**Unit Plan:** Exploration, Real & Imagined

**Length of Unit:** 5 weeks

**Grade Level:** 5th

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

**Summary:** This unit builds on the study of character development begun in Unit Four by having students articulate what we learn from real and fictional characters experiences. Students choose an exemplar text with a dreamlike context—such as Alice in Wonderland or The Little Prince—to read with their peers and to examine what we can learn from the characters' experiences and development. If students have the opportunity to view performances of the books they can also discuss how the performances are similar to and different from the book. Additionally, students read informational texts such as My Librarian is a Camel: How Books are Brought to Children Around the World or biographies of explorers in order to apply lessons learned from literature to informational text. Students also create an individual semantic map of the word exploration in order to help their understanding of the real and fictional characters studied in this unit. Finally, this unit ends with an informative/explanatory essay in response to the essential question.

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| **Stage 1 –Desired Results** |
| **Established Goals (Standards)** **RL.5.5:** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. **RL.5.7:** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., a graphic novel, multimedia presentation of fiction, folktale, myth, [or] poem). **RI.5.8:** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). **RF.5.4:** Read with sufficient accuracy and fluency to support comprehension. **W.5.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **W.5.5:** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **SL.5.2:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **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.*** Compare similarities and differences between two exemplar texts (e.g., *Alice in Wonderland* and *The Little Prince*).
* Respond to poetry, prose, and informational text in writing and in class discussions.
* Explain how poetry is used within prose.
* Discuss how illustrations in *Alice in Wonderland* and/or *The Little Prince* play a role in telling the story.
* Recite poetry for classmates—original and parody versions.
* Continue defining related words and identify their parts of speech (e.g., *exploration, explorer, exploratory; character, characterization, characterize*).
* Interpret figurative language, including similes and metaphors.
* Research and report on an explorer.
* Write an exploration story.
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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 do people, both real and imagined, learn from exploring their world?
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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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