**Unit Plan:** I Won’t Grow Up

**Length of Unit:** 6 weeks

**Grade Level:** 6th Grade

**Teacher:** Mrs. Bettin

**Summary:** Students explore the theme of growing up. Students read the original and prequel versions of Peter Pan. They have the opportunity to listen to one of the books on tape, compare and contrast the written and audio presentations, and extend this activity to watching the Broadway musical version. Students read biographies about and interviews with the respective authors of the various versions. After reading and discussing the elements of effective prequels students write their own prequels to another well-known story in order to see just how challenging writing one can be. This unit ends with an informative/explanatory essay that addresses the essential question.

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| **Stage 1 –Desired Results** |
| **Iowa Core Standards****RI.6.1:** Cite textual evidence to support analysis of what the text ways explicitly as well as inferences drawn from the text.**RL.6.7:** Compare and contrast the experience of reading a story, poem, or drams to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. **W.6.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured even sequences. **SL.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. **SL.6.1 (a):** Come to discussion prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. **SL.6.1 (b):** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. **L.6.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. **L.6.1 (a):** Ensure that pronouns are in the proper case (subjective, objective, possessive). **L.6.1 (b):** Use intensive pronouns (e.g., myself, ourselves).  | **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.*** Read and compare an original text to its prequel (e.g., *Peter Pan* and *Peter and the Starcatchers).*
* Establish a plan for locating credible and reliable information when conducting research.
* Research the relationship between authors’ lives and what they write about through reading author biographies, autobiographies, letters, and interviews; present findings to the class.
* Prepare for class discussions by taking notes on specific elements of texts read.
* Write a prequel for a story of choice that reflects appreciation for the selected work.
* Demonstrate understanding of texts by interpreting significant scenes for classmates.
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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…* What distinguishes childhood from adulthood
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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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