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| <b>Subject:</b> ELA<br><br><b>Grade:</b> 6<br><b>Unit:</b> 5 “Figure It Out”<br><b>Duration:</b> 5 weeks | <b>Essential Question(s):</b><br><br>How do strategies for solving math problems compare with strategies for solving mysteries? | <b>Vocabulary:</b><br>Characters: detectives or sleuths, suspects, witnesses, and victim<br>Clues, Distractions or Red Herrings, Alibi, Crime, Mystery<br>Evidence, Setting, Exposition, Exciting Force, Climax or Discovery,<br>Falling Action, Means, Suspense, Motive, Denouement |
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| Strands                          | Standards   | Student Learning Targets<br>“I Can” Statements   | Teacher Instructional<br>Focus  | Assessment  |
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| <b>Reading<br/>Literary Text</b> | RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | <p>I can:</p> <p>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text.</p> <p>Analyze how each part (i.e., sentence, chapter, scene, or stanza) contributes to the development of theme, setting, or plot.</p> | <p>Model how to determine the various structures of literary text.</p> <p>Assist students to identify the theme of a text.</p> <p>Assist students to identify the plot of a text.</p> <p>Assist students to identify the setting of a text.</p> <p>Demonstrate the use of a graphic organizer to map the plot development of a story.</p> <p>Discuss the theme of a story and the evidence that helps identify it.</p> <p>Discuss the connection setting has on the plot of a story.</p> <p><u><i>Murder, She Wrote</i></u> (television episode)</p> <p><u><i>The Boxcar Children: Graphic Novels</i></u></p> <p>Keep track of the information from different mysteries in a graphic organizer: title, author, characters, setting, plot, clues and page numbers, distractions, make and revise predictions, and solution or conclusion).</p> <p><u><i>The Phantom Tollbooth</i></u></p> <p>Entrance Ticket depicting Reality</p> | <p>Mystery Stations</p> <p><u><i>The Phantom Tollbooth</i></u><br/>Chapter Tests: multiple choice and extended response<br/>Literature Circles</p> <p><u><i>Into the Mummy's Tomb</i></u><br/>Chapter Tests: matching and extended response</p> <p>Study Island</p> <p>Literary Response (RL.6.5)<br/>Select a pivotal passage or scene from the mystery you are reading. How does this scene fit into the overall structure of the text? How does it contribute to your understanding of the plot? Do you still think the passage is critical to the solution? Why or why not?</p> |

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|  |  |  | <p>verses Fantasy. Students will use a word web to brainstorm their definitions of <i>fantasy</i> and <i>reality</i>, list and discuss stories that are fantasy stories students have read, heard or seen, give each student an index card to do a “quick write” about a land where they might like to travel, write a short fantasy and using imaginations beginning with: <i>I knew we had arrived as soon as...</i></p> <p>Literature Circles: Students will engage in critical thinking and reflection as they read, discuss and respond to <i>The Phantom Tollbooth</i>. Groups of 4 students will be given roles as: a.) Summarizer who will read the selection orally to the group and then summarize the reading/guide others in the group to summarize; b.) Vocabulary Finder who will choose 2 new words from each reading assignment and write them on vocabulary sheets along with the definition/share/class will make a word wall; c.) Question Writer will create 3-5 discussion questions on index cards/answers on back/share; d.) Story Mapper will use a graphic organizer to map the story elements/explain and share with the group.</p> |  |
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|  |  |  | <p>Debriefing and Self-Reflection daily and upon completion.</p> <p>Mystery Stations<br/> The Grapes of Math- solve at least 5 math riddles and create a math riddle or acrostic poem/Favorite Color Station- read "<i>Colors</i>" by Shel Silverstein and use class data to create a bar and circle graph/Fingerprinting Station- read about DNA fingerprinting and complete a simulation of the procedure/Literature and Writing Station- read "<i>One Inch Tall</i>" by Shel Silverstein and complete a writing assignment of creating a poem where the sights, sounds, and surroundings a one inch person might encounter are described/Study Island Station- New Math Pre-test.</p> <p><u><i>Into the Mummy's Tomb</i></u><br/> Unwrapping Ancient Mysteries- chart facts that have been dug up from mysteries/A King's Burial, Steps Back in Time- vocabulary/ Dateline: Missing Details, Take a Closer Look- comprehension/Tut's Tomb, Prefix Clues, Window to the Past, Write On- grammar. Death and Afterlife on the Nile: or the Legend of Isis and Osiris-</p> |  |
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|  |  |  | <p>reader's theatre. The Tomb of Tutankhamen- nonfiction comprehension skills.</p> <p><u>"Jabberwocky" (Lewis Carroll)</u><br/> Class Discussion<br/> How do we make sense of nonsense poems, such as "Jabberwocky" by Lewis Carroll?<br/> How do you figure out what words mean when they don't really exist? How are clues provided in the text structure, repetition, or content of the poem?</p> <p><b>Other Selections</b><br/> <b>Literary Texts and Stories:</b><br/> <b>Math Stories:</b><br/> <i>The Westing Game</i> (Ellen Raskin)<br/> <i>G is for Googol: A Math Alphabet Book</i> (David M. Schwartz and Marissa Moss)<br/> <i>Math Curse</i> (Jon Scieszka)<br/> <i>Toothpaste Millionaire</i> (Jean Merrill)<br/> <b>Classic Mysteries:</b><br/> <i>The Mysterious Adventures of Sherlock Holmes</i> (Arthur Conan Doyle)<br/> <i>Three-Act Tragedy</i> (Agatha Christie)<br/> <b>Contemporary Mysteries:</b><br/> <i>39 Clues Series</i> (Rick Riordan)<br/> <i>The Mysterious Benedict Society</i> (Trenton Lee Stewart and Carson Ellis)</p> |  |
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|                                   |   |  | <p><i>The Name of This Book Is Secret</i> (Secret Series) Pseudonymous Bosch)</p> <p><i>Chasing Vermeer</i> (Blue Balliet and Brett Helquist)</p> <p><b>Poetry:</b></p> <p><i>Poetry for Young People:</i></p> <p><i>Edward Lear</i> (Edward Lear, Edward Mendelson, and Laura Huliska-Beith)</p> <p><i>Poetry for Young People: Edgar Allan Poe</i> (Edgar Allen Poe, Brod Bagert, and Carolynn Cobleigh)</p>  |  |
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| <b>Reading Informational Text</b> | RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | <p>I can:</p> <p>Determine the meaning of figurative, connotative, and technical words and phrases as they are used in a text.</p> | <p>Identify and analyze figurative language.</p> <p>Identify and determine the meaning of connotative words and phrases as they are used in a text.</p> <p>Examine technical words and phrases in a text.</p> <p><i>Grapes of Math: Mind-Stretching Math Riddles</i> (Greg Tang and Harry Brigg)</p> <p><b>Other Selections</b></p> <p><b>Informational Text:</b></p> <p><i>The Number Devil: A Mathematical Adventure</i> (Hans Magnus Enzenberger)</p> <p><i>Go Figure! A Totally A Cool Book About Numbers</i> (Johnny Ball)</p> | <p>“Just the Facts” Graphic Organizer (RI.6.4 and 6.5)</p> <p>Keep track of the information from different mysteries in a graphic organizer: title, author, characters, clues, make and revise predictions, and solution).</p> |

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|                |  |   | <p><i>The \$1.00 Word Riddle Book</i><br/>(Marilyn Burns and Martha Weston)</p> <p><i>Math-terpieces: The Art of Problem Solving</i> (Greg Tang and Greg Paprocki)</p>   |  |
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| <b>Writing</b> | <p>W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Introduce a topic; organize ideas, concepts, and information, using strategies such as definitions, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension, definitions, concrete details, quotations, or other information and examples.</p> <p>Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Establish and maintain a</p> | <p>I can:</p> <p>Write an information/explanatory text to examine a topic and convey ideas, concepts, and information through text selection, organization, and analysis of relevant content.</p> <p>Write an introduction and organize ideas, concepts, and information using strategies such as definitions, classification, comparison/contrast, and cause/effect and use formatting, graphics, and multimedia when useful in aiding comprehension.</p> <p>Develop a topic with relevant facts, definitions, concrete details, quotations, examples, and other information.</p> <p>Use appropriate transitions, to clarify the relationships among ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to inform or explain the text.</p> <p>Establish and maintain a formal style.</p> <p>Write a conclusion that follows from the information or explanation presented.</p> | <p>Demonstrate how to determine suitable idea development strategies, organizational strategies, and style appropriate to the task and purpose.</p> <p>Establish how to determine when to use various strategies such as definitions, classification, comparison/contrast, and cause/effect.</p> <p>Demonstrate when to include formatting, graphics and multimedia to aid in comprehension of a text.</p> <p>Assist students on developing a topic with relevant facts, definitions, concrete details, quotations, and other information, and examples.</p> <p>Assist students in identifying various transitions that clarify relationships among ideas and concepts.</p> <p>Examine handouts to practice using precise language and domain-specific vocabulary to inform or explain the text.</p> <p>Show examples of formal styles of writing.</p> | <p><u><i>The Phantom Toolbooth</i></u><br/>Writing Instructions</p> <p>Reflective Essay (W.6.2 a,b,c,d,e,f, 6.4,6.5, 6.6, and 6.9 a,b)</p> <p>Answer the essential question in essay form: How are strategies for solving math problems similar to, and different from, strategies for solving mysteries? Cite from texts.</p> <p>Write a Mystery (W.6.3 a,b,c,d,e, 6.4, 6.5, and 6.6)</p> <p>Write a mystery that incorporates all elements of a mystery including (characters, plot, setting, clues, distractions, conclusion) and some of the new vocabulary words.</p> |

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|                                 | <p>formal style.</p> <p>Provide a concluding statement or section that follows from the information or explanation presented.</p>   |   | <p>Model samples of concluding statements that follow from the information or explanation presented.</p>   |  |
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| <b>Speaking &amp; Listening</b> | <p>S.L.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> | <p>I can:</p> <p>Identify findings, claims, descriptions, facts, and details.</p> <p>Determine logical sequence, pertinent descriptions, and facts and details that accentuate ideas or themes.</p> | <p>Model giving an oral presentation to present claims and findings.</p> <p>Show how to sequence ideas logically using pertinent descriptions, facts, and details to accentuate main ideas or themes.</p> <p>Demonstrate how to use appropriate eye contact, adequate volume, and clear pronunciation.</p> | <p>Class Discussion (SL.6.1a,b,c,d and 6.4)</p> <p>More often than not, there is more than one way to solve a math problem. What did you learn about inductive and deductive reasoning?</p>        |
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| <b>Language</b>                 | <p>L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>   | <p>I can:</p> <p>Interpret different types of figures of speech (e.g., personification).</p> <p>Distinguish among the different types of</p>  | <p>Analyze text to locate figures of speech (e.g. personification) and interpret meanings in context.</p> <p>Analyze the relationship between particular words (e.g.</p>   | <p>Word Study (L.6.4a,b,and c)</p> <p>Continue etymology studies, sorting words by prefix, suffix, root words, meaning, country of origin, spelling features. Focus on words that were studied</p> |

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|  |  | <p>word relationships (e.g., cause/effect, part/whole, item/category).</p> <p>Define the terms denotations and connotations of words.</p> | <p>cause/effect, part/whole, item/category) for clarity.</p> <p>Analyze among the connotations of words with similar denotations (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p> | <p>while reading mysteries, riddles, and math problems.</p> <p>Write a Mystery (L.6.1a,b,c,d,e and 6.2a,b)</p> <p>Write a mystery that incorporates all elements of a mystery including some of the new vocabulary words.</p> |
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