



Jessica Hernandez

Language and literature: English

Fiction Unit (Year 5)

Duration

Start Date

9 weeks 67 hours

W2
Aug

IB MYP English (Year 5)

First Term
(Aug 2017 - Dec 2017)



Inquiry: Establishing the purpose of the unit

Key concept



Creativity

Related concept(s)



Language and literature

✓ Character

✓ Style

Global context



Personal and cultural expression

• Artistry, craft, creation, beauty

Statement of inquiry

“ Critical readers understand that an author’s style affects a reader’s interpretation of literary texts and character. ”

Inquiry questions



Factual

What is character ?
• Lower level of Blooms

What is style?



Conceptual

How does an author’s word choice create a character?
How do we determine character traits?



Debatable

To what extent do critical readers understand that an author’s style determines the reader’s interpretation of literary texts and character ?



How can an author's style create character and meaning?

Evidence of Understanding

Summative assessment

Assessment Criteria	Tasks in all classes	QR
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A <input type="checkbox"/> Analysing	B <input type="checkbox"/> Organizing	C <input type="checkbox"/> Producing text	D <input type="checkbox"/> Using language

Relationship between summative assessment task(s) and statement of inquiry:



Composition
Create an alternate ending

9:00 AM



Class mean of Assessed Criteria

Approaches to learning (ATL)

Approaches to Learning

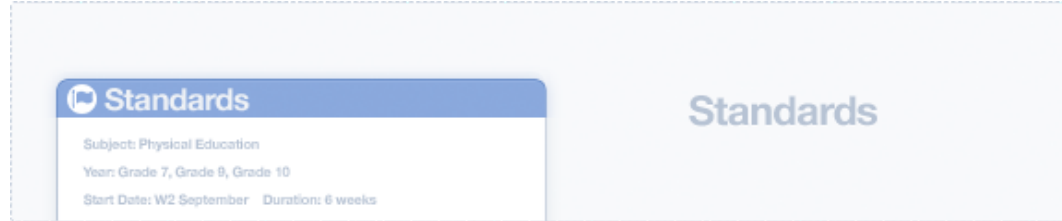
Organizational skills
 Collaborative skills

Select ATLs



Action: Teaching and learning through inquiry

Standards



Knowledge & Skills

- 2.5 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils
2.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words
F 19 B make complex inferences about text and use textual evidence to support understanding

Service

Action: Students might be able to retell their version of the story they wrote to entertain community members, such as nursing home residents.

Learner Profile

Thinkers: No description provided.
Communicators: No description provided.

Table with 3 columns: Learning process, Formative Assessment, QR



Learning process	Formative Assessment	QR
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Week 1/Day 1: Review class syllabus and class expectations

- annotation
- group discussion

Day 2: I will be able to make inferences from different sources, i.e. videos and images.

- do now: 19b image: written response
- discussion: 19b connections and background knowledge
- practice: (class/group/partner)
- exit ticket: Video written response

Day 3: create character Traits reference sheet (dropbox)

Week 2:

Day 1:

- Inference do now
- Inference practice 2
- exit ticket: Breakfast club video inference

Day2 :

- Steal Cornell notes
- Steal practice with videos in groups using sentence stems ,
- steal practice 2
- exit ticket: Breakfast club video

Day 3:

- (Begin)Read and annotate Pages 1-3 “The Scarlet Ibis” , for characterization, complete steal sentence stems in groups with text evidence.
- scarlet ibis exit ticket
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- Week 3:
- Day 1: (continue)
- Read and annotate Pages 1-3 “The Scarlet Ibis” , for characterization, complete steal sentence stems in groups with text evidence.
- scarlet ibis exit ticket



Learning process

Formative Assessment

QR

-
- Day 2:
 - Do now characterization
 - Cornell notes denotation and connotation
 - diction activity 1

- Day 3:
 - Do now diction
 - Diction Activity 2

- Week 4Day 1:
 - Read and annotate pages 3-6 of The Scarlet Ibis analyze for diction in groups
 - exit ticket: diction
 -

- Day 2:
 - Scarlet Ibis 4 weeks test
 - Day3:
 - Figurative Language do now
 - Figurative language notes

- Week 5Day 1:
 - Figurative language task card practice
 - do now Figurative language
 - Figurative language practice (possible gallery walk using music lyrics)

- Day 2:
 - Read and annotate Sandra Cisneros's "Eleven" For figurative language
 - Graphic organizer : figurative language

- Day 3:
 - Do now
 - Imagery Notes
 - imagery review (candy activity)

- Week 6Day 1:
 - Imagery do now



Learning process	Formative Assessment	QR
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- Imagery task cards practice
- Imagery practice 2

- Day 2:
- Figurative language/ imagery do now
 - 2nd read “eleven” for imagery
 - imagery graphic organizer

- Day 3:
- do now imagery
 - Mini quiz: Imagery/ Figurative language

- Week 7: Day 1:
- Do now figurative language
 - Gallery Walk with text evidence “eleven”
 - exit ticket

- Day 2:
- do now figurative language
 - Persuasive essay outline

- Day3:
- do now
 - Persuasive outline

- Week 8: Day 1:
- do now
 - Begin essay :Write an essay stating your opinion on whether maturity is dependent on a person’s age.

- Day 2:
- do now
 - complete essay :Write an essay stating your opinion on whether maturity is dependent on a person’s age.

- Day 3:
- Do now
 - Kahoot skill review
 - Exit ticket

Week 9:Day 1: The pie 9 week assessmentDay 2: GraspDay 3: grasp

Differentiation

Describe how you will differentiate teaching & learning for this unit?



- close notes
- reference sheets
- graphic organizers
- sentence stems

Resources

Summary index

 Journal 0  Website 0  Video 0  File 0  Photos 0  Books 0

Reflection: Considering the planning, process and impact of the inquiry

⏪ Prior to teaching the unit

- What do students already know, and what can they do?
- What does experience tell us about what to expect in this unit?
- What in the unit might be inspiring for community or personal projects?

- Students can already form opinions of people. They can add to their knowledge by analyzing situations to form opinions about characters.
- Students will be comfortable using simple words to describe characters. however, will be reluctant to use elevated vocabulary. I plan to have students create a character traits list to expand their vocabulary.
- Students might be able to retell their version of the story they wrote to entertain community members, such as nursing home residents.

🕒 During teaching

🕒➡ After teaching the unit



Appendices: Assessment Index

Assessment Tasks

Calendar Summary

● Summative ● Formative

First Term



Second Term



IB MYP English II Period 6 (Year 5)

Assessment Criteria		Tasks		QR
A <input checked="" type="checkbox"/> Analysing 	B <input type="checkbox"/> Organizing 	C <input type="checkbox"/> Producing text 	D <input type="checkbox"/> Using language 	<div style="border: 1px solid blue; border-radius: 10px; padding: 5px; display: inline-block;"> Thu 7 Jun 2018 </div> Composition Create an alternate ending 🕒 9:00 AM