

Jennifer Stirling  
Education 360  
Final Unit Plan

## Big Picture Overview

While I love children of all ages, the students I prefer to teach are those that are nine, ten, or eleven. My best experiences so far have been in fifth grade. In the fifth grade, students cover multiple fiction genres including historical fiction, adventure, and fantasy. They also cover information text. Currently, most teachers use these genre books as a modeled reading experience, where the teacher reads the book aloud, while the students follow along. By doing this, the teacher acts a model for students and the class can pause to discuss vocabulary, comprehension, or even intonation in fluency. The students then carry these skills into their own reading. Teachers also attempt to have the students read chapters individually and discuss it in small groups, similar to book clubs or literature circles. These book clubs typically consist of four or five students. They read the assigned chapter and then discuss it, before sharing the information to the whole class. I agree with these teaching strategies and would also include independent reading, where students have time to read books that they find interesting or appealing. While I hope they enjoy the book that we are reading as a class, every student has different interests, and should be able to gain knowledge in a variety of areas.

From what I have seen in fifth grade, many teachers structure their units around a particular genre, in which they cover multiple Common Core State Standards. These can include: comparing and contrasting characters, settings, events, genres, and points of view, identifying main events, sequencing, explaining relationships, and even researching. These reading standards can easily fit into genre units and coincide with the writing standards, which include: writing opinion pieces on texts or topics, writing informative texts about a topic, writing narratives about real and imagined experiences, conducting short research projects, and learning the writing process. With these in mind, the units of literature could be planned around the writing standards instead of the reading standards, but still incorporate the different texts into the curriculum. It is all up to the individual teacher, but I think it is best to base the units on the genre of the literature.

My personal classroom would be full of books and would have it's own community library. Students could also find comfortable nooks around the room with pillows and beanbags to use. With this classroom set up, I am promoting reading by making it comfortable, quiet, and enjoyable. Students will be able to spread out and use these materials during independent reading. At the beginning of the year, we will start guided reading at our desks, simply to make

sure that all the students understand the expectations for this reading time. Students will then be able to slowly move away from their desks and eventually into literature circles, in which they have the liberty to discuss the texts they have read. Reading should be something that students enjoy. If a student has a negative attitude towards it, it might be because he or she is not reading about something they are interested in.

## Common Core State Standards Goals

- CCSS.ELA-LITERACY.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).
    - I can compare and contrast two characters, settings, or events in a story using details.
- CCSS.ELA-LITERACY.RL.5.5
  - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
    - I can explain how the chapters of my book work together to tell the whole story.
- CCSS.ELA-LITERACY.RL.5.6
  - Describe how a narrator's or speaker's point of view influences how events are described.
    - I can talk about how the main character's point of view impacts the way events are described.
- CCSS.ELA-LITERACY.RL.5.9
  - Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
    - I can compare and contrast two different mysteries based on their themes and topics.
- CCSS.ELA-LITERACY.W.5.3
  - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
    - I can write a story that is real or imagined with detail and clear events.
- CCSS.ELA-LITERACY.W.5.3.B
  - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
    - I can write a story using dialogue and detail to show how characters respond to events.
- CCSS.ELA-LITERACY.W.5.9
  - Draw evidence from literary or informational texts to support analysis, reflection, and research.
    - I can find evidence in the text that supports what I am trying to say.
- CCSS.ELA-LITERACY.W.5.9.A
  - Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
    - I can write about the comparisons and contrasts that I find in a story.

- CCSS.ELA-LITERACY.W.5.6
  - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
    - I can use my technology to work with my group on a short mystery story.

## Unit Overview

### Unit #5: Mystery Genre – Mystery of Mackinac Island

Main Objectives: Compare and Contrast, Sequencing, Point of View, Gathering Evidence, Writing Narratives, Technology Incorporation  
 Halfway Project: Compare and Contrast Essay – Final Project: Writing Group Mysteries using Technology Collaboration

CCSS OF THE WEEK	Monday	Tuesday	Wednesday	Thursday	Friday
I can compare and contrast two characters, settings, or events in a story using details.  I can explain how the chapters of my book work together to tell the whole story.	1 <ul style="list-style-type: none"> <li>Book Introduction</li> <li>Chapter One</li> </ul>	2 <ul style="list-style-type: none"> <li>Chapter Two</li> <li>Social Studies: Mackinac Island Exploration</li> </ul>	3 <ul style="list-style-type: none"> <li>Chapter Three</li> <li>Begin Character Map with Comparisons and Contrasts</li> </ul>	4 <ul style="list-style-type: none"> <li>Chapter Four</li> <li>Vocabulary Check</li> <li>Social Studies: Concept of Tourism</li> </ul>	5 <ul style="list-style-type: none"> <li>Weekly Reflection</li> <li>Review</li> <li>Comparisons and Contrasts</li> <li>Discuss</li> <li>Sequencing</li> </ul>
I can talk about how the main character's point of view impacts the way events are described.  I can find evidence in the text that supports what I am trying to say.  I can write about the comparisons and contrasts that I find in a story.	8 <ul style="list-style-type: none"> <li>Review What We Know So Far</li> <li>Vocabulary Check</li> <li>Chapter Six</li> </ul>	9 <ul style="list-style-type: none"> <li>Chapter Seven</li> <li>Point of View Worksheet</li> <li>Discuss</li> </ul>	10 <ul style="list-style-type: none"> <li>Chapter Eight</li> <li>Introduce Compare and Contrast Essay</li> </ul>	11 <ul style="list-style-type: none"> <li>Chapter Nine</li> <li>Finding Evidence</li> <li>Brainstorming Day</li> </ul>	12 <ul style="list-style-type: none"> <li>Writing Compare and Contrast Essay</li> </ul>
I can compare and contrast two different mysteries based on their themes and topics.	15 <ul style="list-style-type: none"> <li>Chapter Ten</li> <li><b>Essay due at the End of the Day</b></li> </ul>	16 <ul style="list-style-type: none"> <li>Chapter Eleven</li> <li>Comprehension Evaluation</li> </ul>	17 <ul style="list-style-type: none"> <li>Chapter Twelve</li> <li>Continue with Compare and Contrasts</li> </ul>	18 <ul style="list-style-type: none"> <li>Chapter Thirteen</li> <li>Vocabulary Check</li> </ul>	19 <ul style="list-style-type: none"> <li>Chapter Fourteen</li> <li>Social Studies: Virtual Tour through Mackinaw Island</li> </ul>
I can write a story that is real or imagined with detail and clear events.  I can write a story using dialogue and detail to show how characters respond to events.  I can use my technology to work with my group on a short mystery story.	22 <ul style="list-style-type: none"> <li>Chapter Fifteen</li> <li>Vocabulary Check</li> </ul>	23 <ul style="list-style-type: none"> <li>Chapter Sixteen</li> <li>Wrap-Up</li> <li>Introduce Final Project</li> </ul>	24 <ul style="list-style-type: none"> <li>Begin Brainstorming and Writing</li> </ul>	25 <ul style="list-style-type: none"> <li>Writing Workshop Day</li> </ul>	26 <ul style="list-style-type: none"> <li>Writing Workshop Day</li> </ul>
	29 <ul style="list-style-type: none"> <li><b>Final Project Due</b></li> <li>Sharing Time</li> </ul>				

## Component Parts

- *Book Introduction:*
  - On the first day of the unit, the students will come in to find their desks pushed aside and an open space on the floor. Taped on the floor will be a massive map of an island. Sitting in a circle, the students will have to ask me yes or no questions in order to solve the mystery (the identification of the island). Once the students have settled, I will explain our next unit, and some of the big concepts we will be focusing on. I will talk to the students about what the typical characteristics of a mystery book look like as well as what they will expect to learn in Social Studies as well. I will then hand out individual copies of the book. We will look over the map and the table of contents before beginning the first chapter.
- *Chapter Reading:*
  - The majority of the chapters will be read using modeled reading. This is when the teacher reads aloud to model different strategies, stating her thoughts aloud. The purpose of this style of reading is for students to see what they should be doing when they are reading. Some of the concepts I would model in this unit are: prediction, cause and effect, sequencing, making connections, making comparisons, finding contrasts, difficult vocabulary words, and annotation.
- *Social Studies Incorporation:*
  - In Social Studies, we will talk a lot about tourism, Michigan history, Mackinaw Island, and the ways it is similar and different to the rest of Michigan. This multi-disciplinary strategy allows students to make broader connections and apply their learning directly.
- *Character Map:*
  - There are quite a few characters in this book that can be difficult to keep track of. As we read, we, as a class, will make a character map, which links characters and shows their involvement in the mystery itself. This can help students process what they are reading and comprehend it on a deeper level.
- *Vocabulary Check:*
  - For Vocabulary Check, students will be given activities or worksheets that range from small group to individual learning preferences. They will familiarize and help students comprehend the vocabulary of the text, as the language is a bit older and outdated.
- *Comparisons and Contrasts:*
  - Similar to the Character Map, we will examine comparisons and contrasts between characters. This is an ongoing poster, so students can feel free to add to it at anytime. This is a great observation tool for teachers, as they can see the students' thinking, and how well they comprehend the story.

- *Point of View Worksheet:*
  - This worksheet will help the students understand that a book is told from one point of view. The students will read a specific passage with a lot of Hunter's thoughts involved. They then will rewrite the passage as if they are Kirby.
  
- *Compare and Contrast Essay:*
  - This essay allows students to express their understanding of the text as well as their writing capabilities. Students will write a short essay comparing and contrasting two characters from the text. They may choose whichever characters they choose. However, some might be easier to make connections with. Students will have the option to type these on their laptops or handwrite them. Students will be graded on comprehension, comparisons, contrasts, essay structure, and grammar, spelling and punctuation.
  
- *Finding Evidence:*
  - In the Compare and Contrast Essay, one of the biggest ideas we will work on is citing the text. Students should be able to make a point and then back it up with text evidence. This is the basis for them to go on and write research papers and so much more.
  
- *Brainstorming:*
  - Brainstorming time will take place twice during the unit. The first time will be on an individual basis, as the students prepare for their compare and contrast essay. Students will take the time to brainstorm ways that two characters, events, or settings are similar and different. They will look through the text to find appropriate evidence for their essay, as well as plan out the overall structure of the paper. The second brainstorming experience will take place when we work on writing our own narrative mystery stories. Students will get into their writing groups and begin brainstorming, or coming up with ideas, of what they want their story to include.
  
- *Writing Days:*
  - To start each writing day, I will begin by asking if any students or groups have questions or need one-on-one assistance. Then, the students will be released to work. I will observe and check in with each group or student to see the progress they have made and give them tips on where to go from there. This way, I can observe the students as they write, and do a quick evaluation of the their writing capabilities.
  
- *Comprehension Evaluation:*
  - This comprehension evaluation comes right in the middle of the book to make sure that the students understand what they are reading. Typically, it is multiple choice and the students either know the answer or they don't. Some teachers may opt for a weekly comprehension evaluation.



- *Wrap-Up:*
  - During wrap-up, we will not only discuss the book, but the theme of the story, the characters, the sequence of events, the setting, and the details of the story. This will give the students an overview of what they will be putting in their narrative writing as well.
  
- *Final Project:*
  - For the Final Project, students will be placed into groups. The assignment will be discussed and written out with a rubric. Each group will have to brainstorm their own mystery. Together, they will write it on Google Docs, as they each have their own mini-laptops. They will collaborate to tell their story with detail, events, characters, and mystery.
  
- *Final Project Presentation:*
  - The students in each group will be responsible for sharing their work. They must read the story to the group, answer questions about their story, and hear positive feedback and potentially criticism as well. If the teacher wishes, they can ask the students to take this feedback and revise their drafts.

## Book Overview

Chapter Number	Plot	Strategies
1	There is a boy named Hunter who lives on Mackinaw Island. His grandfather, the Indian Chief, has passed away, whom he was closest to. Since he does not want to move back home with his dad, he begins to search for a job on the island. The librarian, Mrs. Purcell, offers to help him look for one. Mr. French, a hotel manager, informs Hunter of a fifty-dollar reward if he finds the person who keeps stealing rental bikes. Hunter interviews the owners of the shops before heading home.	Character Development Setting and Problem
2	Kirby Tyson, Hunter's Dad's neighbor, comes over to try to convince him to move home. Hunter does not want to, but realizes he is out of money for any food. He tries to find a simple job, but unfortunately, he resorts to carrying bags for tourists from the ferry for tips. By doing this, he meets Mrs. DuPont and her daughter, Jancy, who he befriends.	Additional Character Development Short Compare and Contrast of Hunter and Jancy
3	Mrs. Purcell finds a job for Hunter. He is supposed to take a boy named Rusty around to see the island. However, Rusty learns of the bike investigation and wants to help. They attempt to find the hideout where the bikes are hidden, by going into a house they deem suspect. When it turns out the bikes are not the stolen ones, they head to another location.	Picture Inferring Sequencing
4	At the next location, Kirby stops the boys and informs them that he is looking for the thief too. After a long day of investigation and no leads, the boys decide to take a break. Soon enough, a man with a clubfoot rides by on a girl's bike. Soon after, Jancy comes running stating her bike was stolen. Having a new lead, the boys headed home for the night before reconvening in the morning to try to find the thief and beat Kirby. When Hunter arrives home, one window is broken, but nothing of his grandfather's was taken.	Sequencing Compare and Contrast – Hunter and Rusty
5	The boys decide to stake out at Sugar Loaf. They see a lot of tourists who look suspicious. However, the most suspicious behavior comes from Kirby himself, who appears to consider placing a bike left unlocked in his buggy. However, he does not. A boy named Greg who lives on the island asks to join the investigation.	Point of View
6	Hunter goes out at night to see a man creeping around the haunted house. The next morning, Hunter goes to investigate, but comes up with nothing. With Rusty gone for the day and Greg dismissed, Hunter continues staking out in hopes of seeing the suspect. While waiting, Hunter looks at the dates of the stolen bikes and realizes that none of them get taken on Sundays. Soon, the suspect bikes by and Hunter attempts to	

	follow, but loses him. He talks with his dad before heading to Jancy's to give her his stepsister's bike.	
7	Rusty goes to check out a fort with Hunter on stakeout. Unfortunately, Greg keeps following them. When Hunter goes to pull out his notebook, there is a note from Greg. It is a report of the boy's discoveries, presumably for Kirby's benefit.	Point of View
8	The three friends investigate the haunted house and the path to the back door. There is no stairs inside to the basement. While swimming with a visiting family, Hunter, Rusty, and Jancy, witness a bike theft. Hunter bikes after the man who had spray-painted over the identification number. That leads to the haunted house, the same place he had seen the man earlier. The man, hearing Hunter, bikes away to the Witsorek's house. This is supposedly a house for a retired professor and his daughter. Hunter knocks and asks a woman if she saw the man riding a stolen bike. She covered her mouth and slammed the door in his face.	Sequencing Character Development
9	Greg arrives to apologize and tell Hunter that Kirby has gambling debt and that is why he is trying to win the reward. Rusty and Hunter go to the paint store to look through the sales to find the paint purchase for the bikes. They find an "Ivan Schmitt" who the storeowner describes as a college student. With that information they head to the library to call the local boarding homes. With no luck, they call it good and prepare for the night of family dinner and a movie.	
10	That night, Rusty sleeps in the cabin with Hunter. Weird things start happening, including someone talking as the voice of Hunter's grandfather telling him to move to his Dad's. When day breaks, they head to town and run into Kirby, who asks Hunter about his housing situation. He tells Hunter he should move sooner rather than later.	
11	Meeting up with Kirby, he threatens Hunter to buy him paint or else he will report him for stealing some binoculars a while ago. Having no choice, Hunter concedes, but first notices an identification sticker in Kirby's trash truck. When he meets up with Kirby again, Kirby tells him he must move to his Dad's or Kirby will report him once again.	Compare and Contrast Character Traits
12	Hunter tricks Kirby by leaving his bike and belongings at his Dad's house. He then heads back to the cabin to think. Before long, he realizes that the haunted house must have a trap door. He goes and finds it. In the basement are all kinds of bikes with no identification. It is clear that Kirby is the suspect, but what happens now since Hunter can't report him?	
13	Hunter thinks long and hard. He has a meeting with an Indian Chief who advises him to listen to his heart. He goes to Mr. Clemson and returns the stolen binoculars. Mr. Clemson is very	

	forgiving and now hopes that Hunter can complete his journey of catching the thief.	
14	Jancy and Rusty are reported missing. When they are nowhere to be found, Hunter goes to the haunted house to investigate. He finds them locked in the basement, as Kirby had pulled the ladder out from them. They then hide to watch Kirby load up the bikes to head off the island. Hunter must find a way to sabotage the plan to give the police time to arrive.	Sequencing
15	Hunter delays Kirby by untying the horses and loading the bikes extra slow. The search party arrests Kirby and then heads to the dock to arrest the accomplice. After a long day's work, Hunter, Rusty, and Jancy reflect on all that they had learned.	Sequencing
16	The people on the island praise Hunter. He receives \$100, him and his dad get new jobs, and he is able to live with Mr. Clemson to study to go to school for bird watching.	