

Grade 5 Module 8
A New Home
Essential Question:

How do people adapt to new experiences and make a new place home?

Overview

In this module, students will listen to, read, and view a variety of texts and media related to the experience of moving to a new country. A genre focused on poetry provides students with opportunities to identify the elements of poetry and author's craft in order to better understand unfamiliar texts. Students will also encounter informational text and realistic fiction to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn that moving to a new country and learning to feel at home there is a life-changing experience.

In this writing module, students will write various pieces of poems to practice using poetic techniques. Then they will use those skills to write a lyric poem describing a place they would love to be. Students will have line and stanza breaks in logical places, add graphic elements, use onomatopoeia or alliteration, and include similes or metaphors.

SOCIAL STUDIES CONNECTION: Cultures

Cultures PNW BOCES Unit 6: Cultural Diversity

[PNW BOCES](#)

By sharing their customs, traditions, beliefs, ideas, and languages, different ethnic, national, and religious groups, have contributed to the cultural diversity of nations and regions in the Western Hemisphere.

The migration of groups of people in the Western Hemisphere has led to cultural diffusion as well as regional issues.

Module 8 Essential Question: How do people adapt to new experiences and make a new place home?

Week 1		Vocabulary	
Big Idea Words: pp. T150-151 (Lesson 1) <i>nomadic, voice, monologue, temporary</i> 5R4, 5L6 Academic Critical Vocabulary: pp. T158-T159 (Lesson 2 and lesson 5) <i>yearning, civil, flourishing, fortunate, dedicate, relatives, discarded</i> 5R4, 5L6 Vocabulary Strategy: Homophones and Homographs p. T167 (Lesson 3) 5L5c Generative Vocabulary: Prefixes <i>uni-, mono-, bi-, tri-, multi-</i> p. T172-173 (Lesson 4) 5L4b			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>Moving to a New Country: A Survival Guide</i> 5RF4a <i>A Movie in my Pillow</i> 5RF4a	Module Launch *Text Structure: sequential order, problem and solution 5R5 Read for Understanding Visualize: mental pictures, deepen understanding 5R1 Close Read *Theme: infer theme from an assortment of poems. 5R1, 5R2 *Elements of Poetry: figurative language, similes, metaphors, personification, and repetition 5R6 *Author's Craft: tone, voice 5R6 Bold: priority skill * Assessed at end of week or end of module	Required Resources: Lesson 1 Classroom materials poetry books Anchor Chart W11: Elements of Poetry Display and Engage 8.1 Lesson 2 Focal Text Love That Dog Writer's Notebook p. 8.1 Lesson 3 Classroom materials poetry books Focal Text Love That Dog Writer's Notebook p. 8.1 Lesson 4 Display and Engage 8.2, 8.3 Writer's Notebook pp. 8.2, 8.3 Lesson 5 Display and Engage 8.2, 8.4 Instructional Vocabulary: poetry, stanza, narrative poem, lyric poem, rhyme, line length,	Poetry-Lyric Poem Introducing the Focal Text p. W118 5L5a, 5L5c, 5L6 The Read p. W119 5L6, 5W7 Vocabulary p. W120 5L6, 5W7 Prewriting I: Preparing to Write p. W121 5L5a, 5L5c, 5L6 Drafting I: Beginning the Draft p. W122 5L4c, 5L6 Grammar: *Perfect Tenses p. W268 5L1j *Past Perfect Tenses <i>Had</i> p. W269 3L1j, 4L1j, 5L1j Perfect Tenses <i>Will Have</i> p. W270 3L1j, 5L1j Using Perfect Tenses p. W272 5L1j

			mood, rhyme scheme, internal rhyme	Bold: priority skill * Assessed at end of week or end of module
Foundational Skills			Communication	
Decoding: Homophones Spelling: Homophones Expression: Expression 5RF3, 5RF4			Listening Comprehension Listen to fluent reading. Summarize key ideas from a selection read aloud. 5SL1a	

Week 3		Vocabulary	
Academic Critical Vocabulary: pp. T226-T227 (Lesson 11) <i>sponsor, generosity, goodwill, grateful, exception, sensible</i> p.T234 Review (Lesson 12) 5R4, 5L6 Vocabulary Strategy: Context Clues 5L6 Generative Vocabulary: Latin Roots <i>voc, ject</i> pp. T238-T239 Spiral Review: Prefix <i>semi-</i> ; Latin Roots <i>scrib/script</i> (Lesson 13) 5L4b			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>Inside Out and Back Again</i> 5RF4a	Read for Understanding Ask and Answer Questions: generate questions using who, what, when, where, why and how 5R1 Close Read *Elements of Poetry: sound devices and figurative language 5R5, 5L5a *Theme: main message lesson 5R3, 5R2 *Text and Graphic Features: interpret visuals, analyze text, synthesize 5R1, 5R7 Performance Task: Write an Opinion Essay 5W1 Bold: priority skill * Assessed at end of week or end of module	Required Resources: Lesson 11 Writer's Notebook p. 8.7 Anchor Chart W14: Revising Checklist Display and Engage 8.8 Lesson 12 Display and Engage 8.8 Lesson 13 Display and Engage 8.9 Lesson 14 Display and Engage 8.10 Lesson 15 Anchor Chart W17: Tips on How to Present Display and Engage 8.11 Writer's Notebook pp. 8.3, 8.8 Instructional Vocabulary: mechanics	Poetry-Lyric Poem Revising III: Incorporating Feedback p. W128 5L3a, 5L6 Editing I: Grammar, Usage, and Mechanics p. W129 5L3a Editing II: Peer Proofreading p. W130 Anchor Standard 1 & 2(3-5L1) Publishing p. W131 5SL1b Sharing p. W132 5L6 Grammar: Comparative and Superlative Adjectives p. W288 Anchor Standard 1 (3-5L1) *Comparing with Good or Bad p. W289 Anchor Standard 1 (3-5L1) *Comparing with Adverbs p. W290 Anchor Standard 1 (3-5L1) Using Comparisons Correctly p. W292 Anchor Standard 1 (3-5L1)

				Bold: priority skill * Assessed at end of week or end of module
Foundational Skills			Communication	
Decoding: Final Stable Syllables <i>-tion, -sion</i> Spelling: Adding the Suffixes <i>-ion, -ian</i> Fluency: Intonation 5RF3 , 5RF4			Speaking and Listening: Consider the ideas expressed and draw conclusions about information and knowledge gained from the discussions. Engage in Discussion. 5SL1d	