Name:\_\_\_\_\_\_\_\_\_Dana Dees\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Curriculum Unit Plan:  Subject Area:\_Language Arts\_\_  Grade Level:\_Fifth\_\_\_\_\_  Unit Title: Genres | GLCE /HSCE-  *Grade*  *Level*  *Content*  *Expectation* | METS-S  *(focused on student using technology)* | Instructional Objectives  *(Must contain a performance)* | Tools and Resources |
| Informational Text Patterns | * **R.IT.05.02 identify and describe informational text patterns including compare/contrast,** **cause/effect, and problem/solution.** | * Evaluate and select information sources and digital tools based on the appropriateness to specific tasks | * After visiting three different web sites that practice informational text patterns as a class, students will be able to identify, describe, and give two examples of informational text patterns including compare/contrast, cause/effect, and problem/solution. | * Prezi * Internet * Computer Lab * White Board * Markers * Worksheets created in word processor (located below) * <http://www.studyzone.org/testprep/ela4/o/comparingcontrasting4l.cfm> * <http://www.beaconlearningcenter.com/WebLessons/WhatCausedIt/effect08.htm> * <http://www.fcatexplorer.com/Parent/4GR/en/tipslister/question_tip_space.asp?src=tip119a.swf> |
| My Narrative | * **W.GN.05.01 write a cohesive narrative piece such as a mystery, tall tale, or historical** **fiction using time period and setting to enhance the plot; demonstrating roles and** **functions of heroes, anti-heroes, and narrator; and depicting conflicts and resolutions.** | * Communicate information and ideas effectively to multiple audiences using a variety of media and formats | * Write a minimum two page cohesive narrative piece incorporating time period and setting to enhance the plot. Using [www.diigo.com](http://www.diigo.com) be able to submit a rough draft, make comments on other student’s rough drafts, and take other student’s comments into consideration. | * [www.diigo.com](http://www.diigo.com) * Internet * Word processer * <http://teacher.scholastic.com/activities/storystarters/storystarter1.htm> |
| Literary Devices | * **R.NT.05.04 explain how authors use literary devices including exaggeration and metaphors** **to develop characters, themes, plot, and functions of heroes, anti-heroes, and narrators.** | * Process data and report results | * By using [www.youtube.com](http://www.youtube.com) and the internet, students will be able to explain in writing how authors use literary devices including exaggeration and metaphors to develop characters, themes, plot, and functions of heroes, anti-heroes and narrators. Students will provide cites used in explanation that were found on the internet and verbally present results to the class. | * [www.youtube.com](http://www.youtube.com) * Internet * Worksheets provided at the end |
| Poetry Movie | * **W.GN.05.02** write poetry based on reading a wide variety of grade-appropriate poetry. | * Create original works as a means of personal or group expression | * Students will write poetry based on reading a wide variety of grade-appropriate poetry. By using an IPad and IMovie, students will create a movie in groups of 4. The IMovie will include a haiku, cinquain, limerick, and free verse and each student must vocalize a poem. | * IMovie * <http://www.learner.org/teacherslab/math/patterns/limerick/limerick_acttxt.html> * Internet * IPad * Computer Lab * <http://www.learner.org/teacherslab/math/patterns/limerick/limerick_acttxt.html> * [http://teacher.scholastic.com/writewit/poetry/poetry\_engine.htm#](http://teacher.scholastic.com/writewit/poetry/poetry_engine.htm) * Poetry books * Teacher created IMovie * <http://www.youtube.com/watch?v=F9sPr9Jv060&feature=plcp> |
| Informational & Narrative Writing | * **W.PS.05.01 exhibit personal style and voice to enhance the written message in both** **narrative (e.g., personification, humor, element of surprise) and informational writing** **(e.g., emotional appeal, strong opinion, credible support).** | * Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media | * Students will write a minimum one page narrative and one page informational piece that exhibits their own personal style and voice to enhance the written message. Students will then make two glogster pages that incorporate key information from their narrative and their informational writing pieces. | * Glogster * Internet * Computer Lab * Worksheet created in word processor (located below) |