# Unit Summary

<table>
<thead>
<tr>
<th>Essential Question/Enduring Understandings</th>
<th>Culminating Event</th>
<th>Mentor Texts/Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Digital Citizenship</strong></td>
<td>N/A</td>
<td>No texts used.</td>
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</tbody>
</table>

**Time Frame:** 6 Days

**Content Alignment:** English Language Arts

## EQ:
- How can I be a good digital citizen?
- How should you treat others and stay safe online?
- How can I use technology ethically in school?

## EU:
- It is important to find a healthy balance in our daily media use.
- Understand that it's important to think about the words we use, because everyone interprets things differently.
- Cyberbullying can be prevented in many ways.
- The information we put online leaves a digital footprint.
- We need to determine what information is appropriate for us to

**Target Standards (AASL):**

- 1.B.3
- 1.D.3
- 6.A.1
- 6.A.2
- 6.A.3
- 6.B.1
- 6.B.2
- 6.D.3
<table>
<thead>
<tr>
<th>2. Reading Online</th>
<th>EQ:</th>
<th>EU:</th>
<th>No texts used.</th>
<th>4.B.1, 4.B.4, 6.D.1, 6.D.2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time Frame:</strong> 2 Days</td>
<td><strong>How can I become an independent and effective user of the school library?</strong></td>
<td><strong>Effective users of the library can use Destiny Discover to checkout eBooks and Interactive eBooks.</strong></td>
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<tr>
<td><strong>Content Alignment:</strong> English Language Arts</td>
<td></td>
<td><strong>Effective users of the library can independently utilize the TumbleBookLibrary database to find and read books.</strong></td>
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- Good digital citizens use information in a responsible manner.
- There are rules that I must follow when using technology in school.
- Norms help people in a community achieve their goals.
- Communities exist both in person and online.
## 3. Unique You

**Time Frame:** 5 Days

**Content Alignment:**
- English Language Arts
- Health

**Implementation Strategies:**

**EQ:**
- How do we form our own, unique identity?
- How should we respond when others do not recognize or respect our unique identity?

**EU:**
- Your unique identity is your sense-of-self: who you are and how you want to be seen by the world.
- Your unique identity is shaped by your character and your actions.
- Your unique identity can be expressed through your talents and/or appearance.
- Self-Confidence and accomplishing goals help you to develop a positive sense-of-self.

The culminating event will require students to complete a "Unique You" template using Wixie.

**Mentor Texts:**
- *Ruby's Wish* by Shirin Yim Bridges
- *Just Like Josh Gibson* by Angela Johnson
- *Talkin' About Bessie* by Nikki Grimes
- *Marisol McDonald Doesn't Match* by Monica Brown

**Alternative Texts:**
- *Imani's Moon* by Janay Brown-Wood
- *Bintou's Braids* by Sylvaine Diouf
- *Drum Dream Girl* by Rafael Lopez
- *Naked Mole Rat Gets Dressed* by Mo Willems
- *Hana Hashimoto, Sixth Violin* by Chiere Uegaki
- *Mixed Me* by Taye Diggs
- *Stephanie's Ponytail* by Robert Munsch
- *Lailah's Lunch Box* by Lea Lyon
- *Thunder Boy Jr.* by Sherman Alexie

### 4. VIP (Very Important Poetry) Conventions

**Time Frame:** 5 Days  
**Content Alignment:** English Language Arts - Unit 6 Poems  

**Implementation Strategies:**

<table>
<thead>
<tr>
<th>EQ:</th>
<th>Mentor Text:</th>
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</table>
| - What makes a poem great?  
- How does a poet's use of language, sound, and form influence the way the poem is understood and enjoyed by readers? | - *Chicken Scratches* by George Shannon and Lynn Brunelle |

**Students will choose an additional convention of poetry to research. The choices are: assonance, theme, personification, tone/mood, and form. Upon completion of their research, students may use any ODL-approved presentation tool to share their learning with the class.**  

**Alternative Texts:**

- Selection of poetry books from the school's Library Media Center (or, create a collection in Destiny so students/teachers can find books)

### 5. Spend or Save? (Slam Dunk)

**Time Frame:** 4 Days  
**Content Alignment:**

<table>
<thead>
<tr>
<th>EQ:</th>
<th>Mentor Texts:</th>
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</table>
| - Why is it important to understand earning, saving and spending money? | - *The Coin Counting Book* by Rozanne Lanczak Williams  
- *Alexander Who Used to be Rich Last Sunday* by Judith Viorst |

**Students will earn “money” through successfully searching Destiny. They will need to correctly determine money amounts for each clue and then add them together. The earnings can be used to purchase a special reward**

**Mentor Texts:**

- *The Coin Counting Book* by Rozanne Lanczak Williams  
- *Alexander Who Used to be Rich Last Sunday* by Judith Viorst  

1.B.3, 1.D.2, 5.A.1
### English Language Arts

#### Implementation Strategies:

<table>
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<th>Implementation Strategies</th>
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<tbody>
<tr>
<td>How do you decide what to do with the money you have?</td>
</tr>
<tr>
<td>How does the amount of money you have determine how you spend it?</td>
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</table>

#### EU:

- There is a relationship between earning, spending, and saving money.
- Money plays an important role in the everyday lives of human beings.
- It is necessary to make responsible decisions about earning, spending, and saving money.

from the library media specialist (ideas: extra book coupon, sit with a friend coupon, lunch with the librarian, bookmark, pencil, etc.)

#### Alternative Texts:

- *Berenstain Bears Dollars & Sense* by Stan and Jan Berenstain
- *Berenstain Bears Trouble with Money* by Stan and Jan Berenstain
- *Fox on the Job* by James Marshall
- *My Rows & Piles of Coins* by Tololwa M. Mollel
- *A Dollar for Penny* by Julie Glass
- *Max’s Bunny Business* by Rosemary Wells
- *Tightwad Tod* by Daphne Skinner
- *Bunny Money* by Rosemary Wells

### 6. Healthy Habits (Slam Dunk)

**Time Frame:** 4 Days

**Content Alignment:** English Language Arts, Health

#### EQ:

- Why is it important to understand different ways to be healthy?
- How do you decide what health habits are best for you?
- How does learning more about health habits affect your life?

Students will create a public service announcement in order to promote healthy habits.

#### Mentor Text: NA

#### Alternative Texts:

- Collection of health-related books from the school's library media center (or create a collection in Destiny so students/teachers can find books)

### Implementation Strategies:

**EU:**
- Healthy habits are necessary for living your best life.
- Informing others of healthy habits allows people to make decisions about their health and lifestyle.

### 7. Wicked Weather

**Time Frame:**
4-5 Days

**Content Alignment:**
English Language Arts and Science

**Implementation Strategies:**

<table>
<thead>
<tr>
<th>EQ:</th>
<th>EU:</th>
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<tbody>
<tr>
<td>How can I be prepared for severe weather in different parts of the world?</td>
<td>Severe weather impacts people's lives in many ways. There are many ways that people can prepare for severe weather.</td>
</tr>
</tbody>
</table>

Students will create a wicked weather presentation and create a tool/supply that will help people remain safe in the event of a severe weather event.

**Mentor Text:** NA

**Alternative Texts:**
Collection of weather-related books from the school's library media center (or create a collection in Destiny so students/teachers can find books)

1.A.1, 1.D.1, 1.D.2, 5.C.1
## 8. Tall Tales

**Time Frame:** 4 Days

**Content Alignment:** English Language Arts

**Implementation Strategies:**

- There are many tools that can help people survive and withstand severe weather.

<table>
<thead>
<tr>
<th>EQ:</th>
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<tbody>
<tr>
<td>What makes tall tales a unique genre of literature?</td>
<td>Tall tales are an important part of American folklore passed down through generations.</td>
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<tr>
<td>Why are tall tales so much fun to read?</td>
<td>Tall tales embody the “spirit” of early America as it expanded North, South, East, and West.</td>
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<tr>
<td></td>
<td>Tall tales share many of the following characteristics:</td>
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<td></td>
<td>- Main characters are extreme and/or have</td>
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Students will create an original protagonist and story, highlighting characteristics unique to the tall tale genre throughout.

**Mentor Texts:**
- *Sally Ann Thunder Ann Whirlwind Crockett* by Steven Kellogg
- *Thunder Rose* by Jerdine Nolan
- *Swamp Angel* by Anne Isaacs (Discovery Education)

**Alternative Texts:**
- *American Tall Tales* by Mary Pope Osborne
- *Cut from the Same Cloth: American Women of Myth, Legend, and Tall Tale* by Robert San Souci
- *Paul Bunyan* by Steven Kellog
- *Pecos Bill* by Steven Kellog

1.B.3, 1.C.2, 1.C.3, 1.C.4, 5.1.A
<table>
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<th>exaggerated qualities or abilities</th>
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<tr>
<td>Setting is based in a real time and place important to the history of the country</td>
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<tr>
<td>Plot often tries to convey a message or make a point about society and/or the origins of natural occurrences (such as lakes, rivers, canyons, and mountains) through the use of humor and/or exaggeration</td>
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