Sept.:Walk Two Moons with Notice/ Note

Content Area: **English**
Course(s):
Time Period: **September**
Length: **6-8 weeks**
Status: **Published**

Unit Overview

Using the literature analysis technique "Note and Notice", students will analyze different writing pieces including , "Walking Two Moons". Students will demonstrate an understanding of the signs and signposts used to identify character development, setting, theme, plot development.

Enduring Understandings

Authors use many literary tools and techniques to create thier writing. By understanding how to find (Note) and analyze thier use of these (Notice), readers gain a better and deeper understanding of the novel.

Essential Questions

How does an author use tools and techniques to better develop thier writing?

How does using the process of "Note and Notice" help readers to dig deeper into the author's intent in developing the novel?

How does using Note and Notice make us better readers?

How does understanding of the signs and signposts used to identify character development, setting, theme, plot development help us to become better readers?

Instructional Strategies & Learning Activities

Day 1_____

Objective:

Students will recognize character development, internal conflict, and the relationship of setting to the plot

Students will identify places in the text that reveal a contrast or contradiction of a character’s behavior

Materials:

Chart paper

Student copies of “Thank You, Ma’am”

Hi-lighters or sticky notes

Assessment:

Class discussion

Independent practice

Look for contrasts and contradictions in the novels you are reading.

Day 2_____

Objective:

Students will recognize how the character’s actions are related to the conflict, the progression of the plot, and sometimes the theme

Students will identify places in the text that reveal a character’s sudden or growing awareness

Materials:

Chart paper

Student copies of *Crash*

Hi-lighters or stickie notes

Assessment:

Class discussion

Independent practice

Look for *Aha Moments* in the novels you are reading.

Day 3_____

Objective:

Students will recognize difficult questions the character is asking himself or a trusted other (a problem the character is facing)

Students will identify places in the text that reveal a character’s internal conflict

Materials:

Chart paper

Student copies of *A Long Walk to Water*

Hi-lighters or stickie notes

Assessment:

Class discussion

Independent practice

Look for *Tough Questions* in the novels you are reading.

Day 4_____

Objective:

Students will recognize the author's theme

Students will identify places in the text where a wiser or older character offers the main character some critical advice

Materials:

Chart paper

Student copies of *Riding Freedom*

Hi-lighters or stickie notes

Assessment:

Class discussion

Independent practice

Look for *Words of the Wiser* in the novels you are reading.

Day 5_____

Objective:

Students will recognize how the author uses repetition in a novel to make a point.

Students will identify places in the text that reveal info about the characters, the plot, and the theme

Materials:

Chart paper

Student copies of *Hatchet*

Hi-lighters or stickie notes

Assessment:

Class discussion

Independent practice

Look for *words of the wiser* in the novels you are reading.

Day 6_____

Objective:

Students will recognize how memories are used to tell much about the character.

Students will identify places in the text that reveal when a character is remembering something from the past.

Materials:

Chart paper

Student copies of *Hope Was Here*

Hi-lighters or stickie notes

Assessment:

Class discussion

Independent practice

Look for *Memory Moments* in the novels you are reading.

Begin Novel

Day 1 _____

Objective:

Students will interpret and respond to a quote

Materials:

Journals

Assessment:

Shared journal responses

Day 2 _____

Obj:

Students will learn about author and discuss setting of novel

Students will read and interpret literature

Materials:

About the author sheet

Signposts sheets

Map

Novels

Assess:

Recognizing signs/signposts \discussion

Day 3_____

Obj:

Students will identify with character from novel and understand the importance and meaning of names

Materials:

Nameplates

Assess:

Shared nameplates

HW:

Summarize chapters 2 and 3 in journal

Students should create list of fears and things not afraid of in journal

Day 4_____

Obj:

Students will compare/contrast events/characters

Materials:

Journals

Assess:

Oral reading/Discussion

Day 5_____

Obj:

Students will make predictions, compare and contrast characters

Materials:

Signpost bookmarks

journals

Novels

Assess:

Discussion/predictions made

Day 6_____

Objective:

Students will read and interpret literature

Materials:

Novels

Journals

Signpost bookmarks

Assessment:

Student responses/journals

Day 7_____

Obj:

Students will sequence events of parallel story lines

Materials:

Active reading worksheet

Assess:

Student responses

Day 8_____

Obj:

Students will demonstrate comprehension of ch. 1-11 in Walk Two Moons

Materials:

quiz

Assess:

quiz

HW:

Journal:

Write a summary of chapters read, noting signposts

Respond to foreshadowing about agendas on p. 83.

Day 9 _____

Obj:

Students will identify and analyze elements of character development within a text

Materials:

Book

Characterization chart

Assess:

Traits list

Day 10_____

Obj:

Students will identify and analyze elements of character development within a text

Materials:

Novels

Characterization chart

Assessment:

Student responses

Day 11/12_____

Obj:

Students will read and interpret literature

Students will identify signposts while reading and answer corresponding questions

Materials:

Novels journals bookmarks

Cd

ACE sheet

Assessment:

Class discussions/journal entries

Day 12 _____

Obj.: support using text evidence

Assess: discussions/entry

Day 13_____

Obj:

Students will use drawing for self-expression

Mat:

White paper

Assess:

Student responses

Day 14_____

Obj:

Students will read and interpret literature

Students will identify signposts while reading and answer corresponding questions

Materials:

Novels journals bookmarks

Cd

google slides

Assessment:

Class discussions/journal entries/ google slide presentation

Day 15_____

Comprehension quiz chapters 12-21

Day 16_____

Obj:

Students will compare and contrast

Mat:

Worksheets

Assess:

Answers

HW:

In journal, write about dinner at your house. Is it more like Phoebe's or Mary Lou's?

Day 17_____

Obj:

Students will create aphorisms

Assess: aphorisms and explanations

Day 18, 19, 20_____

Obj:

Students will discover the meaning of myths and use drama to tell a story

Assist groups as necessary

Mat:

Copies of myths

Assess:

presentation

Day 21_____

Obj:

Students will read and interpret literature

Assess:

Student responses

Day 22_____

Objective:

Students will read and interpret literature

Assess: entires

Day 23_____

Obj:

Students will read and interpret literature

Assess:

Journal responses

Discussion

Day 24_____

Obj:

Students will read and interpret literature

Assess:

Discussion

journal:

Day 25_____

Objective:

Students will read and interpret literature

Materials:

Novels

Assessment:

discussion

Day 26_____

Obj:

Students will write a friendly letter

Mat:

Envelopes

Assess:

Completed letters

Day 27_____

Obj:

Students will read and interpret literature

Assess:

discussion

Day 28_____

Obj:

Students will read and interpret literature

Assess:

Predictions, connections

HW:

Study for comprehension test

Day 29_____

Obj:

Students will demonstrate reading comprehension

Administer comprehension test

Mat:

Test

Assess:
test scores

Day 30 - 33 _____

Obj:

Students will work in cooperative groups to demonstrate their understanding of the signs and signposts used to identify character development, setting, theme, plot development

Integration of Career Readiness, Life Literacies and Key Skills

These standards are being met through the use of technology, cooperative groups, and presentations.

9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

Technology and Design Integration

Students use audio to comprehend the literature.

Interdisciplinary Connections

1.4.8.Pr4a	Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.
1.4.8.Pr4b	Use a variety of technical elements to create a design for a rehearsal or theatre production.
1.4.8.Pr6a	Perform a rehearsed theatrical work for an audience.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Flexible Grouping

Plan and adjust instruction in response to student assessment data moving through the unit.

Use active learning experiences to maximize student engagement. Tailor to student interest.

Respond to student differences during the lesson by reteaching, reinforcing, or extending the learning.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

In Class support for students with IEP's will modify reading assignments, writing assignments and follow IEP guidelines.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Students use Aimsweb.

Linkit testing 3 times a year.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Daily activities are assessed to drive the next day instruction.

Student work is reviewed.

See details above.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Final comprehension test

Final signpost project

Instructional Materials

All materials are listed in the above daily lessons.

Standards

CCSS.ELA-Literacy.RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
CCSS.ELA-Literacy.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
CCSS.ELA-Literacy.RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RF.5.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
CCSS.ELA-Literacy.RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCSS.ELA-Literacy.W.5.3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CCSS.ELA-Literacy.W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.L.5.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.