

Experiences- Real and Imagined

Fifth Grade Unit 5



Planning Team

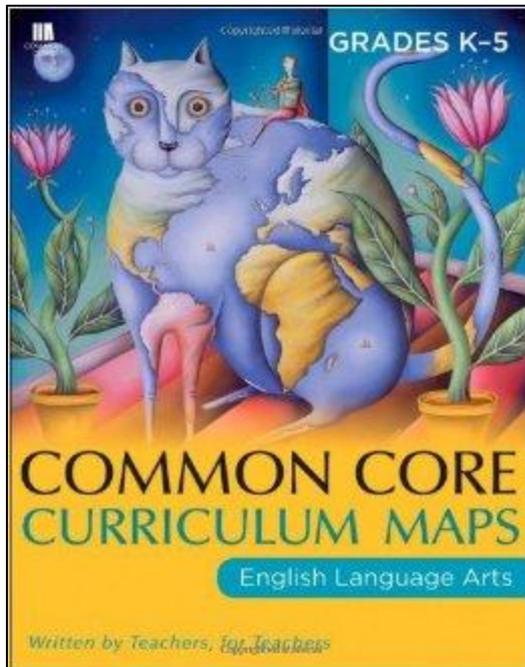
Shannon Shrum, Brooke Price, Della Hutcheson, Sarah Cassady, Susan Bush
and Anne Saullo



Experiences- Real and Imagined

Essential Question

*How do life experiences and
imagination influence one's view of
the world?*





Experiences, Real and Imagined

"How do life experiences and imagination influence one's view of the world?"

This five-week 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.

Reading Standards for Literature

Key Ideas and Details

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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).

Craft and Structure

RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Integration of Knowledge and Ideas

RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Reading Standards for Informational Text

Key Ideas and Details

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

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.

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.

Integration of Knowledge and Ideas

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.9 Integrate information from several texts on the same topic to write/speak about subject knowledgeably.

Skills K-5

ing words.

ication patterns, and
multisyllabic words in

te, and expression on successive

anding, rereading as necessary.

s and information clearly.

nd group related information logically;
useful to aiding comprehension.
or other information and examples

rases, and clauses (e.g., in contrast,

or explain the topic.

or explanation presented.

effective technique, descriptive details,

r and/or characters; organize an event

develop experiences and events or

sequence of events.

ces and events precisely.

ts.

tion are appropriate to task, purpose,

writing as needed by planning,

Internet, to

onstrate sufficient command of

through investigation of different

from print and digital sources;

of sources.

tional texts to support analysis, reflection, and research.
literature (e.g., "Compare and contrast two or more characters, settings,
g on specific details in the text [e.g., how characters interact]").
nformational texts (e.g., "Explain how an author uses reasons and
o text, identifying which reasons and evidence support which point[s]").
ng and Listening Standards

re discussions (one-on-one, in groups, and teacher led) with diverse
thers' ideas and expressing their own clearly.

mation presented in diverse media and formats, including visually,

n, sequencing ideas logically and using appropriate facts and
themes; speak clearly at an understandable pace.

Language Standards

ndard English grammar and usage when writing or speaking.
ions, and interjections in general and their function in particular

have walked; I will have walked) verb tenses.
ces, states, and conditions.

nd English capitalization, punctuation, and spelling when

licate titles of works.
g references as needed.

multiple-meaning words and phrases based on grade 5 reading

mparisons in text) as a clue to the

ixes and roots as clues to the meaning of a word (e.g.,

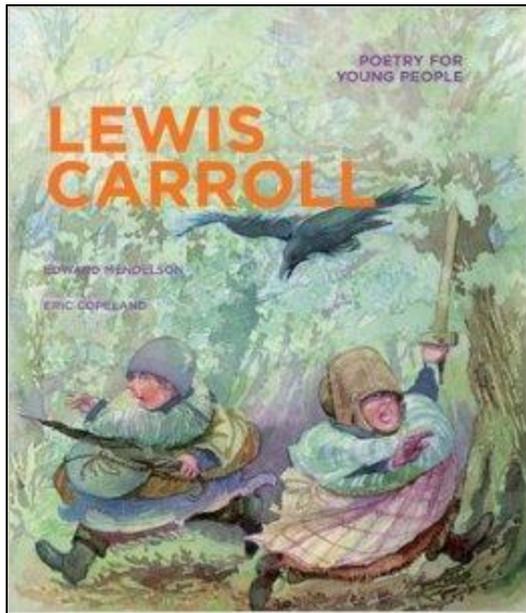
es, thesauruses), both print and digital, to find the
ng of key words and phrases.

ationships, and nuances in word meanings.
aphors, in context.

odages, and proverbs.
nonyms, antonyms, homographs) to better understand

ic and domain-specific words and phrases, including
e.g., however, although, nevertheless, similarly,

New Texts



1 copy



28 additional copies

5th Grade

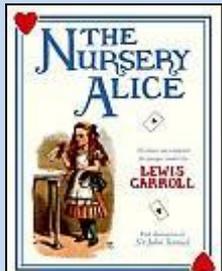
Print Resources

Unit 5

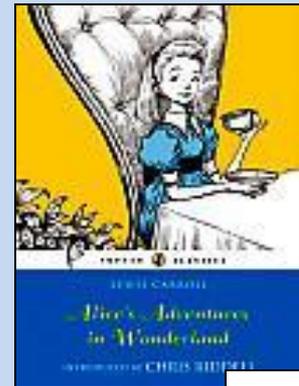
Literature



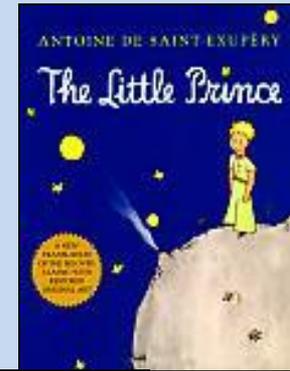
29 copies



Out of Print
9-19-14



15 copies



Poems

["Words Free as Confetti"](#) Pat Mora

["Against Idleness and Mischief"](#) Isaac Watts

["The Star"](#) Ann and Jane Taylor

["Queen of Hearts"](#) Mother Goose

["How Doth the Little Crocodile"](#) Lewis Carroll

["The Mouse's Tale"](#) Lewis Carroll

["Twinkle, Twinkle, Little Bat"](#) Lewis Carroll

["Tis the Voice of the Lobster"](#) Lewis Carroll

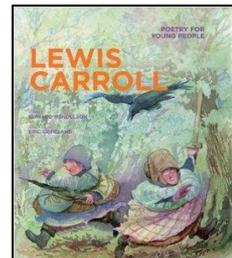
Quotations

"Grown-ups never understand anything by themselves, and it is exhausting for children to have to provide explanations over and over again."

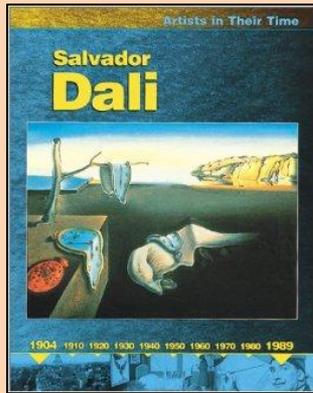
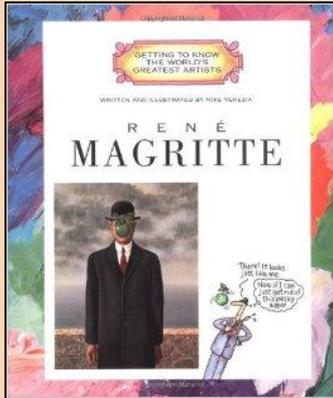
Antoine de Saint-Exupéry, *The Little Prince*

"It is only with the heart that one can see rightly; what is essential is invisible to the eye."

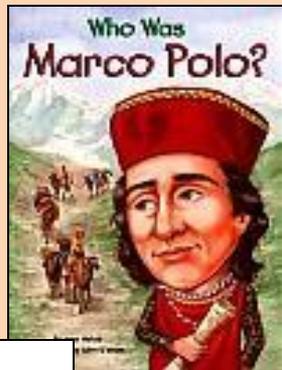
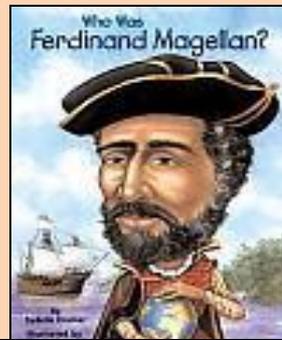
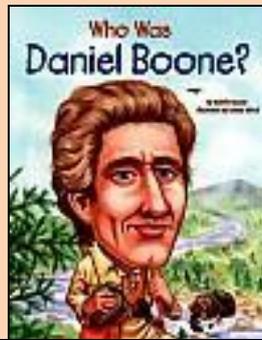
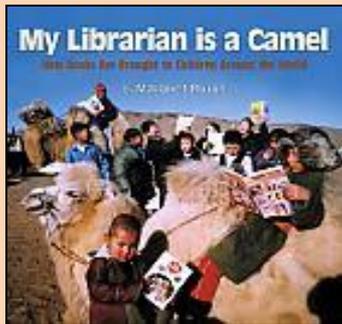
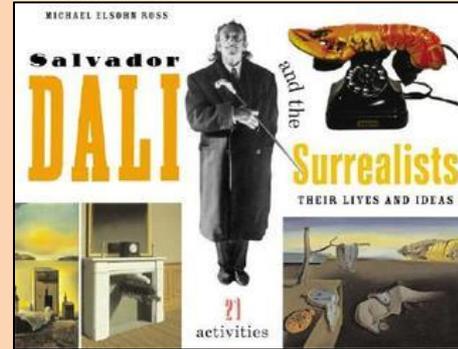
Antoine de Saint-Exupéry, *The Little Prince*



Informational Text

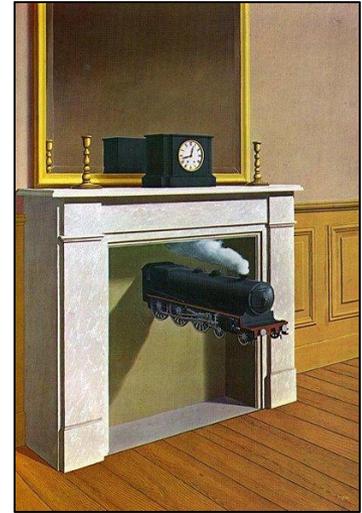


or



8 copies of each title

Art

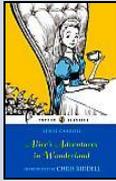
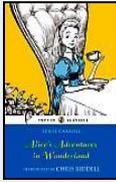


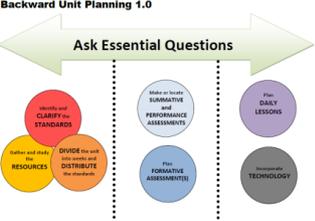
Music

[Alice in Wonderland Soundtrack](#)

[The Little Prince](#)

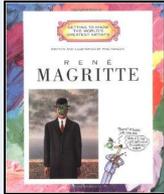
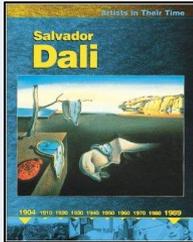


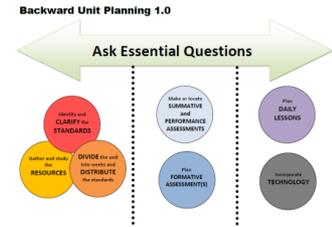
Week	Standards	Texts
1	<p>RI 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI 5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>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.</p> <p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	 <p>Author File located in back of text</p>  <p>About the Author located in front of text</p> <p>Video Clip and Bio on www.biography.com Text from www.primaryfacts.com</p>
2	<p>RL 5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>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)</p> <p>RL5.4 Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.</p> <p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	 



DIVIDE the unit into weeks and **DISTRIBUTE** the standards

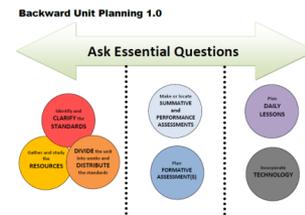
Week	Standards	Texts
3	<p>RL 5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>RL 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g. how characters interact)</p> <p>RL5.4 Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.</p> <p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	 

4	<p>FOCUS ON ART</p> <p>SL 5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>RI 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>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.</p>	 
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DIVIDE the unit
into weeks and
DISTRIBUTE
the standards

Week	Standards	Essential Questions
1	RI 5.7 Draw on information from multiple print or digital sources... RI 5.9 Integrate information from several texts on the same topic... RI 5.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. W.5.2 Write informative/explanatory texts...	
2 and 3	RL 5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text... RL 5.3 Compare and contrast two or more characters, settings, or events in a story or drama... RL5.4 Determine the meaning of words and phrases W.5.3 Write narratives to develop real or imagined experiences or events ...	
4	FOCUS ON ART SL 5.1 Engage effectively in a range of collaborative discussions... SL5.2 Summarize a written text read aloud or information presented in diverse media and formats,... SL5.4 Report on a topic or text or present an opinion... RI 5.3 Explain the relationships or interactions between two or more individuals, events , ideas, or concepts ... RI 5.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.	<p><i>How do life experiences and imagination influence one's view of the world?</i></p>



Assessments

From Chapter 1 of Lewis Carroll's *Alice's Adventures in Wonderland*



Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, 'and what is the use of a book,' thought Alice 'without pictures or conversation?'

So she was considering in her own mind (as well as she could, for the hot day made her feel very sleepy and stupid), whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies, when suddenly a White Rabbit with pink eyes ran close by her.

There was nothing so VERY remarkable in that; nor did Alice think it so VERY much out of the way to hear the Rabbit say to itself, 'Oh dear! Oh dear! I shall be late!' (when she thought it over afterwards, it occurred to her that she ought to have wondered at this, but at the time it all seemed quite natural); but when the Rabbit actually **TOOK A WATCH OUT OF ITS WAISTCOAT-POCKET**, and looked at it, and then hurried on, Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket, or a watch to take out of it, and burning with curiosity, she ran across the field after it, and fortunately was just in time to see it pop down a large rabbit-hole under the hedge.

In another moment down went Alice after it, never once considering how in the world she was to get out again.

Narrative Task

You have read a passage from *Alice's Adventures in Wonderland*. Think about how the story would be different if it were told from the Rabbit's point of view. Write a narrative story retelling the story from point of view of the Rabbit's. Be sure to use supporting details from the passage.