

Inside D (Green)

Unit 4: “Every Body Is a Winner” (2-4 weeks)

Reading and Language Book

Guiding Question: Why is the human body so amazing?

Focus on Genre: Kinds of Nonfiction: Narrative and Expository

Focus on Vocabulary: Context Clues: Definitions and Restatements, Synonym and Antonym Clues, Example Clues

Language and Grammar:

◆ Functions

- Define and Explain
- Give and Follow Directions
- Engage in Discussion

◆ Grammar

- Possessive Nouns and Adjectives
- Indefinite Pronouns

Reading Strategy: Determine Importance

Writing Book

Project 7: Research Report

Leveled Library Extended Reading Choices (see pp. T257e-T257f)

TITLE	<i>Of Sound Mind</i>	<i>Emako Blue</i>	<i>Ties That Bind, Ties That Break</i>
GENRE	Contemporary Fiction	Contemporary Fiction	Classic Novel
READING LEVEL	Lexile 730L	Lexile 600L	Lexile 830L

Go to www.INSIDE.com. Under Learning Resources, find “Student Journals” to use with each library book. See also “INSIDE libraries” under Teaching Resources for supplemental information and answers/guidelines to the Student Journals and TE p. T257f for oral prompts to solicit analysis and discussion of library choices.)

Two Week Pacing (suggested average minutes per day of instruction/practice in curriculum = 165)

Week One

Students select extended reading book from Leveled Library. Students and Teacher plan reading schedule and activities (i.e., Student Journal) and begin reading.

Unit Launch

Selection 1

Start Selection 2

Week Two

Finish Selection 2

Selection 3

Compare Across Texts

Unit Wrap

Unit Test

Four Week Pacing (suggested average minutes per day of instruction/practice in curriculum = 85)

Week One

Students select extended reading book from Leveled Library. Students and Teacher plan reading schedule and activities (i.e., Student Journal) and begin reading.

Unit Launch

Week Two

Selection 1

Start Selection 2

Week Three

Finish Selection 2

Start Selection 3

Week Four

Finish Selection 3

Compare Across Texts

Unit Wrap

Unit Test

UNIT LAUNCH (Guided Instruction Required)

RB =Reading Book PB=Practice Book

Circle or highlight the check mark by each learning task when you have completed it.

<p align="center">Every Body Is a Winner: Why is the human body so amazing?</p> <p align="center"><i>(To launch unit theme, read aloud "The Amazing Things Our Body Can Do" on p. R6 at end of book for "Critical Viewing" activity)</i></p>			
<p>➔ <i>Critical Viewing: View the Photo & Listen to an Article RB p. 258</i></p> <p>➔ <i>Discuss the Amazing Human Body: Read the Unit Title RB p. 259</i></p>		<p>✓ <i>Make a Mind Map PB p. 82</i></p>	
<p align="center">Focus on Genre</p>		<p align="center">Focus on Vocabulary</p>	
<p>➔ <i>Analyzing Kinds of Nonfiction: Narrative Nonfiction and Expository Nonfiction</i></p>	<p>✓ <i>Learn "How It Works," "Practice Together," and then "Try It!" RB pp. 260-261</i></p>	<p>➔ <i>Use Context Clues</i></p>	<p>✓ <i>Learn "How the Strategy Works," "Practice Together," and then "Try It!" RB pp. 2062-263</i></p>
	<p>✓ <i>Now practice on your own! PB p. 83</i></p>		<p><i>Now practice on your own! PB p. 84</i></p>

SELECTION 1

RB=Reading Book PB=Practice Book WB=Writing Book WW=Writer's Workout

Circle or highlight the check mark by each learning task to assign it or when you have completed it.

	<i>The Human Machine</i>	
Build Background <i>Guided Instruction Required</i>	<ul style="list-style-type: none"> ✓ See the Body in Action: View "The Human Body" images, www.INSIDE.NG (Teaching Resources/Digital Resources/Level D/Unit4) ✓ Critical Viewing Guide PB p. 85 ✓ Connect: Idea Web 	
Language & Grammar	<ul style="list-style-type: none"> ✓ Look at the picture, listen to the chant and then chime in RB p. 265 ✓ Use Possessive Nouns: "Practice Together," and then "Try It!" RB p. 266 ✓ Define and explain the human brain or stomach in a chant (share with a partner or family member) RB p. 267 	
	<ul style="list-style-type: none"> ✓ Learn Key Vocabulary RB p. 268 ✓ Key Vocabulary PB pp. 86-87 	<ul style="list-style-type: none"> ✓ Reading Strategy: Determine Importance RB p. 269
Write	<p><u>Begin Writing Project 7</u></p> <ul style="list-style-type: none"> ✓ Model Study: "Research Report" WB pp. 150W-153W ✓ "Analyze a Research Report" WW p. 89-90 ✓ Write a Research Report: RESEARCH PROMPT ✓ "Develop a Game Plan" WB pp. 154W-159W ✓ "Develop a Game Plan" WW pp. 91-92 	
Read	<i>The Human Machine</i> RB pp. 270-280	
Connect Reading and Writing <i>Small Groups Recommended for Oral Exercises</i>	<p>Oral Exercises</p> <ul style="list-style-type: none"> ✓ Critical Thinking, Reading Fluency, Reading Strategy and Vocabulary Review (Oral Review) RB p. 281 	<p>Written Work</p> <ul style="list-style-type: none"> ✓ Vocabulary Review (Written Review) RB p. 221 ✓ Write About the Guiding Question RB p. 221 ✓ Selection Review PB p. 88
Connect Across the Curriculum <i>Small Groups Recommended for Oral Exercises</i>	<p>Oral Exercises</p> <ul style="list-style-type: none"> ✓ Literary Analysis: Analyze Text Structure: Main Idea and Details RB p. 282 ✓ Vocabulary Study: Use Context Clues: Definition and Restatement RB p. 283 ✓ Experiment/Viewing: Analyze Breathing Rate RB p. 283 	<p>Written Work</p> <ul style="list-style-type: none"> ✓ "Literary Analysis" PB p. 89 ✓ "Vocabulary Study" PB p. 90

<i>The Human Machine</i>		
Write	<p><u>Continue Writing Project 7</u></p> <ul style="list-style-type: none"> ✓Research Strategy: “Locate Information Sources” WB pp. 160W-161W ✓“Locate Information Sources” WW p. 93 ✓Research Strategy: “Locate Information Sources,” <i>continued</i> WB pp. 162W-167W ✓“Locate Information Sources” WW p. 94 	
Reread the Selection	<i>The Human Machine</i> RB pp. 270-280	
Connect Across the Curriculum continued <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 2 and 9, TE 268</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i>	<p>Oral Exercises</p> <ul style="list-style-type: none"> ✓Listening/Speaking: Deliver an Informative Presentation RB p. 284 ✓Writing and Grammar: Write About Athletes: Study the Models and Add Sentences RB p. 285 ✓2nd Vocabulary Practice RB p. 268 ✓2nd Fluency Practice (Focus on Phrasing) RB pp. 646 & 657 	<p>Written Work</p> <ul style="list-style-type: none"> ✓ <i>Write on Your Own</i>, RB p. 225 ✓ <i>Academic Vocabulary Review</i>, PB p. 91
Write	<p><u>Continue Writing Project 7</u></p> <ul style="list-style-type: none"> ✓Research Strategy: “Get Information from the Web” WB pp. 168W-171W ✓“Get Information from the Web” WW p. 95 ✓Research Strategy: “Sort through the Information” WB pp. 172W-173W ✓“Evaluate Sources” WW pp. 96-98 	
Assessment <i>See T285a for Review and Reteaching suggestions for students needing additional support.</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i> <i>Print Fluency Practice & Assessment pages from www.INSIDE.NG.COM Teaching Resources</i>	<p>Selection 1 Test (review missed answers before beginning Selection 2)</p> <p>Fluency Assessment (RB p. 657)</p>	

SELECTION 2

RB=Reading Book PB=Practice Book WB=Writing Book WW=Writer's Workout

Circle or highlight the check mark by each learning task when you have completed it.

		<i>The Beat Goes On</i>	
Build Background <i>Guided Instruction Required</i>	<ul style="list-style-type: none"> ✓ See the Heart at Work: View video "A Healthy Heart", www.INSIDE.NG (Teaching Resources/Digital Resources/Level D/Unit4) ✓ Critical Viewing Guide PB p. 92 ✓ Connect: KWL Chart RB p. 286 		
Language & Grammar	<ul style="list-style-type: none"> ✓ Listen to the song. Then sing along and follow the directions. RB p. 287 ✓ Use Possessive Adjectives: "Practice Together," and then "Try It!" RB p. 288 ✓ Explore Exercise: Give and follow directions. RB p. 289 		
Prepare to Read <i>Teach/Model</i>	<ul style="list-style-type: none"> ✓ Learn Key Vocabulary RB p. 290 ✓ Key Vocabulary PB pp. 93-94 	<ul style="list-style-type: none"> ✓ Reading Strategy: Determine Importance RB p. 291 	
Write	<p><u>Continue Writing Project 7</u></p> <ul style="list-style-type: none"> ✓ Research Strategy: "Sort through the Information," <i>continued</i> WB pp. 174W-175W ✓ "Locate Relevant Information" WW p. 99 ✓ Research Strategy: "Take Good Notes" WB pp. 176W ✓ "Take Good Notes" WW pp. 100-101 ✓ Research Strategy: "Paraphrasing" WB p. 177W ✓ "Practice Paraphrasing" WW p. 102 ✓ Research Strategy: "Summarizing" WB pp. 178W-179W ✓ "Practice Summarizing" WW p. 103 		
Read	<i>The Beat Goes On</i> RB pp. 292-302		
Connect Reading and Writing <i>Small Groups Recommended for Oral Exercises</i>	Oral Exercises <ul style="list-style-type: none"> ✓ Critical Thinking, Reading Fluency, Reading Strategy and Vocabulary Review (Oral Review) RB p. 303 	Written Work <ul style="list-style-type: none"> ✓ Vocabulary Review (Written Review) RB p. 303 ✓ Write About the Guiding Question RB p. 303 ✓ Selection Review PB p. 95 	

		<i>The Beat Goes On</i>	
<p>Connect Across the Curriculum <i>Small Groups Recommended for Oral Exercises</i></p>	<p>Oral Exercises ✓Literary Analysis: Analyze Author’s Purpose and Style RB p. 304 ✓Vocabulary Study: Use Context Clues: Synonyms and Antonyms RB p. 305 ✓Literary Analysis: Compare Kinds of Nonfiction RB p. 305</p>	<p>Written Work ✓“Literary Analysis” PB p. 96 ✓“Vocabulary Study” PB p. 97</p>	
<p>Write</p>	<p><u>Continue Writing Project 7</u> ✓Research Strategy: “Avoid Plagiarism” WB pp. 180W-183W ✓“Avoid Plagiarism” WW pp. 104 ✓“Using Direct Quotes” WW p. 105 ✓Research Strategy: “Organize Your Notes” WB pp. 184W-185W ✓“Organize Your Notes” WW pp. 106-107</p>		
<p>Reread the Selection</p>	<p><i>Film Fright</i> RB pp. 232-242</p>		
<p>Connect Across the Curriculum continued <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 5 and 9, TE290</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i></p>	<p>Oral Exercises ✓Research/Technology: Make a Public Service Announcement RB p. 306 ✓Writing and Grammar: Write Directions to a Place (Study the Models and Add Sentences) RB p. 307 ✓2nd Vocabulary Practice RB p. 290 ✓2nd Fluency Practice (Focus on Intonation) RB pp. 645 & 658</p>	<p>Written Work ✓ <i>Write on Your Own</i>, RB p. 307 ✓ <i>Academic Vocabulary Review</i>, PB p. 98</p>	
<p>Write</p>	<p><u>Continue Writing Project 7</u> ✓Research Strategy: “Develop an Outline” WB pp. 190W-191W ✓“Develop an Outline” WW pp. 108-109</p>		

Assessment

See T247a for Review and Reteaching suggestions for students needing additional support.

See Assessment Handbook T16-T18 re: Fluency Assessment.

Print Fluency Practice & Assessment pages from www.INSIDENG.COM Teaching Resources.

Selection 2 Test (review missed answers before beginning Selection 3)
Fluency Assessment (RB p. 578)

SELECTION 3

RB=Reading Book PB=Practice Book WB=Writing Book WW=Writer’s Workout

Circle or highlight the check mark by each learning task when you have completed it.

		<i>Two Left Feet, Two Left Hands, and Too Left on the Bench</i>	
Build Background <i>Guided Instruction Required</i>	<ul style="list-style-type: none"> ✓ See What Drives Us: View images “What Drives Us,” www.insideNG (Teaching Resources/Digital Library/Level D/Unit4) ✓ Critical Viewing Guide PB p. 99 ✓ Connect: Anticipation Guide 		
Language & Grammar	<ul style="list-style-type: none"> ✓ Look at the photo and listen to the discussion RB p. 309 ✓ Use Indefinite Pronouns: “Practice Together,” and then “Try It!” RB p. 310 ✓ Explore Sports Shots: Discuss a sports photo with a partner or family member to complete exercise RB p. 311 		
Prepare to Read <i>Teach/Model</i>	<ul style="list-style-type: none"> ✓ Learn Key Vocabulary RB p. 312 ✓ Key Vocabulary PB pp. 100-101 	<ul style="list-style-type: none"> ✓ Reading Strategy: Determine Importance RB p. 313 	
Write	<p><u>Continue Writing Project 7</u></p> <ul style="list-style-type: none"> ✓ Writing Application: “Draft” WB pp. 192W-195W ✓ “Draft a Research Report” WW pp. 110-112 		
Read	<i>Two Left Feet, Two Left Hands, and Too Left on the Bench</i> RB pp. 314-326		
Connect Reading and Writing <i>Small Groups Recommended for Oral Exercises</i>	<p>Oral Exercises</p> <ul style="list-style-type: none"> ✓ Critical Thinking, Reading Fluency, Reading Strategy and Vocabulary Review (Oral Review) RB p. 327 	<p>Written Work</p> <ul style="list-style-type: none"> ✓ Vocabulary Review (Written Review) RB p. 327 ✓ Write About the Guiding Question RB p. 327 ✓ Selection Review PB p. 102 	

<i>Two Left Feet, Two Left Hands, and Too Left on the Bench</i>		
<p>Connect Across the Curriculum <i>Small Groups Recommended for Oral Exercises</i></p>	<p>Oral Exercises ✓Literary Analysis: Compare Fiction and Narrative Nonfiction RB p. 328 ✓Vocabulary Study: Use Context Clues: Examples RB p. 329 ✓Literary Analysis: Analyze Exaggeration RB p. 329</p>	<p>Written Work ✓“Literary Analysis” PB p. 103 ✓“Vocabulary Study” PB p. 104</p>
<p>Write</p>	<p><u>Continue Writing Project 7</u> ✓Writing Application: “How to Cite Sources” WB pp. 196W-197W ✓“Practice Citing Sources” WW p. 113 ✓Writing Application: “How to Create a List of Works Cited” WB pp.198W-199W ✓ “Create a List of Works Cited” WW p. 114 ✓Writing Application: “Revise” WB pp. 200W-201W ✓“Revise a Research Report” WW p. 115</p>	
<p>Reread the Selection</p>	<p><i>Two Left Feet, Two Left Hands, and Too Left on the Bench</i> RB pp. 314-326</p>	
<p>Connect Across the Curriculum continued <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 4 and 9, TE312</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i></p>	<p>Oral Exercises ✓Listening/Speaking: Perform a Humorous Reading RB p. 330 ✓Writing and Grammar: Write About a School Sports Team (Study the Models and Add Sentences) RB p. 331 ✓2nd Vocabulary Practice RB p. 312 ✓2nd Fluency Practice (Focus on Expression) RB pp. 647 & 659</p>	<p>Written Work ✓ <i>Write on Your Own, RB p. 331</i> ✓ <i>Academic Vocabulary Review, PB p. 105</i></p>
<p>Write</p>	<p><u>Finish Writing Project 7</u> ✓Writing Application: “Edit and Proofread” WB pp. 202W-205W ✓“Edit and Proofread” WW pp. 116-118 ✓Now, edit and proofread your research report (WW pp. 110-112) ✓Writing Strategy: “Publish, Share and Reflect” WB pp. 206W-207W ✓“Publish, Share and Reflect” WW pp. 119-120</p>	

Assessment

See T331a-T331b for Review and Reteaching suggestions for students needing additional support.

See Assessment Handbook T16-T18 re: Fluency Assessment.

Print Fluency Practice & Assessment pages from www.INSIDE.NG.COM Teaching Resources

Selection 3 Test (review missed answers before taking Unit 1 Test for Progress Monitoring)
Fluency Assessment (RB p. 659)

UNIT WRAP-UP

RB=Reading Book PB=Practice Book

<p align="center">Compare Across Texts RB p. 332 <i>Guided Instruction Required</i></p>	<p align="center">Finding Your Own Place: Unit 4 Wrap Up RB p. 333 <i>Guided Instruction Required</i></p>
<p>➔ Compare Theme Across Genres</p>	<p>➔ Reflect on Your Reading</p>
<p>✓First, learn “How It Works” ✓Then “Practice Together” ✓Last, “Try It!”</p>	<p>✓Make a web to review “Focus on Genre: Kinds of Nonfiction” ✓Explain what you’ve learned about “Reading Strategy: Determine Importance”</p>
	<p>➔ Explore the Guiding Question</p>
	<p>✓Choose one of the ways listed to explore the question, “Why is the human body so amazing?”</p>
	<p>➔ Book Talk <i>(Refer to page T257f to enhance student discussion)</i></p> <p>✓Talk about the Unit Library book you chose. ✓What did your book teach you about the human body? ✓Name at least one way that you determined importance while reading. ✓What did you like about the book? Would you recommend it to another student?</p>
<p align="center">Vocabulary Review</p>	
<p align="center">Unit 4: Academic and Key Vocabulary Review PB pp. 106-108</p>	
<p>Unit 4 Progress Monitoring Test 70% or better earns credit for Unit 4 (students may re-take test until they pass)</p>	