

Unit 6: Fantasy: Spotlight on Visualizing and Synthesizing (4 weeks)

Rationale

Why is this unit important and appropriate for this grade level and at this time of the year?

Fantasy is a genre that generates passion and enthusiasm in many students. Students who become invested in a fantasy series will build reading stamina and will naturally synthesize within the series in order to understand the complex plot twists and character revelations. Fantasy novels introduce readers to complicated themes, which students will be challenged to identify.

Learning Outcomes

What do we expect students to know and be able to do at the end of the unit?

Students will:

- Recognize archetypes, quest structures, and thematic patterns in fantasy and use that knowledge to navigate texts
- Summarize and synthesize information to develop new perspectives and/or lines of thinking
- Apply understanding of themes to identify them in fantasy stories
- Demonstrate the qualities of good book talk by engaging in conversations that deepen understanding of the text
- Be active participants in their book clubs to listen to divergent ideas and different voices

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Identifying and charting features and characteristics of fantasy novels
 - Hero/heroine
 - Villain
 - Mentor
 - Magical creatures/use of magic
 - Quest
 - Concepts of good and evil
- Recognizing character types in a variety of stories
 - Traditional hero (e.g., Prince Caspian)
 - Reluctant hero (e.g., Harry Potter)
 - Anti-hero (e.g., Snape, Sinbad)
 - Mentor
 - Villain (e.g., the Queen in *Narnia*)
 - Consort or love interest of the hero
- Using all senses to create mental pictures of characters and settings
- Identifying and tracking the inner and outer struggles of the main character(s)
- Comparing characters and the roles they play in stories
- Identifying similarities among characters in various stories
 - The companion's jealous of the hero
 - The villain's multiple guises
 - The hero's uncertainty in his/her powers
- Using various tools (e.g., charts, timelines, and graphic organizers) to keep track of characters,

2014-2015 Grade 5 Reading Units of Study

problems, and storylines

- Making margin notes in your own words to summarize sections of text
- Adding personal responses to summaries
- Notice how our thinking evolves and changes as we read and synthesize
- Identifying themes in stories by asking, "What is this story really about?"
- Tracking themes within and across novels in a series
- Identify the recurring story structure of a quest narrative in a variety of texts
- Reading with a critical lens to identify gender norms and stereotypes
- Identifying reading practices honed during the fantasy unit that can be used in other genres:
 - Seek books avidly
 - Prepare for book club conversations
 - Investigate complicated characters
 - Track multiple plotlines
 - Develop thematic understandings across texts
- Establishing routines, procedures, and expectations for book clubs
 - Listen to each other in a book talk, engage in conversations rather than parallel talk
 - Keep a conversation strong; how to add wood to the fire when the conversation begins to fade
 - Focus conversation around reading strategies (e.g., visualizing, connecting, inferring, predicting)
 - Use margin notes/annotations/jottings to spark and maintain discussions
 - Challenge/debate one another's ideas, disagree respectfully, how to debate an idea, prediction or inference with text evidence
 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences
- Celebrating the end of the unit. Possibilities may include but are not limited to the following:
 - Students reflect and respond to the prompt, What are you learning about yourself as a reader? What strategies did you use often as a reader of fantasy? How did each strategy you identified help you as a reader? How can you apply what you have learned about reading fantasy to all of your reading? Be as specific as possible.
 - Partner up two book clubs to meet and talk with one another about their fantasy series. In addition to providing book recommendations for one another have students share unique aspects of their series.
 - Show a video or audiotape of one or more book clubs engaging in a rich book talk. Have students notice what the book club members are able to do successfully. Think about your own book club. How can you apply what you noticed in the videotape to your next book club? Chart responses and refer to chart before beginning the next book club unit.

Notes/Tips:

- **Students should maintain stamina by continuing to read independently for a minimum of 45 minutes.**
- Meet with guided reading groups consistently as a way to differentiate reading instruction for all students.
- Use read aloud to read aloud several books in a fantasy series and model the strategies of the unit. When choosing a fantasy series for the class study it is recommended that shorter books are selected. By reading several short texts in a fantasy series, the teacher will be able to model for students how readers track changes in characters and identify themes. Suggestions include *Dragon Slayer Academy* by Kate McMullan and *Deltora Quest* by Emily Rodda which are both dense, but short. You may also consider revisiting picture books such as *The Paper Bag Princess* by Robert Munsch and *Shrek* by William Steig to demonstrate the quest narrative structure, the inclusion of magical animals and realms, and the medieval setting of many fantasy stories.
- Read aloud and shared reading provide daily opportunities for students to turn and talk which will prepare them for engaging in conversations about texts read with reading partners and book club members.
- Teachers may choose to have students participate in book clubs for this unit.
- Students who have worked in partnerships for the first half of the year are typically prepared for book clubs.
- Clubs can be comprised of 2-5 students.
- Group students together for clubs considering interests, level, behaviors, etc.
- To prepare students for the book club experience, teachers may choose to use guided reading to collect information about their students regarding their ability to discuss texts.

2014-2015 Grade 5 Reading Units of Study

- Students should spend part of the reading workshop reading their book club book and the remaining time reading a different just right independent text to build reading stamina.
- Book clubs typically meet two or three days a week as students need time to read and prepare.
- Confer into book clubs to raise the quality of book talk.
- It is crucial for teachers to observe conversations to assess student behaviors and common mistakes as they discuss books on their own; thus providing the data to drive instruction.
- Create an ongoing anchor chart of conversational prompts (initiate conversations, keep the conversation going, question and deepen the talk).
- Clubs that have exceptional book talk should model for the class.
- Clips of popular fantasy movies such as *How to Train Your Dragon*, *Harry Potter*, and *Narnia* can help students visualize the various settings of fantasy.
- Club members should read multiple books in a series to allow for students to both gain an understanding of the genre as well as have multiple opportunities to practice the comprehension strategies. Series to consider for student book clubs include:

Title	Author	Level
<i>The Warewolf Club</i>	David Pinkwater	L
<i>Unicorn's Secret</i>	Kathleen Duey	M
<i>Secrets of Droom</i>	Tony Abbott	M-O
<i>Dragon Slayer's Academy</i>	Kate McMullan	N-P
<i>Spiderwick Chronicles</i>	Black and DiTerlizzi	Q-R
<i>The Edge Chronicals</i>	Steward and Riddell	R-U
<i>City of Ember</i>	Jeanne DuPrau	R-U
<i>Deltora Quest</i>	Emily Rodda	R-T
<i>Warriors</i>	Eric Hunter	R-S
<i>Narnia</i>	C.S. Lewis	T
<i>Rowan of Rin</i>	Emily Rodda	T
<i>Animorphs</i>	K.A. Applegate	T-U
<i>The Ranger's Apprentice</i>	John Flanagan	T-U
<i>Gregor the Overlander</i>	Suzanne Collins	U-V
<i>Artemis Fowl</i>	Eoin Colfer	W
<i>Percy Jackson and the Olympians</i>	Rick Riordan	U-W
<i>The Dark is Rising</i>	Susan Cooper	X
<i>Redwall</i>	Brian Jacques	Y-Z
<i>Harry Potter</i>	J.K. Rowling	V-Z
<i>The Golden Compass</i>	Phillip Pullman	Y-Z

- Most series above level M are meant to be read in order. This allows students to track character change over time and follow emerging themes.
- To view additional recommended genre specific texts for read aloud and independent reading use the following link <http://readingandwritingproject.com/resources/classroom-libraries.html>.
- **To view Grade 5 archived artifacts for the unit please visit the Grade 5 reading/writing page. Select "Resources" from the top nav bar. To access the units of study website use the link http://ww3.mamkschools.org/units_of_study/.**

Professional Resources

What professional resources will be helpful in planning the unit?

- *The Common Core Lesson Book K-5* by Gretchen Owocki
- *The RTI Daily Planning Book* by Gretchen Owocki
- *Reading and Writing Literary Genres* by Kathleen Buss and Lee Karnowski
- *Teachers College Reading and Writing Project 5th Grade Reading Curriculum Calendar 2010-2011*
- *The Art of Teaching Reading* by Lucy Calkins (Chapter 20)
- *Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic Independent Readers* by Jennifer Serravallo
- *Comprehension Through Conversation* by Maria Nichols
- *Talking About Text: Guiding Students to Increase Comprehension Through Purposeful Talk* by Maria Nichols
- *Strategies That Work* by Stephanie Harvey and Anne Goudvis
- *Teaching for Comprehension and Fluency* by Irene Fountas and Gay Su Pinnell
- *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson