

Grade 5-Term 1, Unit 1, Narrative

Approx Time Frame	4 weeks		
Standards	<p>Text Types - Narrative –Adventure Stories</p> <p>RL.5.9. Compare and contrast stories in same genre on their approaches to similar themes & topics RL.5.3. Compare and contrast two or more characters, settings, or events in story or drama RI.5.5. Compare and contrast overall structure of a text.</p> <p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, details, and sequences. *</p> <p>W.5.3a. Orient reader by establishing situation and introducing characters; sequence that unfolds naturally. W.5.3b. Use narrative techniques to develop experiences and events or show responses of characters to situations. W.5.3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W.5.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely. *</p> <p>W.5.3e. Provide a conclusion that follows from the narrated experiences or events. familiar people, places, things, and events and, with prompting and support, provide additional detail</p> <p>S&L.1.4. Describe people, places, things, & events with details, expressing ideas & feelings clearly. *</p> <p>S&L.2.4. Tell a story or recount experience with facts, descriptive details; speaking audibly in coherent sentences S&L.3.4. Report on topic or text, tell a story, or recount experience; speaking clearly at understandable pace</p> <p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 5.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. 5.5.a Interpret figurative language, including similes and metaphors, in context.</p> <p>*unit focus</p>		
Unit Question	Can we write an adventure narrative?		
Significant Concept (s)	Learning Objective – To learn to write a narrative using sensory vocabulary. Link to mysterious materials. Purpose: To entertain and develop writing at length for a sustained amount of time.		
Theme	Anthony Browne- The Tunnel Focus text Unit entry point: Children put hand in ‘feely boxes’ with mysterious materials that they cannot see (e.g sand, baked beans, fur etc) How would you describe what you can feel? Use adjectives to describe texture. Reveal materials at end.		
	Main Activity	Reading focus	Language Focus
Weekly Planning	<p>Cold Task – Write an adventure narrative. Use http://www.pobble365.com/the-road-ahead/ as a stimulus to help ideas.</p> <p>Stage 1 - Imitation Week 1/2 Read and learn through Talk for Writing The Tunnel by Anthony Browne.</p>	<p>Anthony Browne- The Tunnel</p> <p>Other Anthony books which have elaborate</p>	<p>Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>

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	<p>Compare and contrast Rose and Jack the main characters. Drawing inferences from the text about characters. Effectively describe settings using texture and sensory language. Box up text and create shared story map of plot. Focus when Rose travels through The Tunnel, look at describing words, dark, slimy etc. Children create their own Tunnel and use senses to describe.</p> <p><u>Stage 2 – Innovation</u> <u>Week 2/3</u> Describe a variety of alternative settings using sensory language and texture that Jack and Rose go to. Create new dialogue using pictures from story and use inferences to help what Jack and Rose may say to each other at different parts of the story. Children innovate boxed up text with new fairytales and new setting that Jack and Rose go to. Children write 1st attempt of adventure story using innovated boxed up text.</p> <p><u>Stage 3 Invention (Independent Application)</u> <u>Week 3 and 4</u> Create a story plot of when Jack is in the Tunnel alone (HA only). To use story structure of The Tunnel to create own adventure story. Box up new adventure story using same structure as original. MA and HA can create two new characters.</p>	<p>illustrations; Into the Forest and Voices in the Park.</p> <p>Identify fairytale themes and how Anthony Browne adapts them.</p> <p>Create feelings map of how Jack and Rose’s relationship changes through the story.</p> <p>How is Rose similar to Little Red Riding Hood?</p> <p>Explore Rose’s dilemma before she goes through the tunnel.</p>	<p>Describe setting using specific vocabulary. Vary sentence length for tension and suspense.</p> <p>Accurately punctuate sentences for dialogue between characters.</p>
SCF	Creativity, Self-confidence, Self-motivation		
Possible Assessment Tasks and Bloom’s Level	Cold Task- Write part of a narrative about adventure. Hot Task – Write an adventure narrative. Drama- To use dialogue from story to act out new adventure.		
Assessment Criteria	Identify features of an adventure story. Effectively write a structured narrative, using sensory vocabulary, effective dialogue between characters and structure narrative in paragraphs.		