**Unit Plan:** Figure It Out

**Length of Unit:** 4 weeks

**Grade Level:** 6th Grade

**Teacher:** Mrs. Bettin

**Summary:** Students delve deeply into language and vocabulary specific to mysteries and problem solving. They examine how understanding these words is key to uncovering connections made in texts. Students are asked to articulate their basis for predictions, describe why and when they revise those predictions, and share the strategies they use to solve a variety of problems. Divergent approaches to similar problems are encouraged, followed by analysis of why students chose a particular strategy. In the culminating activity for this unit, students write an informative/explanatory essay in response to the essential questions.

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| **Stage 1 –Desired Results** |
| **Iowa Core Standards****RL.6.5:** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a test and contributes to the development of the theme, setting, or plot. **RI6.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.**W.6.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **SL.6.4:** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. **L.6.5**: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   | **Transfer** |
| Students will be able to independently use their learning to…***What is it that we want them to be able to do independently by the end of the unit? What skill/x and or understanding/s will they demonstrate to us on their own in a new situation at the end of the unit?******\*\*The summary above gives us information about what students are expected to be able to do independently.***O**BJECTIVES FROM THE COMMON CORE CURRICULUM MAPS book.*** Discern which passages from texts contribute to the development of a text’s plot, setting, and/or theme.
* Distinguish between explicit clues and inferences drawn from the text.
* Compare and contrast mystery stories by a variety of authors.
* Articulate strategies used when solving problems (i.e., highlighting key information) and when figuring out mysteries (i.e., refining predictions as each chapter is read).
* Compare and contrast the experience of reading a mystery with listening to or viewing an audio, video, or live version.
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| **Meaning** |
| **Understandings**Students will understand that…***Find examples from the 6th grade standards documents on the Weebly and add here.*** | **Essential Questions**Students will keep considering…* How do strategies for solving math problems compare with strategies for solving mysteries?
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| **Acquisition of Knowledge and Skill** |
| **KNOWLEDGE**Students will know…***Find examples from the 6th grade standards documents on the Weebly and add here.*** | **SKILLS**Students will be skilled at…***Find examples from the 6th grade standards documents on the Weebly and add here.*** |

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| **Stage 2 – Evidence of Understanding** |
| **Evaluative Criteria** | **Students will show their understanding by…** |
|  | Performance Task(s): |
|  | Other Evidence: |

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| **Stage 3- Learning Plan** |
| Summary of Key Learning Events and Instruction |
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