

Grade 5 Planning Unit: Fantasy- Reading

Book: Fantasy Book Clubs: The Magic of Themes and Symbols (Book 4) Dates: April-June

Week 1	<p>Pre-Assessment:</p> <p>How to start: Give the performance assessment for unit 4. Have the students read "Carter's Holler" article and watch the video clip "The Girl and the Fox". Hand out the 4 questions that correlate to the assessment and the focus skills of the unit. *Get assessments back quickly to help set reading goals. *Students will also self-assess after session 2.</p> <p>Unit Focus:</p> <ul style="list-style-type: none"> - analyzing parts of a story in relation to the whole - analyzing author's craft - determining themes/cohesion - comparing/contrasting story elements and themes 	<p><u>BEND 1-Constructing and Navigating Other Worlds</u></p> <p>Session 1: Researching the Setting</p> <p>Teaching Point: As a fantasy reader, I can research the setting of a story by investigating clues about the time period and important magical elements, using covers, blurbs, and details from the beginning of the story.</p> <p>Skill: story elements/setting</p> <p>Activities:</p> <p>Resources Needed:</p> <p>Read Before: The Thief of Always chapter 1</p> <p>Read During: The Paper Bag Princess and the cover, blurbs, opening images at start of The Thief of Always</p>	<p>Session 2: Learning alongside the Main Character</p> <p>Teaching Point: As a fantasy readers, I can expect to learn alongside the main character, and I am alert to clues that characters are in the midst of important learning experiences.</p> <p>Skill: characterization</p> <p>Activities:</p> <p>Resources Needed:</p> <p>Read Before: The Thief of Always chapters 2 & 3</p> <p>Read During: The Thief of Always - refer to chapters 2 & 3, and read aloud chapter 4</p>	<p>A Day for Assessment:</p> <p>How to start: Review the pre-assessment with students. Show students exemplars (online resource) and explain how to self score. Students will then self score their assessment.</p> <p>Skill: self-assess</p> <p>Resources Needed: Student exemplars, rubric (online)</p>	<p>A Day for Assessment:</p> <p>Continued from yesterday - Today you will conference with students. Show them their self scores and your scoring. Explain scoring and areas of focus.</p> <p>Skill: self-assess</p>
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Week 2	<p>Session 3: Keeping Track of Problems that Multiply</p> <p>Teaching Point: I can tackle more complicated books, use charts, timelines, and other graphic organizers to help track and analyze multiple problems and plotlines.</p> <p>Skill: text features/story elements/problem & solution</p> <p>Activities:</p> <p>Resources Needed:</p> <p>Read Before: None</p> <p>Read During: None</p>	<p>Session 4: Suspending Judgment: Characters (and Places) Are Not Always What They Seem</p> <p>Teaching Point: I can explore what I can learn about characters if I study them over time, delving deeply into their formation, motivations, and actions.</p> <p>Skill: characterization/story elements</p> <p>Activities:</p> <p>Resources Needed:</p> <p>Read Before: The Thief of Always through chapter 7</p> <p>Read During: Discuss what's been read in The Thief of Always</p>	<p>Session 5: Reflecting on Learning and Raising the Level of Book Clubs</p> <p>Teaching Point: I can explore what reading and thinking work I'm doing particularly well in reading clubs.</p> <p>Skill: reflection</p> <p>Activities:</p> <p>Resources Needed:</p> <p>Read Before: The Thief of Always through chapter 10</p> <p>Read During: Discuss what's been read in The Thief of Always</p>	<p><u>BEND 2- More Than Dwarves: Metaphors, Life Lessons, Quests, and Thematic Patterns</u></p> <p>Session 6: Here Be Dragons: Thinking Metaphorically</p> <p>Teaching Point: I can know how characters in fantasy stories face different kinds of dragon - some literal, while others are metaphorical dragons symbolizing conflicts faced by those characters and how these conflicts develop into themes.</p> <p>Skill: interpretation & metaphors</p> <p>Activities:</p> <p>Resources Needed:</p> <p>Read Before: Stay on pace to read aloud The Thief of Always through session 14 prior to session 6</p> <p>Read During: None</p>	<p>Session 7: Readers Learn Real-Life Lessons from Fantastical Characters</p> <p>Teaching Point: I can be an insightful reader mining fantasy stories to discover themes and lessons that might apply to my own life.</p> <p>Skill: theme/apply life lessons</p> <p>Activities:</p> <p>Resources Needed:</p> <p>Read Before: The Thief of Always through chapter 14</p> <p>Read During: Discuss what's been read in The Thief of Always and have The Paper Bag Princess on hand</p>
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Week 3	<p>Session 8: Quests Can Be Internal as Well as External</p> <p>Teaching Point: I can understand that most fantasy stories follow a quest structure, and to achieve deeper understanding of the story, it's valuable to investigate both the external and internal quests of major characters.</p> <p>Skill: text structure</p> <p>Activities:</p> <p>Resources Needed:</p> <p>Read Before: The Thief of Always through chapter 17</p>	<p>Session 9: Comparing Themes in Fantasy and History</p> <p>Teaching Point: I can assume that some themes are so universal that they appear in more than one book and across history as well.</p> <p>Skill: compare/contrast story elements & theme</p> <p>Activities:</p> <p>Resources Needed:</p> <p>Read Before: The Thief of Always through chapter 18</p> <p>Read During: Discuss what's been read in The Thief of Always and create timeline of Harvey's internal and</p>	<p>Session 10: Self-Assessing Using Learning Progressions</p> <p>Teaching Point: I can evaluate my own work by comparing it with a mental model of strong work and then figure out what I can do to improve on my work.</p> <p>Skill: Reflection-character, structure & theme</p> <p>Activities:</p> <p>Resources Needed:</p> <p>Read Before: None</p> <p>Read During: None</p>	<p><u>BEND 3- When Fact and Fantasy Collide</u></p> <p>Session 11: Using Information to Better Understand Fantasy Stories</p> <p>Teaching Point: I can refer to nonfiction texts and references to more fully understand the world I am reading about.</p> <p>Skill: connections-fantasy to fact</p> <p>Activities:</p> <p>Resources Needed:</p> <p>Read Before: None</p> <p>Read During: None</p>	<p>Session 12: Using Vocabulary Strategies to Figure Out Unfamiliar Words</p> <p>*This session may take more than one day</p> <p>Teaching Point: I can understand that specific vocabulary plays as important of a role in my reading, especially fantasy novels. I would use a whole toolkit of strategies to figure out meaning of unfamiliar words.</p> <p>Skill: vocabulary</p> <p>Activities:</p> <p>Resources Needed:</p>

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	<p>Read During: Discuss what's been read in The Thief of Always</p>	<p>external obstacles. Have The Paper Bag Princess on hand.</p>			<p>Read Before: Mufaro's Beautiful Daughters and The Thief of Always through chapters 20 & 21</p> <p>Read During: Have Mufaro's Beautiful Daughters on hand</p>
<p>Week 4</p>	<p>Session 13: Fantasy Characters Are Complex</p> <p>Teaching Point: I can understand that just as in real life, characters in fantasy books are not all good or all bad, but in fact are rather complex.</p> <p>Skill: interpreting characters</p> <p>Activities:</p> <p>Resources Needed:</p> <p>Read Before: The Thief of Always through chapters 22 & 23</p> <p>Read During: Be ready to teach from the poem "Jabberwocky" by Lewis Carroll</p>	<p>Session 14: Investigating Symbolism</p> <p>Teaching Point: I can try to figure out if repeated or highlighted images, objects, characters, or settings are a symbol of something else, and how this symbol might connect to a possible theme for the story.</p> <p>Skill: symbolism/theme</p> <p>Activities:</p> <p>Resources Needed:</p> <p>Read Before: The Thief of Always through chapter 24</p> <p>Read During: Discuss what's been read in The Thief of Always</p>	<p>Session 15: Interpreting Allegories in Fantasy Stories</p> <p>Teaching Point: I can gain new insights into the real world by understanding and interpreting the metaphors and allegories that exist in fantasy.</p> <p>Skill: determining themes/cohesion</p> <p>Activities:</p> <p>Resources Needed:</p> <p>Read Before: The Thief of Always through chapter 25</p> <p>Read During: Discuss what's been read in The Thief of Always</p>	<p><u>BEND 4- Literary Traditions: Connecting Fantasy to Other Genres</u></p> <p>Session 16: Paying Attention to How Cultures Are Portrayed in Stories</p> <p>Teaching Point: I can pay close attention to how cultures are portrayed in stories - the culture in which the story takes place, as well as other cultures. I will also consider how characters, settings, and plotlines may vary across fantasy stories from different cultures.</p> <p>Skill: connections-fantasy to reality</p>	<p>Session 17: Identifying Archetypes</p> <p>Teaching Point: I can use what I know about archetypes to help make predictions, inferences, and interpretations about stories.</p> <p>Skill: predicting, inferring, interpreting</p> <p>Activities:</p> <p>Resources Needed:</p> <p>Read Before: None</p> <p>Read During: Discuss what's been read in The Thief of Always</p>

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				<p>Activities:</p> <p>Resources Needed:</p> <p>Read Before: The Thief of Always through chapter 26 (end of book)</p> <p>Read During: Discuss what's been read in The Thief of Always and have Mufaro's Beautiful Daughters on hand</p>	
Week 5	<p>Session 18: Reading Across Texts with Critical Lenses</p> <p>Teaching Point: I can analyze a story by using critical lenses, such as being alert to stereotypes and gender norms (or rules).</p> <p>Skill: analyzing & comparing characters</p> <p>Activities:</p> <p>Resources Needed:</p> <p>Read Before: None</p> <p>Read During: Show a short video clip that shows one or more archetypes that</p>	<p>Session 19: The Lessons We Learn from Reading Fantasy Can Lift Our Reading of Everything</p> <p>Teaching Point: I can apply my fantasy reading skills, such as interpretation and cross-text study, to help improve my skills in reading other genres.</p> <p>Skill: connections- other genres</p> <p>Activities:</p> <p>Resources Needed:</p> <p>Read Before: None</p>	<p>Session 20: Happily Ever After: Celebrating Fantasy and Our Quest to Be Ever Stronger</p> <p>Teaching Point: I can celebrate and reflect on all that I have learned, and then find ways to carry those skills forward in my learning journeys.</p> <p>Skill: celebration</p> <p>Activities:</p> <p>Resources Needed:</p>	<p>Post-Assessment:</p> <p>How to start: Give the performance assessment for unit 4. Have the students read "Three's a Crowd" article and watch the video clip "Runaway". Hand out the 4 questions that correlate to the assessment and the focus skills of the unit.</p>	

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	students are familiar with. One example: https://vimeo.com/7158709	Read During: Have on hand The Thief of Always, The Paper Bag Princess, Mufaro's Beautiful Daughters, or other texts.			
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Mentor Texts:

The Thief of Always by: Clive Barker

Mufaro's Beautiful Daughters by: John Steptoe

The Paper Bag Princess by: Robert Munsch

Poem - "Jabberwocky" by Lewis Carroll

Video Clip - <https://vimeo.com/7158709>