## Essential Question: What can stories teach you?

Unit 1 Week 1

Story

"Wolf!"

Genre

**Fantasy** 

Story

"Jennie and the Wolf"

Genre

Fable

Story

"Bruno's New Home"

Genre

Fantasy

Comprehension Strategy

visualize

Comprehension Skill

character traits

Vocabulary Strategy

context clues: synonyms

Writing Traits

ideas: focus on an event

Grammar

sentences and fragments, capitalization and punctuation

Other Skills

word families

Genre

**Fantasy** 

## Vocabulary

ached- hurt or felt sore

concentrate - think very carefully about what you are doing

discovery- something that was hidden or unknown is found

educated- has a great deal of knowledge

effort- work needed to finish a task

improved-became better at something

inspired- encouraged to do something good

satisfied - pleased with the way something happened

SPELLING/ **PHONICS** 

Short a

Short i

clap camp hand

stamp snack

rack grabs

> glad bill

miss

click

pink sick

grin

lift cat

bit

man anthill

**Essential Question:** What can traditions teach you about cultures?

## Unit 1 Week 2

## **Story**

Yoon and the Jade Bracelet

#### Genre

Realistic Fiction

#### Story

"Family Traditions"

#### Genre

Expository Text

#### Story

"The Dream Catcher"

#### Genre

Realistic Fiction

## Comprehension Strategy

visualize

## Comprehension Skill

plot: sequence

#### Vocabulary Strategy

context clues

#### Writing Traits

word choice: descriptive details

#### Grammar

commands and exclamations

#### Other Skills

inflectional endings

#### Genre

realistic fiction

## Vocabulary

\*\*\*\*\*\*\*

celebrate- do something special for an important event

**courage**- bravery in a difficult situation

<u>disappointment</u>- feeling of sadness because something is not as good as expected

precious- very valuable to a person

pride - a feeling of satisfaction in something you have done

**<u>remind</u>**- make a person remember something

symbols - a thing that represents ideas or objects

<u>traditions</u>- things that have been done for a long time

#### SPELLING/ PHONICS

Short e, o, u



mug

clap

sick

snack

ready

does

## Essential Question: How do people from different cultures contribute to a community?

## Unit 1 Week 3

## **Story**

Gary the Dreamer

#### Genre

Narrative Nonfiction

#### Story

"Sharing Polkas and Pitas"

#### <u>Genre</u>

**Expository Text** 

#### Story

"Room to Grow"

#### Genre

Narrative Nonfiction

## Comprehension Strategy

ask and answer questions in text

#### Comprehension Skill

text structure: sequence

#### Vocabulary Strategy

compound words

## Writing Traits

organization

#### Grammar

sentences: subjects

#### Other Skills

inflectional endings

#### Genre

narrative nonfiction

## Vocabulary

scared- afraid of something

admires-likes

**classmate**- someone who is in your class at school

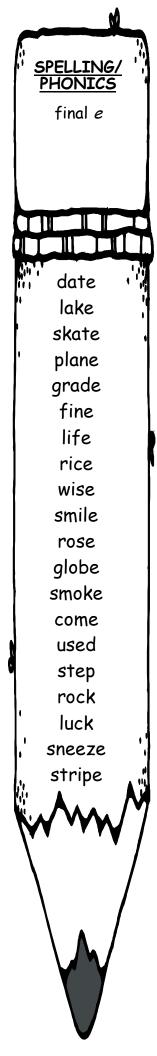
<u>community</u>- a place where people live, work , and play together

contribute - give money or help

practicing- doing something again and again to get better

pronounce - say the sounds correctly

tumbled-fell



## Essential Question: How can problem solving lead to new ideas?

#### Unit 1 Week 4

#### <u>Story</u>

All Aboard! Elijah McCoy's Steam Engine

#### <u>Genre</u>

Biography

#### Story

"Lighting the World"

#### Genre

Biography

#### **Story**

"Mary Anderson's Great Invention"

#### Genre

Biography

## Comprehension Strategy

ask and answer questions in text

## Comprehension Skill

text structure: cause and effect

## Vocabulary Strategy

metaphors

#### Writing Traits

word choice

#### Grammar

sentences: predicates

#### Other Skills

plurals -s and -es

#### Genre

biography

## Vocabulary

design- make a drawing or plan for something

encouraged - given hope to do something

examine - look very carefully at something

investigation - people search carefully for something

quality- made of the finest materials

simple- easy to do

solution - a way to fix a problem

substitutes - something that takes the place of something else

#### SPELLING/ PHONICS

long *a: ay, ai, a\_e, ea, eigh, ei, ey* 



# Essential Question: How do landmarks help us understand our country's story?

## Unit 1 Week 5

## Story

"A Mountain of History"

#### Genre

**Expository Text** 

## **Story**

"A Landmark Street"

#### <u>Genre</u>

Expository Text

#### **Story**

"A Natural Beauty"

#### <u>Genre</u>

Expository Text

## Comprehension Strategy

ask and answer questions in text

## Comprehension Skill

main idea and key details

## Vocabulary Strategy

multiple-meaning words

## Writing Traits

sentence fluency

#### Grammar

simple & compound sentences

#### Other Skills

compound words

## Genre

Expository Text

## Vocabulary

landmark- an important building, structure, or place

carved - cut something into a shape

<u>clues</u>- hints that help solve a problem or a mystery

grand-great or large

massive - very, very large

<u>monument</u>- a building, statue, or other object made to honor a person or event

<u>national</u>- something that has a characteristic or has to do with a country

<u>traces</u>- small bits or signs left behind that show that something was there

#### SPELLING/ PHONICS

long o

o, ow, o\_e, oa, oe



coast coal sold broke slow float soak scold note show toad gold slope bone foe snail same weigh bowl program