

PERSPECTIVES

WHOSE PERSPECTIVE IS RIGHT?

9 WEEKS

STAGE 1: DESIRED LEARNING

Essential Question: Whose perspective is right?

Essential Understanding: As we introduce different perspectives of characters, students will understand that while they may go through the same events or experiences, they see things differently and have different points of view. Students will understand that, while honesty is important, there are sometimes reasons that telling a lie makes sense. Students will figure out, at times, there are reasons that people are untruthful, as it might protect someone, create a greater good, or serve a bigger purpose.

As we learned in the previous unit, kindness, empathy, true-to-self, and overcoming obstacles can all look and feel different for everyone. In Unit 2, we will look at stories from more than one character's point of view as well as look at how the extent of honesty relies in the character's hands.

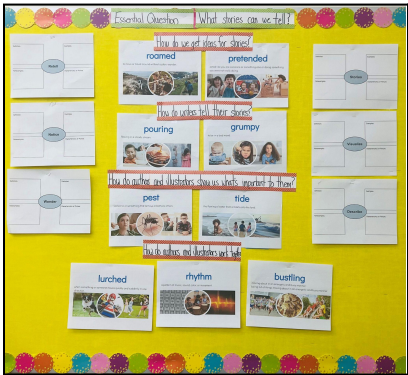
Looking Back: Taking the lessons we've learned from Unit 1 will help us as we begin to navigate other people's perspectives. In Unit 1, we met Mean Jean the Recess Queen who seemed to bully others, yet when she met Katie Sue, her feelings changed about including others. When we read *The Name Jar*, we learned how Unhei was unsure of how others would treat her based on her name. Another chance to reflect on how the main character felt during her moving to America, but we could now look at this book from the students point of view. In Unit 1 we learned about Character Traits, this will tie to Perspective as we learn that different characters view events differently.

Looking Ahead: By the end of the unit, students will have a better understanding of what point of view and perspective are. And how they are important not just for reading text but also to think about in real life. By learning about perspective and point of view now, this will help in the units that follow when we look at resources and goods we can give from habitats as well as the perspectives of those that make a difference in the world around them.

STAGE 3: THE LEARNING PLAN

The Learning Plan below gives a detailed explanation of the work that happens on a day to day basis to get students to the Essential Question, Essential Understandings, and standards outlined in Stage 1. The expectation is that all inquiries are taught in the manner and order in which they are written below.

Literacy Board. Each classroom will have a designated space for the Literacy Board. This board will be the anchor for shared reading as it will house the Essential Question, Unit Vocabulary, Inquiry Questions, Story Vocabulary, and different charts. This board will be built as a class and should not be all put together prior to the unit.



Additionally this unit will have several idioms that you will talk about. You could create a chart near your Literacy board to keep a running list of idioms students learn throughout the year.

INQUIRY PLANNER

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| Unit Launch | 4 Sessions |
| • Inquiry 1: Is honesty important? | 5 Sessions |
| • Inquiry 2: Can honesty be bad? | 4 Sessions |
| • Inquiry 3: Do characters see things the same way?..... | 7 Sessions |
| • Inquiry 4: Are there only two sides to every story? | 7 Sessions |
| • Inquiry 5: Do authors tell the same story the same way?..... | 10 sessions |
| Unit Wrap Up..... | 3 Sessions |

Perspectives

WHOSE PERSPECTIVE IS RIGHT?

9 WEEKS

STAGE 1: DESIRED LEARNING

Essential Question: Whose perspective is right?/¿Quién tiene la perspectiva correcta?

Essential Writing Tasks: During this unit, students will focus on narrative writing. We will continue to add details to our narrative writing.

Task 1: Personal Narrative During this task students will learn how personal narratives are based on real events that have happened to them. Personal Narratives are stories about the writer's life, events that really have happened. Students will follow the writing process of brainstorming, planning, drafting, revising, and editing their work before sharing with a partner.

Task 2: Realistic Fiction Narrative During this task students will learn how realistic fiction narratives are different from the other type of narrative writing that we have done so far. Realistic fiction has characters, settings, events that could be real however the story is made up. Students will follow the writing process of brainstorming, planning, drafting, revising, and editing their work before sharing with a partner.

Task 3: Imaginative Narrative During this task students will learn how imaginative narratives are different from the other types of narrative writing that we have done so far. Imaginative Narratives are stories that are completely made up using the writer's imagination with characters and settings that are not real. Students will follow the writing process of brainstorming, planning, drafting, revising, and editing their work before sharing with a partner.

Culminating Task: Students will choose one of the 3 tasks listed above and create a book using Book Creator. Until this point in the unit students are just writing on paper, now they will have an opportunity to make their story come to life with pictures, voice recording and other tools found in the app.

Looking Back: In Unit 1, we focused on different author and illustrator moves that are done intentionally when creating a book. Students were introduced to letter writing and learning about the structure of a paragraph. They also briefly explored the different types of writing: descriptive, narrative, informational, and opinion.

Looking Ahead: In the following units, students will continue to hone in on writing paragraphs with the focus on informational and opinion writing topics. Students will continue to build their understanding of the grammar and conventions used in good sentence writing.

Connection to Technology: During this unit, students will have another opportunity to create their own book using Book Creator. In Unit 1, students began exploring with the camera and text tool but now we'll build upon that. This time around, students will be using the camera, images, text, and pencil tools. They will also use the record button to have students read their story for others to listen to.

STAGE 3: THE LEARNING PLAN

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Student writing behaviors typically follow that of conventional writing. According to LaRocca and Anderson, students in the conventional writing phase tend to:

- Conventionally spell common words
- Approximate spelling of less common words using letter sounds
- Use spaces between words in sentences
- Use ending punctuation, may be approximated
- Use both uppercase and lowercase letters intentionally

During the exploration, students' work will not be perfect, this shows where each student is as a writer. If and when they go to publish a piece of writing, that individual piece should have fewer errors as it most likely went through an editing process. However, it still may not be perfect if certain phonics patterns have yet to be taught. Students should be held accountable for the phonics skills they have been taught thus far in the year.

You may choose to have students use a notebook to keep track of their writing, use prestapled copy paper as a book or print different pages mentioned in the plans to assist your students with their writing.

TASK PLANNER

- **Launch to Unit 2** **1 Session**
- **Task 1: Personal Narrative** **10 Sessions**
- **Task 2: Realistic Fiction Narrative** **9 Sessions**
- **Task 3: Imaginative Narrative** **12 Sessions**
- **Culminating Task: Publishing book** **6 Sessions**

“Learning conventions is not a one-time event. It’s a process. Absorbing how to use conventions and grammar effectively is a lifelong pursuit. We will continue to make decisions about the effects of a convention’s use for as long as we write” (Anderson & Rocca, 2017). Because learning conventions is a process and not a one-time event, you will see in some lessons repeated using mentor sentences from that unit’s text and/or built upon to learn more specifics about nouns or types of sentences.

English Convention Lessons

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| Lesson 1 | Quotation Marks |
| Lesson 2 | Pronouns and Antecedents |
| Lesson 3 | Verbs of Being |
| Lesson 4 | Subject-Verb Agreement |
| Lesson 5 | Plural Nouns |
| Lesson 6 | Prepositions |
| Lesson 7 | Adverbs that convey time |