Backwards Design Unit Plan Template

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| **Unit Title: Literature Circles (Harry Potter & the Prisoner of Azkaban)**  **Subject: Language Arts**  **Grade: 4&5** | | | **Teacher: Mr. Ahn**  **Duration: 10 weeks** | |
| **Summary of the Unit:**  **The purpose of this literature circle is to provide a way for students to reflect and engage in critical thinking as they read, discuss, and respond to the text that the teacher is reading aloud. This is done to raise the listening level of students who are unable or struggle to read at the level of the book. This is good especially for younger students. As the story progresses, students should be able to reflect on the story, make a prediction on what will happen, connect to the story on a personal level, illustrate the setting with a drawing, ask questions that show insight on the story, and make a summary.** | | | | |
| **Stage 1 : Desired Results** | | | | |
| Objectives/Standards:  1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.4, 4.1, 4.3, 5.1, 5.2 | | Essential Questions:  **Connecting**   * *The Duality of Man*: (before reading) People are complicated.  Sometimes, things happen but we don't know the full story.  Can you think of a time when you did something and got in trouble, but you meant to do something nice? * *Not All Heroes Wear Capes*: (during or after reading) Professor Lupin is extremely important to Harry.  Why is this the case? Why is it important to have someone like Professor Lupin in your life?  Who are some of your everyday inspirations? Name some people who work hard for you.   + Follow up: (after reading) Lupin, despite being a nice person, is shunned from society for being a werewolf.  Sometimes, we judge people before we get to know them. What is one time you judged someone wrongly? (Maybe change this question)   **Reflecting**   * *Man's Best Friend*: (during or after reading) What are some of the ways loyalty affected the plot of the story? Examples include:   + Harry going into the Whomping Willow for Ron   + Harry getting mad at Sirius for betraying his friend / Harry's dad   + Fred and George giving Harry the Marauder's Map   + Harry and Hermione saving Buckbeak, in part for Hagrid * *Home is Where the Heart is*: (during or after reading) How does Harry feel around the Dursleys?  How does Harry feel around his friends? Why is this important?   **Predicting**   * *Judging a Book by its Cover*: (before reading) Based off of the cover of the book, what are some things we can predict will happen in the book?  How may they connect with the previous book? * *Hidden Secrets*: (before reading) Last book, we found out about the Chamber of Secrets.  What other sorts of hidden rooms and hallways do you think Hogwarts has and why? * *Mischief Managed*: (after reading) Now that we know who the Marauders are, how do you think they will impact Harry's future?   **Interesting Questions**   * *Beware the Bogey*: (during or after reading) The Boggart shows what people most fear.  Why is it important for the students to face them? What would be your Boggart, and how would you get yourself to laugh at it? * *Any Happy Little Thought*: (during or after reading) Why is Harry's patronus a stag?  How do you think it represents him?   + As a follow up: What would your patronus be and why? | | |
| **Factual Knowledge**:  Students will Know:   * A wider vocabulary of terms used in Harry Potter * The characters involved in Harry Potter * What is happening in the story * Interesting facts of the story | **Procedural Knowledge**:  Students will be able to:   * Retell portions of the story * Ask inquisitive questions that uncover mysteries of the story * Draw what they visualize in the story * Use a dictionary to look up words that they find difficult or interesting | | | **Conceptual Knowledge**:  Students will understand:   * The use of quotations * How a character’s thoughts appear differently than their words spoken. * Portions of the story can be summarized as we are reading the story. |
| **Stage 2: Assessment Evidence** | | | | |
| Performance Tasks:  Literature circle roles:   * Summarizing * Finding interesting quotes * Looking up definitions of difficult words * Drawing the setting of the story * Instigating class discussion of the story through inquisitive questions * Connecting the story to previous experiences   (Use Rubrics provided to students as reference) | | | Unit Pre-Assessment:  Other Evidence Assessments:   * In class oral presentations * Pictures of literature circle tasks | |
| Extensions: | | | Differentiation Considerations:   * Photocopy pages in the book to help ELLs follow along * Have students use drawings to help summarize/ discuss questions | |
| **Stage 3: Learning Plan** | | | | |
| Learning Activities:  Listening to Read-Aloud  Stopping while reading to have students visualize parts of the story:   * E.g. Having students close their eyes to visualize what Azkaban looks like in their minds   9:25  Have students take out their literature circle boards and write down what they are responsible for  9:30  Ask them to explain what has been happening so far. (optional) Ask what they think will happen in this chapter. Read for 30 minutes. If possible, ask students to visualize the setting in their minds, or ask an interesting question regarding the current event.  10:00  Give students 10 minutes to finish their role. Give students 5 more minutes afterwards if they are not finished by then (This is also a good period to let students have their snack). Students will use the tablet to take a picture of their work.  10:15  Have the students share their descriptions. After a student finishes their presentation, observe what they have done well (i.e., if they have detailed descriptions or interesting questions) and make corrections to their spelling and grammar. Make sure they are aware of the corrections. | | | | |
| **Lesson Descriptions**  Lesson 1: Discuss the roles of the literature circle. Have students write down the responsibilities of their roles in simpler terms.   * Start reading Harry Potter. Photocopy the first four pages of the read-aloud of the session   Lesson 2: Start the lesson from the page we are currently at (photocopy the first four pages of the read-aloud of the session).  Lesson 3: Practice meditating on visualizing what is happening in the story. Start at the current page we are at (photocopy the first four pages of the read-aloud of the session)  Lesson 4: Continue Lessons 2 and 3 until end of book- | | | | |