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| Unit: \_\_\_\_\_6\_\_\_\_  Week: \_\_\_3\_\_\_  World War II | Focus Standards:   * **RL.5.3:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). * **RI.5.6:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. * **RF.5.4:** Read with sufficient accuracy and fluency to support comprehension. * **W.5.6:** With some guidance and support from adults, 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. * **W.5.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. * **SL.5.5:** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. * **L.5.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening. * **L.5.3 (a):** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. * **L.5.3 (b):** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. | | | | | |
| Student Objectives: | | | | | | |
| Terminology:  style - **Writing style** is the manner in which a writer chooses among different strategies to address an issue and an audience. A style reveals the writer's personality or voice, but it also shows how she or he sees the audience of the writing. The writing style reveals the choices the writer makes in syntactical structures, diction, and figures of thought. Similar questions of style exist in the choices of expressive possibilities in speech. | | | | Comprehension Strategy:  Genre Focus: Speeches | | |
| Read Aloud | | Shared Reading | Guided Reading/Book Clubs/Reciprocal Teaching | | Independent Reading | Word Work |
| Tanaka, Shelley (2001) *Attack on Pearl Harbor – The True Story of the Day America Entered World War II*  Wiviott,Meg (2010)  *Benno and the Night of roken Glass* | | Graham, Ian (2009) *You Wouldn't Want to Be a World War II Pilot!: Air Battles You Might Not Survive*  Kids Discover, *World War II* | Lemke, Donald (2008) *Captured Off Guard- The Attack on Pearl Harbor*  Barry Denenberg (2001)  [*Early Sunday Morning: The Pearl Harbor Diary of Amber Billows*](http://www.amazon.com/Early-Sunday-Morning-Harbor-Billows/dp/0439445752/ref=sr_1_1?s=books&ie=UTF8&qid=1304973394&sr=1-1)  Walter Dean Myers (2002)  [*The Journal of Scott Pendleton Collins: A World War II Soldier*](http://www.amazon.com/Journal-Scott-Pendleton-Collins-Soldier/dp/0439445760/ref=sr_1_2?s=books&ie=UTF8&qid=1304973483&sr=1-2) | | Houghton Mifflin Social Studies text, *United States History,* Chapter 16, p. 600-607 |  |
| Interactive Writing/Edit | | Independent Writing | Vocabulary | | Assessment/Rubrics | Technology |
| Design a Recruiting Poster | | Compare and contrast President Roosevelt’s and George W. Bush’s reactions to Pearl Harbor  and the September 11 attacks on the United States. <http://www.nationalww2museum.org/education/for-teachers/lesson-plans/a-day-of-infamy.pdf> | dictator, war bonds, internment camp, atomic bomb | |  | <http://www.bbc.co.uk/schoolradio/subjects/history/ww2clips>  <http://www.bbc.co.uk/schools/primaryhistory/world_war2/>  <http://teacher.scholastic.com/activities/teachdearamerica/wwii.htm>  <http://www.brainpop.com/socialstudies/worldhistory/worldwariicauses/>  <http://www.efieldtrips.org/PearlHarbor/> |