**Unit Plan:** Winging It

**Length of Unit:** 6 weeks

**Grade Level:** 6th Grade

**Teacher:** Mrs. Bettin

**Summary:** Students read Dragonwings by Lawrence Yep, compare this novel to biographies of aviators, and read about the science and history of flight. Reading Dragonwings helps students recall class conversations that incorporate the themes form this year: flying (from Peter Pan), reading folklore, embracing heritage, courageous characters, and “figuring it out,” Dragonwings is also an effective springboard for a conversation about people’s dreams. The goal of this unit is for students to apply all their reading, writing, speaking, and listening strategies and skills learned up until this point in the year. The year culminates with a multimedia project on the science of flight, making connections to how people worked to make their dreams of flying come true.

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| **Stage 1 –Desired Results** |
| **Iowa Core Standards**RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. 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.6.5: Include multimedia components (e.g., graphics, images, music, sound) to visual displays in presentations to clarify information. L.6.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  | **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.*** Compare and contrast a variety of fictional and nonfictional texts about flight and dreams of flying.
* Identify the theme or themes in texts read and describe how the author develops them.
* Compare and contrast literature with biographies of aviators and videos of some of the first flights.
* Compare the experience of reading a text to watching it performed live.
* Perform an original skit for classmates about aviators and the science of flight.
* While conducting research for an informative/explanatory essay, compare the information from primary-source documents (videos) with the secondary sources read (e.g., biographies); include in your essay the sources most appropriate to support your thesis.
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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 literature and informational text reveal why people dream of flying?
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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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