsela/Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Study Guides
- Mixed Ability Grouping

504

- In class/pull out support with special ed teacher
- Newsela/Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Study Guides
- Mixed Ability Grouping

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Newsela/Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers

- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

At-Risk of Failure

- Additional time during intervention time
- Newsela/Readworks/Reading A-Z level reading passages
- Questions read aloud
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

Gifted & Talented

- Independent projects
- PEP/GEM class
- Above-Level Reading Materials

Interdisciplinary Connections

LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.5.6	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
LA.RF.5.4.A	Read grade-level text with purpose and understanding.
MA.5.NBT.A	Understand the place value system.

21st Century Life Literacies & Key Skills

TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.

- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.