

5th Grade	LA	Activity
	(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are	Novel study of Hatchet by Gary Paulsen. A novel read aloud of Gary Paulsen's book Woodson, dealing with the daily trials and tribulations of running sled dogs. This unit will include written responses, class discussions, and creative digital responses (such as creating an iMovie).
	expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate	
	phrasing) and comprehension.	
	(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading	
	and writing.	
	(3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences	
	and draw conclusions about theme and genre in different cultural, historical, and contemporary	
	contexts and provide evidence from the text to support their understanding. Students are expected	
	to:	
	(A) compare and contrast the themes or moral lessons of several works of fiction from	
	various cultures;	
	(B) describe the phenomena explained in origin myths from various cultures; and	
	(C) explain the effect of a historical event or movement on the theme of a work of literature.	
	(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw	
	conclusions about the structure and elements of fiction and provide evidence from text to support	
	their understanding. Students are expected to:	
	(A) describe incidents that advance the story or novel, explaining how each incident gives	
	rise to or foreshadows future events;	

	(B) explain the roles and functions of characters in various plots, including their relationships	
	and conflicts; and	
	(C) explain different forms of third-person points of view in stories.	
	Math	
	Math	
	b) Knowledge and skills.	Activities include charting the daily mileage of musher's on the trail. Creating graphs for daily temperatures on the trail. Calculating statistics of mushers.
	(1) Mathematical process standards. The student uses mathematical processes to acquire and	
	to:	
	(A) apply mathematics to problems arising in everyday life, society, and the workplace;	
	(B) use a problem-solving model that incorporates analyzing given information, formulating	
	a plan or strategy, determining a solution, justifying the solution, and evaluating the	
	problem-solving process and the reasonableness of the solution; revised August 2014	
	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as	
	appropriate, and techniques, including mental math, estimation, and number sense as	
	appropriate, to solve problems;	
	(D) communicate mathematical ideas, reasoning, and their implications using multiple	
	representations, including symbols, diagrams, graphs, and language as appropriate;	
	(E) create and use representations to organize, record, and communicate mathematical ideas;	
	(F) analyze mathematical relationships to connect and communicate mathematical ideas; and	
	(G) display, explain, and justify mathematical ideas and arguments using precise	

	mathematical language in written or oral communication.	
	9) Data analysis. The student applies mathematical process standards to solve problems by	
	collecting, organizing, displaying, and interpreting data. The student is expected to:	
	(A) represent categorical data with bar graphs or frequency tables and numerical data,	
	including data sets of measurements in fractions or decimals, with dot plots or stem-and-leaf	
	plots;	
	(B) represent discrete paired data on a scatterplot; and	
	(C) solve one- and two-step problems using data from a frequency table, dot plot, bar graph,	
	stem-and-leaf plot, or scatterplot.	
	Science	
	Science	
	(8) Earth and space. The student knows that there are recognizable patterns in the natural world and	Charting temperature patterns and correlating them with average temperatures for the region. Discussion of weather patterns including the water cycle. Looking at animal and plant adaptations for the region and how man impacts these.
	to:	
	(A) differentiate between weather and climate;	
	2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and	
	outdoor investigations. The student is expected to:	
	(A) describe, plan, and implement simple experimental investigations testing one variable;	
	(B) ask well-defined questions, formulate testable hypotheses, and select and use appropriate	
	equipment and technology;	
	measuring;	
	Social Studies	

	6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student	Discussion of cultural influences on the Iditarod. How indigenous people influenced the use of sled dogs for example. Language influences on Iditarod terminology. Geography of the region and how that impacts the trail.
	is expected to:	
	(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass	
	roses, to construct and interpret maps; and	
	(B) translate geographic data into a variety of formats such as raw data to graphs and maps.	
	(7) Geography. The student understands the concept of regions in the United States.	
	(22) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:	
	(A) identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States;	
	(B) describe customs and traditions of various racial, ethnic, and religious groups in the United States; and	
	(C) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.	
	Technology	
	Students will put all their investigations into a creative digital format using apps such as Prezi or Keynote. Students will present products in class. Final products will be publically shared via teacher websites using QR codes and Symbaloo.	