Unit Plan: **Playing with Words**

Length of Unit: 4 weeks

Grade Level: 5th

**Teacher:** Mrs. Engel, Mrs. Hauser, & Mrs. Crabb

**Summary:** This unit encourages students to experiment with language and to explore their personal writing style. Reading both spoonerisms and classic poetry provides students a chance to explore and appreciate language. Students bring in a book about an important figure, such as an artist or an inventor, as a springboard for writing about their own interests and for researching famous scientists. Students explore word origins, compare literal and figurative language, and present a poem they have written. Students write an opinion essay in response to the essential question.

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| **Stage 1 –Desired Results** |
| **Established Goals (Standards)****RL.5.2:** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. **RI.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **RI.5.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. **RF.5.3:** Know and apply grade-level phonics and word analysis skills in decoding words. **RF.5.3 (a):** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. **W.5.7:** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. **SL.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 5 topics and texts, building on others' ideas and expressing their own clearly. **SL.5.1 (a):** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. **SL.5.1 (b):** Follow agreed-upon rules for discussions and carry out assigned roles. **L.5.5:** 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.*** Conduct research on people of interest (e.g., notable scientists), selecting and citing the most relevant and useful information gathered, and making a plan for presenting your findings.
* Devise ways to present research using available digital resources (i.e., multimedia presentations); present findings to the class or to a wider audience.
* Apply understanding of poetic devices (e.g., figurative language), word relationships, and nuances in word meanings in one’s own writing of original poems.
* Develop an opinion about authors’ use of figurative language and present it in an opinion essay.
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| **Meaning** |
| **Understandings**Students will understand that…***Find examples from the 5th grade standards documents on the Weebly and add here.*** | **Essential Questions**Students will keep considering…* Why (and how) do we play with language?
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| **Acquisition of Knowledge and Skill** |
| **KNOWLEDGE**Students will know…***Find examples from the 5th grade standards documents on the Weebly and add here.*** | **SKILLS**Students will be skilled at…***Find examples from the 5th 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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