

Curriculum Map

Name of Teacher: Sr. Aram

Subject ELA

	September	October	November	December	January	
Unit Name or Theme	U.1W.1: Clever Ideas U.1W.2: Think of Others U.1W.3: Take Actions U.1W4: Ideas in Motion U.1W5: Putting Ideas to Work	U.2W.1: Literary Lessons U.2W.2: Animals in Fictions U.2W.3: Natural Connections U.2W.4: Adaptations U.2W.5: Animals All Around	U.3 W.1: Friendship U.3 W.2: Helping the Community U.3 W.3: Liberty and Justice U.3 W.4: Powerful Words U.3 W.5: Feeding the World	U.4 W.1: Our Government U.4 W.2: Leadership	U.4 W.3: Breakthroughs U.4 W.4: Wonders in the Sky U.4 W.5: Achievements	Unit Name or Theme
Enduring Understandings and Performance Indicators	U1.W1: Students will be able to summarize the plot by putting a story’s key events in a sequence. U.1W2: Students will be able to use clues from the story to make predictions. Students will be able to identify story elements from the text by identifying key details from text. U.1W3: Students will be able to compare and contrast expository texts by identifying key details from text. U.1W4: Students will be able to identify cause and effect as they read through various stories. U.1W5: Students will be able to identify the main idea and key details by summarizing text.	U.2W1: Students will be able to identify the theme by identifying clues within the text to support the theme. U.2.W2: Students will be able to identify the theme by paying attention to the characters' words and actions. U.2W3: Students will be able to identify the main idea by recalling details from the text. U.2.W4: Students will be able to retell details of the story within their own words by summarizing the text. U.2W5: Students will be able to identify point of view in poetry by recalling details from the poem.	U.3 W.1: Students will be able to identify the author’s point of view by recalling details from text. U.3 W.2: Students will be able to identify characters and main events in the story to help them identify point of view. U.3 W.3: Students will be able to re-read a variety of texts to identify techniques the author uses, such as figurative language. U.3 W.4: Students will be able to use the strategy “re-read” to help them locate the author's point of view when provided with details. U.3 W.5: Students will be able to identify the author's point of view in persuasive articles.	U.4 W.1: Students will be able to identify cause and effect by recalling key details from text. U.4 W.2: Students will be able to make predictions based on the narrator’s point of view.	U.4 W. 3: Students will be able to make predictions by identifying the author’s point of view. U.4 W.4: Students will be able to identify cause and effect in various short stories by recalling details from text. U.4 W.5: Students will be able to identify themes of various poems.	Enduring Understandings and Performance Indicators
Essential Questions	U.1.W1: Where do good ideas come from? How do you know that <i>The princess and the Pizza</i> is a fairy tale? How did Paulina get out of a difficult situation and win the competition? Fairy tales and fables often include characters who think of clever ideas to solve a problem. What can these tales teach us about where good ideas come from? U.1.W2: How do your actions affect others? When have your actions affected friends or family	U.2W1: What are some messages in animal stories? What are some animal stories you know that teach a lesson? What would you tell the fisherman to convince him not to betray the Kaha bird? Why does the merchant keep the parrot in the cage? Why does the merchant avoid the parrot when he returns from India? How do you know that <i>The Secret Message</i> is a folktale? How do the parrots' actions help you	U.3 W.1: How can you make new friends feel welcome? What would help you the most on your first day at a new school? How do you make new students in your school feel welcome? How do you know the story has a third person narrator? What is the narrator’s point of view? What is the narrator’s point of view about Chester? How do Tucker and Harry feel about Chester’s chirping? Which words help you visualize their	U.4 W.1: Why do we need a government? What is an example of the government at work? What service does your state government provide? What might happen if there were no government? How the government helps us maintain order and helps preserve our freedom. What are some ways that the government protects you every day? Who were the voters in ancient Greece? Why did the Founding Fathers reject the	U.4 W.3: How did the invention of the telephone affect the town of Centerburg? Think of an invention and tell how it affected your life. How does technology affect your life? What do you think Gramp’s reaction to the moon landing will be? What is Mae’s point of view about the moon landing? How do you know? Why didn’t Gramps react to the moon landing? Which details help you visualize Mae’s reaction to her	Essential Questions

<p>in either a good way or a bad way? How do you know that <i>Experts, Incorporated</i> is realistic fiction? What is Rodney Curtain's main problem in the story? What will happen if he cannot solve this problem? How did Rodney's actions affect others in this story? How are people standing up to bullying? In what ways do actions make a difference?</p> <p>U.1W3: How do people respond to natural disasters? How might people respond to a forest fire? How do you think people are rescued during a flood? What are some ways that people might respond during other kinds of natural disasters? How can you help others who have been in a natural disaster? How do scientists measure earthquakes? How can you protect yourself if you are indoors during an earthquake? How can you tell that <i>Earthquake</i> is an expository text? How is the movement of Earth's plates similar to boiling milk? How is it different? How can science help people prepare for earthquakes? Why should people take warnings about tsunamis seriously? What should people do in the event of a tornado? How are tornadoes similar to other natural disasters?</p> <p>U.1W4: How can science help you understand how things work? What kind of rides have you ridden on at an amusement park? Why did you like them? How can scientists help you understand your favorite activities? How do you know that <i>A Crash Course in Forces and Motion with Max Axiom, Super Scientist</i> is a narrative nonfiction text? Why would an object moving in space go on forever? How do forces and</p>	<p>figure out the theme of the story? Folktales often include a central message for the people who read them, what does this folktale teach about the importance of freedom? What lesson does the goat learn in the fable? What lessons can we learn from animal characters?</p> <p>U.2W2: How do animal characters change familiar stories? There are lots of great animal stories, what are some of your favorites? What are some character traits of the animals in your favorite stories? Explain how you are more like the Ant or more like the Grasshopper? Why does the Viceroy believe that Felipe should keep the promise that he made to Ranita? What is a synonym for the word scurry on page 114? How does the character of Ranita give the story a twist? Why do people relate to animal characters? In what ways is Toshio a good detective? How is Toshio's character similar to other animal characters?</p> <p>U.2W3: How are all living things connected? How are animals and plants connected? How do you know that <i>The Buffalo Are Back</i> is narrative fiction? Tell how humans, buffalo, and the land are connected? How would people be affected if certain animals were removed from our ecosystem? How does food chain connect all living things? How is a forest's ecosystem similar to other ecosystems?</p> <p>U.2W4: What helps an animal survive? How do adaptations help an animal survive? Describe an animal adaptation that you have seen. Explain what makes <i>Spiders</i> an expository text? What is the main idea on page 164? What does the word unusual</p>	<p>reaction? Explain how you know that <i>The Cricket in Times Square</i> is a fantasy? Is the narrator a character in the story? Use two examples from the text to tell about the point of view. What is the meaning of the word route? Tell how context clues in the first paragraph on page 192 help you understand the word's meaning. How do Tucker and Harry make Chester feel at home in a strange place? Why is welcoming newcomers to a community important? How does the girl make the Chenoo feel welcome?</p> <p>U.3 W.2: In what ways can you help your community? How do people in your community help each other? What are some things that you can do to help your community? How did Hector and his friends make a difference in their community? Marilia does not want to go on the trip to the nursing home. Which words on page 202 help you visualize Marilia's desperation? What is Marilia's plan? With a partner paraphrase how she carries it out. How does the author describe the setting on pages 204-205? Identify the words and phrases that help you visualize the nursing home. Why is Marilia planning on making a collage for Elenita? What makes <i>Aguinaldo</i> realistic fiction? Explain using examples from the story. Is the story told by a first person or third person narrator? Use evidence to tell about the narrator's point of view. What does the word Aguinaldo's mean on page 202? Explain how context clues helped you figure out the meaning. Write how the story would change if it were written from a different point of view? What is so special about</p>	<p>Greek method of voting? What did the Founding Fathers do when they realized that the constitution could be improved? How does the kids voting USA program encourage people to vote? How can kids make their voices heard about community issues? Why is <i>See How They Run</i> Considered narrative nonfiction? What caused Shadia Wood to speak up to government lawmakers? Describe what she did and the effect that her methods have. Use context clues to figure out the meaning of the word dictator on page 272. Tell how knowing the Latin root "dict" helps you. Why does our nation's government have three branches? How does the government of the United States compare to other types of government around the world? Why do you think many people want to be part of a democracy? Why did some states first refuse to approve the constitution? What happened to change their minds? Why did delegates from the states meet to write a constitution in 1787? Why is it important to be an active participant in our democracy? If you had been a politician running for office in 1932, what would you have told the voters? What qualities does a good leader need? Why did Miguel decide to run for class president? What would you do for your school if you were class president? Ike says his social club will serve the community. Do you predict the club will really do good deeds? How are Ike's letters to Mrs. LaRue different from what the newspapers report? How does Ike rescue Hugo Bugwort? How do you know that <i>LaRue for</i></p>	<p>grandfather's words? Which details in <i>The Moon over Star</i> indicate that the story is historical fiction? How does the point of view used in the story help you understand the impact of the moon landing? Mae describes the astronauts as "bounding across the moon like ghosts on a trampoline." What is a synonym for bounding? Explain how context clues helped you. Write about how the story would be different if it were written from Gramp's point of view? What does the moon landing mean to Mae and her family? New inventions and technology have had a huge impact over time. Which invention or technology has had the biggest impact on our world since the moon landing? How have spin-offs changed our lives on Earth? New technology has led to new discoveries: compare and contrast different ways in which space technology has made an impact.</p> <p>U.4 W.4: How do you explain what you see in the sky? If you had lived five hundred years ago, how would you have explained the northern lights? What have you observed in the sky at night? What causes some of the sights in the night sky? What do you wonder about when you look up at the night sky? Why were ancient people amazed by the moon? Why would Mercury take 277 fewer days than Earth to orbit the sun? Which context clues helped you determine the meaning of "dwarf planets" in the first paragraphs on page 341? How are we able to see the planets and moons when they do not produce their own light? Why does the moon seem to glow? What causes the moon to</p>
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<p>motion affect you? In what ways can understanding gravity help people? How did science help the robots solve their problem? What are a few ways that science can help us answer questions and solve problems?</p> <p>U.1W5: How can starting a business help others? How do you think businesses can give back to the community? What kind of things could they do? What kind of business would you start? How would it help people or your community? If you owned a business, how would you use some of your profits to help others? How do you know that <i>Kids in Business</i> is a persuasive article? What led Anna Azevedo to start her own business? What are a few ways that young entrepreneurs can help people around the world? What steps can you take to start a new business? How can an entrepreneur become successful?</p>	<p>mean on page 156? How have spiders adapted to survive? Explain how spiders in the rain forest and spiders in the desert might adapt in different ways. What helps Anansi survive?</p> <p>U.2W5: How are writers inspired by animals? What is your favorite story, play or poem about an animal? What animals would you like to write about and why? What creative ways do the poets portray animals? What animal would you write a poem about and why? What is a haiku?</p> <p>Why do we use figurative language? What types of poem is “The grasshopper Springs?”</p> <p>What is the rhyming pattern in the first stanza of “Bat”? How does it change in the second stanza? The poet uses a metaphor to make a comparison in “Fireflies at Dusk.” Identify the comparison and tell why the poet makes it. “The Sandpiper” describes a bird’s actions from the speaker’s point of view. Write about how the poem would be different if it were written from the point of view of the sandpiper. In what ways did these animals inspire writers? What are some other animals around the world that describe their own poems? In what ways are fog and winter like a cat?</p>	<p>Marilia’s gift? Marilia and her classmates brought gifts to the residents at the nursing home. Why do people often say, “It is better to give than to receive?”</p> <p>What are some ways kids can volunteer in their communities? What is the most popular volunteer activity for kids? Describe the role of public service-use examples from the text.</p> <p>U.3 W.3: How can one person make a difference? Do you think it is possible for one person to create change and make a difference? How did Judy Bonds make a difference? What causes do you feel strongly about? Which details on page 219 reveal the author’s viewpoint about how Westley’s grandmother was treated? What is the author’s point of view? Which clues on page 221 tell you about the author’s position? Paraphrase the text to support your answer? What is the author’s point of view about the segregation of blacks and whites? What clues on page 22-223 reveal the author’s viewpoint? What is the author’s point of view? Why wouldn’t schools in Savannah hire Westley? What does the author point out about the postal service? How does the author think black people felt about being mistreated? What word choices does the author use to support this point of view? Why did people throw their charge cards into a pile during Westley’s meeting? How do you think the author feels about the protestors who participated in the boycott? What text clues allow you to infer this point of view? How does the author feel about Westley’s role in helping</p>	<p><i>Mayor</i> is a fantasy and could not happen in real life? Describe the two points of view from which the story is told. Give examples from the text. The newspaper article on page 295 says that Bugwort “announced his plans to crack down” on unruly dogs. What is the meaning of the idiom “crack down?” Write about how the different points of view make Ike’s story more interesting. Why does Ike run for mayor? Bugwort and Ike have very different qualities, yet the people of Snort City like them both as candidates. What qualities are most important in someone running for public office? What level of government creates and passes new laws? How does the judicial branch make sure that laws are understood? What can people achieve in local and state public offices? Why are elected leaders important in our society?</p>	<p>seem much bigger than the other planets? How do you know that <i>Why Does the Moon Change Shape</i>, is an expository text? Why does the Moon appear so big and bright to people on Earth? What does the phrase gravitational pull mean in the first paragraph on page 342? Identify the context clues that help you determine the meaning. According to the text, we always see the same side of the Moon: Explain what causes this to happen? Why does the Moon have different phases? Why have people all over the world been fascinated by what they see in the sky? What are the three treasures that help Thor? What reason does the author give for the experience of thunder and lightning being reassuring? How do the myths of Helios and Thor help to explain what people see in the sky? Contrast how ancient people understand their world and how modern people understand the world today.</p> <p>U.4 W.5: How do writers look at success in different ways? Do you think success is always a positive thing? What are some stories that you can think of where the character attains some kind of success? How do each poet write about success? Compare how the characters in each poem feel to how you feel when you are successful. What is the theme of the poem? What helps you determine the theme? What is the denotation of awesome? What is the connotation of this poem? How do you know that “The Moon dust Footprint” is a narrative poem? Explain how you know that “<i>Swimming to the Rock</i>” is a narrative poem. Give an example of repetition in the first</p>
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			<p>to end segregation in Savannah? How do you know that <i>Delivering justice</i> is a biography? Use examples from the selection to support your answer. Why does the author believe that Westley Wallace Law made a difference in Savannah? Include two details from the selection that support the author's point of view. What is a synonym for the word segregation on page 232? How did the events of the Civil Rights era influence Nora Davis Day's life?</p> <p>U.3 W.4: How can words lead to change? Read Mandela's words on page 204. What do you think he means? How can your own words lead to change? How did Elizabeth Cady Stanton help women gain the right to vote? How did Abraham feel about books and words? How did Lincoln feel about reading? What does the author believe Lincoln gained, or learned from these experiences? Why do you think the author included the detail that Lincoln studies elocution, or the art of speaking in public? Which detail shows that the author believed Lincoln became a good public speaker? How does the author describe Lincoln's view on slavery? What does the author think Lincoln's motivation for becoming a senator was? Why did Lincoln issue the Emancipation Proclamation? Explain how you know that <i>Abe's Honest Words</i> is a biography? Identify features of this genre in the selection. Why did Lincoln's words leave such a lasting impression on people? What purpose did "The Gettysburg Address" serve for people saddened by the terrible cost of war?</p>		<p>two stanzas of "The Moondust Footprint." Why do you think this word is repeated in the poem? In "Swimming to the Rock," the narrator says that her father and brothers "lift their faces with/wild wet smiles." What is the denotation of the word wild? What does this word suggest about the narrator's family? Write about the theme of "The Moon dust Footprint." How did the poet's style help you understand the theme? What does accomplishment mean to each of the poets? In these two poems, each poet approaches the idea of success differently--it is personal for one poet and universal for the other. What are some other achievements, large or small, that poets might use as examples of success? What personal triumph was described in each poem? How did each poet develop a sense of suspense or drama in the poem to add to each moment of triumph?</p>	
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			<p>U.3 W.5: In what ways can advances in science be helpful or harmful? Why might it be a good idea for scientists to help farmers grow healthier crops? Why might it be a bad idea for scientists to interfere with nature? Would you buy GM foods? What makes BT corn appealing to farmers? How do you know that <i>A New Kind of Corn</i> is a persuasive article? What does the author think about BT corn? What steps can you take to grow a giant pumpkin? How can advances in science be helpful or harmful? What is the difference between persuasive articles and procedural text?</p>			
<p>Acti vities s/C ontent</p>	<p>Each Week students will review weekly vocabulary words. Students will then be asked to write 3 questions using their weekly vocabulary words. Their partner will answer the questions for them. The students will then share their questions and answers with the rest of the class.</p> <p>Students will fill in various graphic organizers throughout unit 1 such as, story element, identify plot, compare and contrast, cause and effect and identify main idea and key details.</p>	<p>Each Week students will review weekly vocabulary words. Students will then be asked to write 3 questions using their weekly vocabulary words. Their partner will answer the questions for them. The students will then share their questions and answers with the rest of the class.</p> <p>Identifying theme chart using clues from the text.</p> <p>Making self to text connections and world to text connections through essential questioning. Main idea and key details chart. Point of view and detail chart. Creating their own animal haiku using figurative language. Writing their own similes and metaphors.</p>	<p>U.3 W.1: Students will be able to write words that would describe how they would make somebody feel welcome. Then, they will speak to their partner about what somebody has done to make them feel welcomed.</p> <p>Students will review the vocabulary words as a class and then write 3 questions using their words and have their partners answer the questions. Students will read the stories <i>At the Library</i> and <i>The Cricket In Times Square</i> and fill in the point of view chart by recalling details from text.</p> <p>After reading the story, <i>The Girl and the Chenoo</i>, Students will be able to compare and contrast how friendship is formed in all 3 stories.</p> <p>U.3 W.2: Students will be asked to fill in a graphic organizer about the projects they can start or engage in to help their community. Students will review the weekly vocabulary words with the teacher and then write 3 questions using their words. Students will be asked to answer each other's questions. Students</p>	<p>U.4 W.1: Students will be able to write about the role of government in our society.</p> <p>Students will review the vocabulary words as a class and then write 3 questions using their words and have their partners answer the questions. Students will read the stories <i>See How They Run</i> and <i>A world without Rules</i>. They will fill in a graphic organizer to identify cause and effect within both stories along with making predictions. After reading the text <i>The Birth of American Democracy</i> students will create a tree to represent the three branches of government along with analyzing the role of each branch of government.</p> <p>U.4 W.2: Students will be able to write words that you have learned about leadership. Then talk with a partner about what would make you want to run for public office. Students will review the weekly vocabulary words with the teacher and then write 3 questions using their words. Students will be asked to answer each other's questions. Students will read the text, <i>The</i></p>	<p>U.4 W.3: Students will be able to write words that describe how inventions and technology affect their life. They will be able to talk with a partner about an invention that they would like to design that would have a big impact on their life. Students will review the weekly vocabulary words as a class and then write 3 questions using those words. Their partners will answer those questions and share with the class. Students will be able to identify the genre historical fiction and what it consists of. Students will brainstorm ideas on how good readers make predictions. Students will read the follow 3 stories: 1) <i>A Telephone Mix-Up</i> 2) <i>The Moon over Star</i> 3) <i>3...2...1... We Have Spin-Off!</i> After reading the short stories, students will fill in a graphic organizer indicating the author's point of view with details. Students will be asked to answer make prediction questions along with make connection questions using R.A.C.E</p>	<p>Acti vities s/C ontent</p>

			<p>will read the text, <i>Remembering Hurricane Katrina</i>, and will be asked to make self to text connection by working on a class chart to share their ideas on how to help our community in a disaster. As students read the text <i>Aguinaldo</i>, students will be asked to recall the main events from the story in order to fill in a graphic organizer about the author's point of view. After reading the text, <i>Partaking in Public Service</i>, students will be able to recall the main characters from each text and fill in a graphic organizer comparing how they made a difference in their communities.</p> <p>U. 3W.3: Students will write words that describe how people can make a difference. Then they will talk to a partner about what they can do to make a difference.</p> <p>Teacher will review the weekly vocabulary words with the students. Each student will be asked to write 3 questions using their vocabulary words. Students will be asked to answer each other's questions. As students read <i>Judy's Appalachia</i>, Students will be asked to identify figurative language to help them understand the author's point of view. As students read the text <i>Delivering Justice</i>, they will fill in a graphic organizer to help them understand the author's point of view on every page. Students will be able to write a paragraph that explains how the author most likely feels about the fight for civil rights. Students will be able to write about another individual in history who made a significant difference in the lives of others. After reading the text <i>keeping Freedom in the Family</i>,</p>	<p><i>Time specs 3000</i> and will be able to make predictions to identify the author's point of view. As students read the text, <i>LaRue</i> will be able to identify the difference between the author's point of view throughout the story. After reading the text, <i>Bringing Government Home</i> Students will be able to compare events the role of government in all 3 texts. Students will be able to create an arts and crafts project to identify the three branches of government and their roles within our society.</p>	<p>U.4 W.4: Students will be able to write words that describe things that appear in the night sky. Then talk to their partner about stars, planets, comets and eclipses. After reviewing the weekly vocabulary words, students will be asked to pick three words and write questions for your partner to answer. Students are able to identify why and how we identify cause and effect within stories. Students will be able to review what expository text is and what kind of information does this text provide the reader. Students will read the following 3 short stories: 1) <i>wonders of the Night Sky</i> 2) <i>Why Does the Moon Change Shape?</i> 3) <i>How It Came To Be?</i> After reading each story, students will answer make connection questions and end of story questions using R.A.C.E Students will also fill in a graphic organizer to identify the cause and effect throughout each story.</p> <p>U.4 W.5: Students will be able to write words that describe what they think about success. Then talk with a partner about how they define success. Students will be able to review weekly vocabulary words. Students will pick three words and develop 3 questions for their partners to answer. Students will be able to determine what a narrative poem consists of. Students will review the word theme and how we identify the theme. Students will be able to define the following terms in order to understand poetry. 1) stanza 2) repetition 3) connotation 4) denotation Students will read the poems <i>Sing to Me</i> and <i>The Climb</i>.</p>	
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			<p>Students will be asked to compare Nora Davis Day's experiences with those of others who made a difference. Contrast how each story presents information.</p> <p>U.3 W.4: Students will write phrases that describe how people use powerful words to create change. Students will review weekly vocabulary words. Students will pick three words. Write three questions for your partner to answer. After reading the text, <i>Words for Change</i>, students will write about a time when they disagreed with something or wanted to change something. As students read the text, <i>Abe's Honest Words</i>, they will be provided with a detailed chart and will be asked to identify the author's point of view. Students will be asked to write about how this biography would be different if the author did not support Lincoln's view on slavery. After reading the text <i>A New Birth of Freedom</i>, students will be asked to describe other leaders whose words have made an impact on our nation's history. Students will be assigned to write a biography about an important historical figure.</p> <p>U.3 W.5: Students will write words that describe the pros and cons of advances in science. Then talk to a partner about their own opinion on the topic. After reviewing the weekly vocabulary words, students will write three questions for their partner to answer. After reading <i>Food Fight</i>, Students will list the advantages and disadvantages of GM foods. As students read <i>A New Kind of Corn</i>, students will fill in a chart to help identify the author's point of view by</p>		<p>Students will be asked to answer make connection questions using R.A.C.E</p> <p>Students will be able to write a narrative poem about a goal they have succeeded. After reading the poems, <i>Swimming to the Rock</i> and <i>The Moon dust Footprints</i>, students will be able to answer comprehension questions using R.A.C.E</p> <p>Students will be able to write a poem with a theme. After reading the poems <i>Genius</i> and <i>Winner</i>, students will be able to answer text to self and text to world questions using R.A.C.E</p> <p>Students will be able to write a poem using imagery.</p>
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			<p>recalling key details from the text. Students will be able to write about the positives and negative aspects of consuming genetically modified crops.</p> <p>After reading <i>The Pick of the Patch</i>, students will use a Venn diagram to compare and contrast the BT corn to a Pumpkin.</p>			
Assessment Strategies Formative & Summative	<p>Students will be assessed on their weekly vocabulary words on Fridays. Students will also be assessed on their completion of graphic organizers. An exit ticket will be given at the end of every lesson where students will be asked to answer the daily essential question which aligns with the story of the day.</p> <p>End of the month ELA Assessment.</p>	<p>Students will be assessed on their weekly vocabulary words on Fridays. Students will also be assessed on their completion of graphic organizers. An exit ticket will be given at the end of every lesson where students will be asked to answer the daily essential question which aligns with the story of the day.</p> <p>Summarizing text using key details from text.</p> <p>End of the month ELA Assessment.</p>	<p>Students will be assessed on their weekly vocabulary words on Fridays. Students will also be assessed on their completion of graphic organizers. An exit ticket will be given at the end of every lesson where students will be asked to answer the daily essential question which aligns with the story of the day.</p> <p>Summarizing text using key details from text.</p> <p>End of the month ELA Assessment.</p>	<p>Students will be assessed on their weekly vocabulary words on Fridays. Students will also be assessed on their completion of graphic organizers. An exit ticket will be given at the end of every lesson where students will be asked to answer the daily essential question which aligns with the story of the day.</p> <p>Summarizing text using key details from text.</p> <p>End of the month ELA Assessment.</p>	<p>Students will be assessed on their weekly vocabulary words on Fridays. Students will also be assessed on their completion of graphic organizers. An exit ticket will be given at the end of every lesson where students will be asked to answer the daily essential question which aligns with the story of the day.</p> <p>Summarizing text using key details from text.</p> <p>End of the month ELA Assessment.</p>	Assessment Strategies Formative & Summative
Time Frame	<p>Unit 1 is a 5 week program. Week 1 and 2 were combined.</p>	<p>Unit 2 consists of 5 weeks</p>	<p>Unit 3 consists of 5 weeks</p>	<p>Unit 4 consists of 5 weeks but due to winter break only 2 weeks were taught.</p>	<p>Unit 4 consists of 5 weeks. Week 1-2 were taught in December Week 3-5 were taught in January</p>	Time Frame
Resources	<p>Brainpop Jr YouTube</p>	<p>Brainpop Jr YouTube</p>	<p>Brainpop Jr YouTube</p>	<p>Brainpop Jr YouTube</p>	<p>Brainpop Jr YouTube</p>	Resources

Text book (Chapter/pages)	Wonders Unit 1	Wonders Unit 2	Wonders Unit 3	Wonders Unit 4	Wonders Unit 4	Text book (Chapter/pages)
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	February	March	April	May	June	
Unit Name or Theme	U.5 W.1: Making it Happen U.5 W.2: On the Move U.5 W.3: Inventions U.5 W.4: Zoom in	U.5 W.5: Digging Up the Past U.6 W.1: Old and New U.6 W.2: Notes from the past U.6 W.3: Resources	U.6 W.4: Money Matters U.6 W.5: Finding My Place Ramadan Packet	W.1: Ramadan Packet W.2: Essay competition W.3-4: Reviewing Literacy Skills		Unit Name or Theme
Enduring Understandings and Performance Indicators	U.5 W.1: Students will be able to fill in a story map by identifying the characters, setting, main events, problem and solution within various texts. U.5 W.2: Students will be able to identify cause and effect of various short stories. U.5 W.3: Students will be able to identify problems and solutions within various texts by recalling events from the texts. U.5 W.4: Students will be able to summarize various texts by recalling sequences of events.	U.5 W.5: Students will be able to find text evidence in order to recall sequence of events. U.6 W.1: Students will be able to identify theme of a text by recalling details from text. U.6 W.2: Students will be able to reread various parts of the text to help them identify the theme. U.6 W.3: Students will be able to identify main idea by recalling key details.	U.6 W.4: Students will be able to identify main idea by recalling key details from the text. U.6 W.5: Students will be able to write poems about their identities. Ramadan Packet: Students will be able to celebrate the month of Ramadan while also gaining knowledge of their deen. Students will be able to discuss various changes they can make in their daily lives to help them enjoy the month of Ramadan. Students will be able to engage in a group discussion about the importance of praying.	W.1: Students will be able to hear a read aloud and have a discussion about the book. Students will be able to articulate ideas for their Ramadan newspaper article. Students will be able to share their newspaper articles with their peers and provide feedback to one another with one glow and grow. W.2: Students will be able to write a persuasive essay about the importance of sports. W.3-4: Students will be able to engage in a group read aloud and answer comprehension questions to assess their understanding of the text. Students will be able to summarize a short text by recalling details from text. Students will be able to compare and contrast two different texts. Students will be able to draw conclusions based on the hints from the author in the text. Students will be able to compare their point of view to the author's point of view. Students will be able to compare two nonfiction texts. Students will be		Enduring Understandings and Performance Indicators

				able to write a thank you letter to one of the service workers in our school. Students will be able to identify personification in various poem.		
Essential Questions	<p>U.5 W.1: In what ways do people show they care about each other? How did Richie show his care for his little sister Sadie? Whom do you care about in the same way that Richie cares about Sadie? Explain how you show you care. What does the narrator say that Mama hardly ever does? Which sentence on page 366 helps you visualize Luisa’s attempts to make Mama smile? Which words on page 370 help you visualize the world outside the salon? What elements of this story’s characters, plot, and setting show that it is realistic fiction? How do Luisa and Mama feel at the end of the story? Why doesn’t the author reveal the secret that Luisa whispers to the customers before the end of the story? How is “<i>Mama, I’ll Give you the World</i>” an example of realistic fiction? Why doesn’t Mama dance anymore? Luisa’s mother says, “Everyone in the world is a flower.” Explain what this metaphor means? Write about the various ways in which Luisa tries to make her mother smile. Why does Luisa plan something special for her mother? In what other ways do people show that they care about each other? What are some things that they do and say? How does Jana get</p>	<p>U.5 W.5: How can learning about the past help you understand the present? What are some places that archaeologists look for artifacts? Why is learning about the past important? How can it help us to understand the present? What did the archaeologist find at the Jamestown site? What would you have liked to ask John Smith about Jamestown? In what ways is St. Augustine like living archaeology? What makes “<i>Rediscovering Our Spanish Beginnings</i>” an informational article? What happened after France established Fort Caroline? Write about the Spanish influence on the United States. What did archaeology reveal about the two early colonies? How does digging up the past help us understand the present?</p> <p>U.6 W.1: How do traditions connect people? Why is it important to preserve our traditions? What are some traditions you enjoy? How do traditions and the past connect the chief and his sister? What traditions do you honor in your family? How does Omakayas stop herself from laughing out loud during the game of silence? How do the children know that important matters need to be discussed? Why do you the</p>	<p>U.6 W.4: What has been the role of money over time? What are the different ways we use money? How do you think we will pay for things in the future? Why did using currency replace bartering? How does money affect your daily life? Why do people exchange money instead of berries or animal skin? What is the main idea in the second paragraph on page 523? What clues tell readers that the selection is an expository text? How do the prices of the things we want affect the decisions we make? What is the proverb on page 526? What does the graph on page 527 show? What is the main idea on page 528? How do you know that “<i>The Big Picture of Economics</i>” is an expository text? Explain how going to a restaurant can help you understand economics How does economy affect every day choices? Why is money important to people? How does Pedro become wealthy? Why does money matter?</p> <p>U.6 W.5: What shapes a person’s identity? How are you like them? How are you different from them? What events in your life have influenced you the most? Where do your ancestors come from? What do these poets think shapes a person’s individuality? What has</p>	<p>W.1: What is your favorite Ramadan story? How do you feel after hearing the read aloud? What does a good newspaper article consist of? Why is it important to give and receive feedback?</p> <p>W.2: How has sports positively impacted you or someone important to you? How has someone in the world of sports inspired you? What does a good essay consist of? What should we include in each of our paragraphs to catch the reader’s attention? How can we persuade our readers? What kind of language should we use in our essay?</p> <p>W.3-4: What do you want to be when you grow up? What changes has Sotomayor made in this world that makes her influential? What does the word summary mean? How do we summarize? When comparing and contrasting, what should we look for? Why is it so important for us to learn various literacy techniques? What does it mean to draw conclusions? Why is it important for us to draw conclusions? What does it mean to think from someone else’s point of view? What is a nonfiction text? What topic is being explored in these two texts? How are the topics different? What is the main idea</p>	Essential Questions	

<p>her classmates to help Yasmin and her family? Compare and contrast the different ways that people show they care.</p> <p>U.5 W.2: What are some reasons people move west? Why did the Kaw family move to Kansas? If you could move somewhere new, where would you go? Why? On page 386, when Daddy decides to leave Iowa for Oregon, what can he not bear to leave behind? What happens as a result? What is the first problem that the family encounters on their journey? Which words on page 391 help you visualize the action during the storm? Which words on page 396 help you visualize the showdown between Delicious and Jack Frost? How did Daddy reward Delicious for her brave deeds? What makes “<i>Apples to Oregon a tall tale?</i>” How did Delicious find her family’s belongings after the storm? What made the family’s trip to Oregon successful? Why do Delicious and her family make the journey west despite the obstacles? Like Delicious, many Americans traveled west in the 1800s. What are some reasons why people would choose to make such a challenging journey? Why did pioneers journey west in the 19th century? What was their experience like? How was the pioneer experience similar to the experiences of other people on the move?</p> <p>U.5 W.3: How can inventions solve problems? What is a problem that you would like to see solved? What kind of invention might solve this problem? What problems did Stephanie’s invention solve? What would you make out of Kevlar? Explain why. What is</p>	<p>children listen to the grownups’ conversation? What do the children learn? How might life change for Omakayas and her family? How is “<i>The Game of Silence</i>” an example of historical fiction? Write about the importance of family to the story’s message. The game of silence is a family tradition for Omakayas and her brother. What other family traditions exist around the world? How do these traditions bring people together? How do Native Americans today honor their past? How do traditions connect people across time?</p> <p>U.6 W.2: Why is it important to keep a record of the past? What happens when there is no record of the past? What do you know about your own family history? If you could read a diary from any era in the past, what time period would you choose? Why? How did Maria Rosalia obtain the diary? Why doesn’t Maria Rosalia know more about her past? Why does Maria Rosalia keep the diary with her? What features of historical fiction can you find on page 486? What might Maria Rosalia write about on October 18th? How do you know “<i>Valley of the Moon</i>” is historical fiction? Why does Maria Rosalia have to hide the fact that she knows how to read and write? Write about what these diary entries tell you about Maria Rosalina’s character. Why does the diary become a refuge for Maria Rosalia? Why is keeping a record important to people? What impact has immigration had on American culture? Why is history important to people?</p> <p>U.6 W.3: How have our energy resources changed over the</p>	<p>influenced you? How does the imagery in the first stanza from “<i>My Chinatown</i>” help you picture the setting? What key details in the poem help you identify the theme? Is the excerpt from “<i>My Chinatown</i>” is a free-verse poem? Explain how you know. Give an example of personification in “<i>My Chinatown</i>.” What metaphor does the poet use in “the drum”? Explain the comparison the poet makes. How do experiences shape a person’s identity? What are some other customs or traditions that might shape a person’s identity? What are some ways that family impacts a person’s identity? What are a Peron’s roots important?</p> <p>Ramadan Packet: Why do we fast during Ramadan? What is Ramadan? Why should we fast? What are the benefits of fasting? How do you feel when you fast? How do you feel when during Iftar? What are good manners? Why is fasting consider a shield? As we spoke about Muhammad (S.A) legacy of compassion and mercy, how does having good manners help us live his legacy? What does the word respect mean? Why is it so important to be respectful? Who should we be respectful to? What should we do if someone mistreats us? What are some ways we can spread kindness? Why is it important to eat Suhoor? Why do you think there is a blessing in eating Suhoor? What do you like to eat for Iftar? Why is it important to make dua when opening your fast? Why should we avoid junk food during iftar? What is taraweeh? Why is it beneficial to pray taraweeh? What makes taraweeh prayer different from regular prayers?</p>	<p>of the text? Which text would be better to find information about Harriet Tubman’s escape? How do you know? What is a service worker? What does a proper letter consist of? What is personification? Why does the poet use personification in her poem? Why is it important to use personification in our writing?</p>		
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	<p>Ben Franklin doing in the illustration on pages 408-409? Use pages 409-410 to summarize Ben Franklin's accomplishments. How was Ben Franklin's lightning rod a solution to a problem? How did Ben Franklin steal lightning from the sky? Why was Ben Franklin presented with so many medals and awards? How do you know that "<i>How Ben Franklin Stole the Lightning</i>" is a biography? Name three of Ben's inventions. What problems did each of the inventions solve? Write about the qualities that made Ben Franklin a great problem solver? How did the invention of the lightning rod solve a problem? Describe an invention that solves a problem in our world today. Explain how "energy is everywhere." Why are inventions important?</p> <p>U.5 W.4: What can you discover when you look closely at something? Why do scientists examine things closely? What would you like to examine under a microscope? How do electron microscopes help scientists? What objects in your classroom would you like to see under a microscope? What is happening in the sequence of photographs on page 431? Explain how ice forms. How does condensation form? What sequence of events is described on page 438? How does frost form? How do you know that "<i>A Drop of Water</i>" is an expository text? What happens after water evaporates and rises into the sky? Find the word <i>accumulate</i> on page 434. Use context clues to figure out its meaning and to find an antonym. Write an explanation of how a rainbow is created. What are some of the various</p>	<p>years? What is an example of renewable energy source? Why is it important to develop new energy sources? How might our dependence on fossil fuels change in the future? What can you do to help save energy resources? What is the main idea on page 498? What do the details tell you about how nonrenewable energy was used in Samsø? What are some examples of renewable energy? What is the main idea on pages 500 and 501? Why are the people of Samsø against Søren Hermansen's ideas for energy independence? What is the main idea on page 504 and 505? Author's often use illustration to show the reader what is happening in the text. What is happening in the illustration on page 504? What is happening in the illustration on page 505? Why is this snowstorm in the Samsø significant to the community? What is the main idea on pages 508 and 509? What special features of narrative nonfiction does the author use on page 509? What might happen now that the people of Samsø have wind turbines and an Energy Academy? What is the main idea on page 512? What changed did wind energy bring to Energy Island? How did Samsø's residents come to use renewable resources? How can you tell that "<i>Energy Island</i>" is narrative nonfiction? Write about the various ways in which we can help save energy? What role do fire and water play in these two myths? How has our understanding of resources changed since Ancient times?</p>	<p>Why do you think we have different rakahs for taraweeh prayer?</p>			
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	ways that water molecules can change? How can viewing things up close change the way people think about the world? What do Isabel and Mariela discover after they take the shrinking potion? How can taking a closer look at things help people understand the world around them?					
Acti vite s/C onte nt	<p>U.5 W.1: Students will be able to write words they have learned about how to show care. Students will go over the weekly vocabulary words. Students will pick three words and write three questions for their partner to answer. Students will read a realistic fiction story “<i>Sadie’s Game</i>” and fill in a graphic organizer for story mapping. Students will also answer the make connection questions at the end of the story. Students will read another realistic fiction text, “<i>Mama, I’ll Give You the World.</i>” Students will fill in a graphic organizer to identify the story’s characters, setting, problems, events and solutions. Students will also answer text evidence questions at the end of the story along with making connection questions. Students will read another realistic fiction text, “<i>What If It Happened to You?</i>” and fill in a graphic organizer comparing these 3 realistic fiction texts. Students will also answer make connection questions at the end of the text.</p> <p>U.5 W.2: Students will be able to write words that describe why people moved west. Students will review weekly vocabulary words and write three questions for their partners to answer. Students will read a tall tale “<i>My Big Brother, Johnny Kaw</i>” and fill in a graphic organizer to identify cause and effect.</p>	<p>U.5 W.5: Students will write words that describe why the past is important. Then talk with a partner about a period of history that you are interested in learning about and explain why. Students will review weekly vocabulary words and write three questions for their partner to answer. Students will read Time For Kids “<i>Where It All Began</i>” and answer the comprehension questions. Students will use a graphic organizer for sequence of events. Students will read an informational article about “<i>Rediscovering Our Spanish Beginnings</i>” and answer text evidence questions. Students will also fill in a graphic organizer to recall sequences of events. Students will read an informational text “<i>History’s Mysteries</i>” and answer text evidence questions.</p> <p>U.6 W.1: Students will be able to write words that describe different traditions and then talk to a partner about their own traditions. Students will review weekly vocabulary words and write 3 questions for their partner to answer. Students will read an historical fiction “<i>A Surprise Reunion</i>” and answer comprehension questions. Students will use a graphic organizer to help them identify theme with details. Students will read another historical fiction text, “<i>The Game of Silence</i>” and</p>	<p>U.6 W.4: Students will write words that tell how money is used. Then discuss what they think money will look like in the future. Students will review their weekly vocabulary words and write three questions for their partner to answer. Students will read an expository text, “<i>The History of Money</i>” and answer the comprehension questions. Students will read another expository text, “<i>The Big Picture of Economics</i>” and fill in the graphic organizer to help them identify main idea using key details. Students will also answer text evidence questions at the end of the text. Students will read the text “<i>The Miller’s Good Luck</i>” and answer make connection questions.</p> <p>U.6 W.5: Students will write words that describe who you are. Then talk with their partner about what has helped shaped who you are. Students will review their weekly vocabulary words and write three questions for their partner to answer. Students will read various poems and then answer comprehension questions. Students will read the poem “<i>The Drum, and Bird foot’s Grampa</i>”. After reading these two poems, students will answer comprehension questions. Students will read the poem “<i>From My Chinatown</i>” and fill in the theme graphic organizer. Along with that, students will answer text</p>	<p>W.1: Students will be able to create their own version of the book “<i>Golden Domes and Silver Lanterns.</i>” Students will write a newspaper article about Ramadan and why do Muslims celebrate the month of Ramadan. Students will be able to present their newspaper articles and obtain feedback from their peers to help them become better writers.</p> <p>W.2: Students will take the week to develop their essay. They will conduct research to back up their opinion with evidence. Students will share their completed drafts with their peers to obtain feedback to help them enhance their writing.</p> <p>W.3-4: Students will read a short text, “<i>The Aspirations of Sonia Sotomayor.</i>” After reading the text, students will engaged in a group discussion about the obstacles she overcame. Students will answer comprehension questions based on the information from the text. Students will use Frayer Model to help them gain further understanding of the vocabulary within the text. Students will use the technique “<i>Somebody Wanted But So Then</i>” to help them recall details from the text. Students will be able to use a Venn diagram to compare and contrast two texts. When comparing text, students will be asked to pay close attention to the characters, setting and plot.</p>	Acti vite s/C onte nt	

<p>Students will be able to answer making connection questions. Students will read another tall tale “<i>Apples to Oregon</i>” and fill in a graphic organizer identifying cause and effect. Students will also answer text evidence questions at the end of the text along with making connection questions. Students will read an expository text “<i>Westward Bound</i>” and make comparisons between the tall tales and the experiences of pioneers in the expository text. Students will also be able to answer making connection questions.</p> <p>U.5 W.3: Students will be able to write words that describe how inventions solve problems. Then talk to a partner about an invention that they admire. Students will review the weekly vocabulary word. Students will write 3 questions using their words for their partners to answer. Students will read a biography “<i>Stephanie Kwolek: Inventor</i>” and summarize key events from the text. Students will answer reading comprehension questions. Students will read another biography “<i>How Ben Franklin Stole The Lightning</i>” and fill in a graphic organizer to identify problems and solutions. Students will be able to work on text evidence questions along with making connection questions. Students will be assigned an historical figure and will be able to write a biography on their historical figure. Students will read an expository text “<i>Energy is Everywhere</i>” and answer comprehension questions.</p> <p>U.5 W.4: Students will be able to write words that describe what</p>	<p>identify the theme with details. Students will answer comprehension questions. Students will reread certain parts of the text before answering any questions. Students will answer making connection questions. Students will read an expository text, “<i>Native Americans: Yesterday and Today</i>” and make connections between the historical fiction stories. Students will answer comprehension questions Using R.A.C.E. Students will write about their favorite traditions along with drawing pictures to represent their tradition. Students will share their projects with their peers.</p> <p>U.6 W.2: Students will write words that describe why keeping a record of the past is important. Then talk to a partner about what you would like somebody to know about you 100 years from now. Students will review weekly vocabulary words and write 3 questions for their partner to answer. Students will read the text “<i>Freedom at Fort Mose</i>” and answer making connection questions using R.A.C.E. Students will read the text “<i>Valley of the Moon</i>” and identify the theme throughout the story. Students will fill in a graphic organizer to help them identify the theme. As students read, they will answer comprehension questions to help assess their understanding of the story. Students will also answer text evidence questions using R.A.C.E. Students will begin writing weekly journal entries about the Coronavirus Pandemic. (Keeping record of the past)</p>	<p>evidence questions. Students will read the poem “<i>Growing up</i>” and “<i>My People</i>”. After reading the poems, students will answer comprehension questions. Ramadan Packet: Students will fill in their good deed charts along with Ramadan countdown charts. Students will read the story “A Special Child” and answer comprehension questions. Students will make Ramadan Mubarak cards for their families. Students will write a journal entry about their first day of Ramadan. Students will read a text “<i>Haleemah and Barakah</i>” and fill in a graphic organizer about the challenges the characters faced along with their reactions. Students will be able to write a letter to their parents explaining the importance of Ramadan. Students will pick two goals for themselves that they would like to work on during the month of Ramadan. Students will be able to write a journal entry about their first Suhoor. Students will write a journal entry about their favorite Iftar. Students will be able to write a journal entry about their first taraweeh experience.</p>	<p>Students will read various short passages and identify the hint the author provides us so help us draw conclusions. Students will read various text and identify the author’s point of view by indicating evidence to support their claim. Students will also write their own point of view about the issue that is being presented by the author. Students will read two short texts about Harriet Tubman and compare the main idea and details of both texts. Students will be able to write thank you letters to one of the service workers within our school. Students will be able to read the poems “<i>The Railway Train</i> and <i>The Moon.</i>” After reading the poem, students will identify personification that is being used in each poem. Students will write their own examples of personification by jotting down characteristics, qualities and feelings of each subject word.</p>	
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	<p>happens when you look closely at something. Then look at an object and tell what they see.</p> <p>Students will review their weekly vocabulary words and write three questions for their partner to answer. Students will read an expository text “<i>Your world Up Close</i>” and answer the comprehension questions.</p> <p>Students will summarize the story using a sequence of events chart. Students will read another expository text “<i>A Drop of Water</i>” and answer the text evidence questions. Students will also use a graphic organizer to recall sequences of events.</p> <p>Students will read a fantasy “<i>The Incredible Shrinking Potion</i>” and make comparisons on the character’s perspectives.</p> <p>Students will answer comprehension questions at the end of text.</p>	<p>Students will read the text, “<i>One Nation, many cultures</i>” and answer making connection questions using R.A.C.E</p> <p>U.6 W.3: Students will write words they have learned about energy resources and then talk to a partner about what they can do to help conserve energy.</p> <p>Students will review weekly vocabulary words and write 3 questions for their partners to answer. Students will read a narrative nonfiction text “<i>The Great Energy Debate</i>” and answer making connection questions using R.A.C.E</p> <p>Students will read another narrative nonfiction “<i>Energy Island</i>” and identify main idea with details throughout the story.</p> <p>Students will also answer comprehension questions as they read. Students will answer text evidence questions using R.A.C.E. Students will also answer making connection questions. Students will read two short myths “<i>of Fire and Water</i>” and make connections between the myths to the narrative nonfiction texts. Students will answer making connection questions using R.A.C.E.</p>				
<p>Assessments (Formative and Summative)</p>	<p>Students will be assessed on their weekly vocabulary words on Fridays. Students will also be assessed on their completion of graphic organizers. An exit ticket will be given at the end of every lesson. Students will be asked to answer the daily essential question which aligns with the story of the day.</p> <p>Students will also be assessed on this summarization of the texts along with the completion of their biographies.</p> <p>End of the month ELA Assessment.</p>	<p>Students will be assessed on their weekly vocabulary words on Fridays. Students will also be assessed on their completion of graphic organizers. An exit ticket will be given at the end of every lesson. Students will be asked to answer daily essential questions which aligns with the story of the day. Students will also be assessed on their ability to use R.A.C.E properly while answering questions. Students will also be assessed on their weekly journals about the Coronavirus Pandemic (keeping</p>	<p>Students will be assessed on their weekly vocabulary words on Fridays. Students will also be assessed on their completion of graphic organizers. An exit ticket will be given at the end of every lesson. Students will be asked to answer daily essential questions which aligns with the story of the day. Students will be assessed on their journal entries about the various topics about Ramadan. End of the month ELA Assessment.</p>	<p>Students will be assessed on their Ramadan packet along with the completion of their newspaper article. Students will also be assessed on their essay about sports. Students will be assessed on their completion of each graphic organizer they used. An exit ticket will be given at the end of every lesson. Students will be asked to answer daily essential questions. Students will also be assessed on their end of the year ELA assessment.</p>		<p>Assessments (Formative and Summative)</p>

		record of the past). End of month ELA Assessment.				
Text book (Chapters/pages)	Unit 5 consists of 5 weeks. Week 1-4 were taught in February.	Completed Unit 5. Began Unit 6 W.1-3	Unit 6 week 4 and 5 Ramadan Packet	Ramadan Packet		Text books (Chapters/pages)
Resources	Brainpop Jr. YouTube	Brainpop Jr. Youtube	Brian pop Jr. YouTube www.ummi.org (Ramadan Packet)	Brain Pop Jr. YouTube www.ummi.org https://www.education.com/		Resources