

# Integrated Thematic Unit: Grade 5 – Theme 4: Person to Person

Based on Houghton Mifflin Reading Themes and ELA Standards

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## *Stage 1 – Desired Results for Universal Access*

### **HM Theme Concept:**

Relationships bring both problems and rewards.

### **Cross-Curricular Goals or Standards**

- ELA 5.3.2 Identify the main problem or conflict of the plot and explain how it is resolved.
- ELA 5.3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
- ELA 5.3.4 Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.
- ELA 5.3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).

### **HM Reading Comprehension Skill/Cognitive Tasks:**

- Problem Solving and Decision making
- Noting Details
- Compare and Contrast
- Making Inferences

### **HM Writing Workshop:**

- A Story

### **Summary:**

The theme “Person to Person” examines relationships and how they effect personal growth. Cooperation and communication are prevalent as interpersonal conflicts or problems arise for the characters throughout this theme. Recognizing and interpreting literary devices of themes, imagery and metaphor are used to examine characters’ growth.

### **Prerequisites:**

- Skills of independent work
- Students should be pre-assessed for reading level
- Students should be pre-assessed for knowledge of the reading comprehension skills taught in this theme unit.

# Integrated Thematic Unit: Grade 5 - Theme 4: Person to Person

<p><b>Essential Understandings:</b></p> <ol style="list-style-type: none"><li>1. Literature helps us to understand human relationships and ourselves.</li><li>2. Most literature has universal themes or messages about life and how people behave.</li><li>3. Literary themes are suggested through the plot, setting and characters' actions.</li><li>4. Relationships can be challenging and require work but they are essential for well being.</li></ol>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"><li>1. How do people change through relationships?</li><li>2. How do you find support within and outside of your family?</li><li>3. How can literature help us understand the relationships in our own lives?</li><li>4. Are literary themes apparent to each reader of a story and how are they found?</li></ol>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"><li>• How to compare and contrast the actions, motives and appearances of characters.</li><li>• How to identify the problem and consider the possible solutions.</li><li>• How to compare and contrast two characters or events.</li><li>• How to combine personal knowledge and experience to infer information.</li><li>• How literary elements of imagery, metaphor, simile and symbolism are used to support the plot or theme.</li><li>• A good way to identify literary theme(s) is to ask the question: "What does the main character learn in the course of the story?"</li></ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"><li>• Identify motives in character relationships</li><li>• Identify the main problem or conflict of the plot and explain how it is resolved.</li><li>• Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.</li><li>• Understand that theme refers to the meaning or moral of a selection.</li><li>• Recognize themes (whether implied or stated directly) in sample works.</li><li>• Describe common literary devices (e.g., imagery, metaphor, symbolism).</li></ul>

## Stage 2 - Assessment Evidence for Universal Access

**HM THEME:**

- \_\_\_ SCOE Test **OR**  
 \_\_\_ Houghton Mifflin Theme Skills Test

**ANTHOLOGY SELECTIONS:**

___ <b>Selection Tests</b> (Teachers' Resource Blackline Masters)	___ <b>Reading Response Journals</b>
___ <b>"Think About the Selection"</b> Pg. 358, 386, 408, 432	___ <b>Daily Log</b>
___ <b>Assessing Skill per selection:</b> <ul style="list-style-type: none"> <li>• Practice Book: <b>OR</b></li> <li>• Skill Performance Task</li> </ul> Suggested Activities: R11 - Write a Problem Solution Essay R13 – Guiding a Sightless Person R14 - Independent Writing Activity R17 – Write Mysterious Paragraphs	___ <b>Other</b>

**Summative Performance Task: Based on Essential Understandings**

- \_\_\_ Writing to Inform **OR**  
 \_\_\_ Presenting to Inform  
**Suggested Prompt (for writing or presenting to inform):**

**Key Criteria:**

- \_\_\_ Criteria Cards for each product  
 \_\_\_ Assessment Cards for each product on Extension Menu (see page 8)  
 \_\_\_ Writing to Inform and Presenting to Inform Rubrics

**Other Evidence:**

- \_\_\_ Daily Log of Extension Work and Reading Log  
 \_\_\_ Self Evaluation Checklist  
 \_\_\_ Task commitment and engagement when working independently  
 \_\_\_ Peer Reviews

## Stage 3 – Learning Plan for Universal Access

### Launch the Theme – 2 Days:

- Building connections to text, academic language and Essential Understandings of the HM Theme
- HM Theme Matrix
- GLAD Strategies:
  - Focus and Motivation
  
  - Input
  
  - Guided Oral Practice

### Teach the Theme – 3 – 5 Days *per Selection*:

- Read the selection allowing advanced students to work at their own pace
- Reading Comprehension Skill Lessons (before, mid, after anthology read)
- Check for Comprehension with “Responding: Think About the Selection”
- **Extension Menu** of Learning Activities: *Practice and Application*
- **Performance Task:** Bringing together of HM selections, Target Page, Theme Matrix, research and Extension Menu projects.
- Presented as a written piece or a presentation: Writing to Inform or Presenting to Inform
- HM Theme Matrix
- GLAD Strategies:
  - Focus and Motivation
  
  - Input
  
  - Guided oral Practice

### Closure and Evaluation – 2 Days:

- HM Theme Matrix
- GLAD Strategies:
  - Closure/Evaluation:
  
- Theme Performance Task: Presentation to Audience
- SCOE Test **OR** HM Theme Assessment Test

## Differentiation / Universal Access

### Student Role

1. Students choose from an **Extension Menu** of Learning Activities/Products that integrates Social Studies, Science and or Art with Reading Theme and Reading Skills.
2. Students apply their learning from Extension Menus into a **Performance Task**:
  - Writing to inform (use rubric)
  - Presenting to inform (use rubric)
3. Students keep track of progress in **Daily Log of Extension Work and Reading**
4. Students work independently, sign **Independent Study Agreement**
5. Students help find research resources to learn more about the essential understandings and essential questions found on the **Target Page**
6. Students complete **Self-Evaluation Checklist** at end of theme.

### Teacher Role

1. Model, Teach and Practice the use of product criteria for various subjects and purposes before asking students to be independent.
2. Teach students to do their own record keeping
3. Review and monitor the skills of independent work i.e. time management
4. Teacher checks in with Extension Menu students regularly to scaffold learning and check on organization of materials
5. Teacher provides clear directions, criteria and rubrics for Extension Menus
6. Teacher provides clear directions, criteria and rubrics for Performance Tasks
7. Teacher helps find research resources to support the essential understandings and essential questions found on the **Target Page**

# Theme 5-4: Person to Person ~ Extension Menu

Name \_\_\_\_\_ Due Date \_\_\_\_\_

*Directions: Choose 3 activities in a row as you would in Tic-Tac-Toe*

<p><b>1. <u>Letter</u></b></p> <p>Choose a favorite author to write to regarding themes found in two of their stories.</p> <ul style="list-style-type: none"> <li>• Your questions should ask for confirmation of your ideas about their intended theme(s).</li> <li>• Your letter should also demonstrate knowledge of the story and its theme(s) with specific examples of how the plot, setting and characters' actions support the theme(s).</li> </ul>	<p><b>2. <u>Demonstration</u></b></p> <p>Research how blind people complete common tasks associated with daily life such as reading, making breakfast and taking a walk.</p> <ul style="list-style-type: none"> <li>• Demonstrate their methods for living independently and interacting with society.</li> <li>• Include a one page written report.</li> </ul>	<p><b>3. <u>Concept Map/Web</u></b></p> <p>Pick two characters from a story we've read that you will use to create two separate concept maps.</p> <ul style="list-style-type: none"> <li>• Put the character's name in the middle of the paper. Draw 5 lines radiating out from the name to create a concept map</li> <li>• Each line should describe the character by giving examples of Dialogue, Actions, Thoughts, Feelings, and Physical Traits</li> <li>• For each character write a paragraph about how the character's growth and actions are connected to the stories theme.</li> </ul>
<p><b>4. <u>Chart</u></b></p> <p>Chose one of the theme stories and create a "Somebody / Wanted / But / So Plot Chart" on the story.</p> <ul style="list-style-type: none"> <li>• Divide your paper into 4 columns with these column headings                         <ul style="list-style-type: none"> <li>○ Somebody (Character(s))</li> <li>○ Wanted (Background and Actions)</li> <li>○ But (Problem or Conflict)</li> <li>○ So (Resolution)</li> </ul> </li> <li>• Fill in the appropriate information for each column, for the story you chose.</li> <li>• Now make a similar Plot Chart, this time for a story you might like to write yourself!</li> </ul>	<p><b>5. <u>Poem</u></b></p> <p style="text-align: center;">Some people come into our lives and leave footprints on our hearts and we are never ever the same.</p> <p style="text-align: center;">Some people come into our lives and quickly go... Some stay for awhile and embrace our silent dreams.</p> <p style="text-align: center;">—Flavia Weedn</p> <p style="text-align: center;">Copy, memorize and recite this poem.</p>	<p><b>6. <u>Skit</u></b></p> <p>Working with a partner, write a short script for a skit that includes a conflict between two people. Include the following:</p> <ul style="list-style-type: none"> <li>• Describe or demonstrate their relationship.</li> <li>• Includes a conflict that arises between them.</li> <li>• How they resolve their conflict.</li> <li>• Motivations of the characters should be clear.</li> </ul>
<p><b>7. <u>Venn Diagram</u></b></p> <ul style="list-style-type: none"> <li>• Compare and Contrast two characters in a Venn diagram. Include their physical attributes, motivations, actions, thoughts and how they grew or changed.</li> <li>• Write a one page essay comparing and contrasting the two characters.</li> </ul>	<p><b>8. <u>Brochure</u></b></p> <p>Create a brochure on how to solve problems through conflict resolution.</p> <ul style="list-style-type: none"> <li>• Ask your teacher for resources used at your school or go on the internet.</li> <li>• Use your brochure to teach others about using conflict resolution to solve problems.</li> </ul>	<p><b>9. <u>Game</u></b></p> <p>Create a game that asks the participants to be able to recognize and identify the following literary elements:</p> <ul style="list-style-type: none"> <li>• figurative language (simile, metaphor, hyperbole, etc.)</li> <li>• theme</li> <li>• setting</li> <li>• plot</li> <li>• point of view</li> </ul>

## Matching Assessments for Extension Menu

<p><b>1. <u>Letter</u></b></p> <p><input type="checkbox"/> Follows Letter Criteria Card</p> <p><input type="checkbox"/> Questions demonstrate understanding of theme</p> <p><input type="checkbox"/> Letter gives examples of how theme is developed through plot</p> <p><input type="checkbox"/> Letter gives examples of how theme is developed through characters</p> <p><input type="checkbox"/> Letter gives examples of how theme is developed through actions</p> <p><b>Total:</b> _____</p>	<p><b>2. <u>Demonstration</u></b></p> <p><input type="checkbox"/> Follows Demonstration Criteria Card</p> <p><input type="checkbox"/> Research is documented</p> <p><input type="checkbox"/> Demonstration is accurate</p> <p><input type="checkbox"/> At least three common tasks are addressed</p> <p><input type="checkbox"/> One page written report</p> <p><b>Total:</b> _____</p>	<p><b>3. <u>Concept Map/Web</u></b></p> <p><input type="checkbox"/> Follows Concept Map Criteria Card</p> <p><input type="checkbox"/> 2 Concept Maps, one for each character</p> <p><input type="checkbox"/> Describes: words, actions, thoughts, feelings and physical traits</p> <p><input type="checkbox"/> Connection made between characters growth, or lack of growth to the theme</p> <p><input type="checkbox"/> Paragraph is well organized, with correct spelling and punctuation</p> <p><b>Total:</b> _____</p>
<p><b>4. <u>Chart</u></b></p> <p><input type="checkbox"/> Follows Chart Criteria Card</p> <p><input type="checkbox"/> 2 Charts: one for a story that you have read, the other for a story that you might like to write. Each contains 4 columns: Somebody/Wanted/But/So</p> <p><input type="checkbox"/> Character(s) are listed along with the problems they faced</p> <p><input type="checkbox"/> Problems are clearly detailed citing examples from the story</p> <p><input type="checkbox"/> Solutions demonstrate how each character solved his/her problem</p> <p><b>Total:</b> _____</p>	<p><b>5. <u>Poem</u></b></p> <p><input type="checkbox"/> Neat copy of poem</p> <p><input type="checkbox"/> Appropriate, colored, detailed illustration</p> <p><input type="checkbox"/> Recites from memory with clarity</p> <p><input type="checkbox"/> interpretation of poem</p> <p><input type="checkbox"/> Read or write one of the poems on the same subject and share with class</p> <p><b>Total:</b> _____</p>	<p><b>6. <u>Skit</u></b></p> <p><input type="checkbox"/> Use Script for Skit Criteria card</p> <p><input type="checkbox"/> Script has clear conflict</p> <p><input type="checkbox"/> Conflict is developed through dialog and action</p> <p><input type="checkbox"/> Conflict is resolved satisfactorily</p> <p><input type="checkbox"/> Motivations of characters are clear</p> <p><b>Total:</b> _____</p>
<p><b>7. <u>Venn Diagram</u></b></p> <p><input type="checkbox"/> Use Venn Diagram Criteria Card</p> <p><input type="checkbox"/> Characters are central to the story</p> <p><input type="checkbox"/> At least 3 actions are mentioned</p> <p><input type="checkbox"/> At least 3 motivations are mentioned</p> <p><input type="checkbox"/> One page essay comparing and contrasting the two characters</p> <p><b>Total:</b> _____</p>	<p><b>8. <u>Brochure</u></b></p> <p><input type="checkbox"/> Follows Brochure Criteria Card</p> <p><input type="checkbox"/> Found a conflict resolution program to use as a resource</p> <p><input type="checkbox"/> Resources cited</p> <p><input type="checkbox"/> Demonstrates how to solve problems</p> <p><input type="checkbox"/> Used the brochure to educate others. This can be as simple as sharing with at least 2 classmates.</p> <p><b>Total:</b> _____</p>	<p><b>9. <u>Game</u></b></p> <p><input type="checkbox"/> Follows Game Criteria Card</p> <p><input type="checkbox"/> Has at least 2 questions and answers about the Literary Elements:</p> <p><input type="checkbox"/> Figurative language, simile, metaphor, hyperbole</p> <p><input type="checkbox"/> Theme, setting, plot</p> <p><input type="checkbox"/> Point of view</p> <p><b>Total:</b> _____</p>

**Each Product has 5 criteria, for a total possible of 5 points each, 15 points for 3 products**

Product # \_\_\_\_\_ points earned

Product # \_\_\_\_\_ points earned

Product # \_\_\_\_\_ points earned

**TOTAL** \_\_\_\_\_ **points earned**

## Thematic Matrix: Grade 5 Theme 4: Person to Person

**Essential Questions:**

1. How do people change through relationships?
2. How do you find support within and outside of your family?
3. How can literature help us understand the relationships in our own lives?
4. Are literary themes apparent to each reader of a story and how are they found?

HM Selection	Plot	Relationship between main characters	Change/growth of main character(s)	Theme of Selection
<i><b>Mariah Keeps Cool</b></i>				
<i><b>Mom's Best Friend</b></i>				
<i><b>Yang the Second</b></i>				
<i><b>Dear Mr. Henshaw</b></i>				

**Enduring Understanding:**

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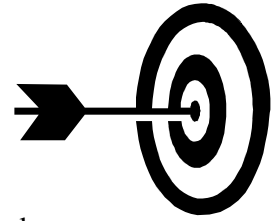
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Name \_\_\_\_\_

Due Date \_\_\_\_\_



# HM Theme 5-4: Person to Person

Relationships bring both problems and rewards.

## California English Language Arts Content Standards:

- 5.3.2 Identify the main problem or conflict of the plot and explain how it is resolved.
- 5.3.3 Contrast the actions, motives and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
- 5.3.4 Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.
- 5.3.5 Describe the function and effect of common literary devices.

<p><b>Essential Understandings:</b></p> <ol style="list-style-type: none"> <li>1. Literature helps us to understand human relationships and ourselves.</li> <li>2. Most literature has universal themes or messages about life and how people behave.</li> <li>3. Literary themes are suggested through the plot, setting and characters' actions.</li> <li>4. Relationships can be challenging and require work but they are essential for well being.</li> </ol>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do people change through relationships?</li> <li>2. How do you find support within and outside of your family?</li> <li>3. How can literature help us understand the relationships in our own lives?</li> <li>4. Are literary themes apparent to each reader of a story and how are they found?</li> </ol>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• How to compare and contrast the actions, motives and appearances of characters.</li> <li>• How to identify the problem and consider the possible solutions.</li> <li>• How to compare and contrast two characters or events.</li> <li>• How to combine personal knowledge and experience to infer information.</li> <li>• How literary elements of imagery, metaphor, simile and symbolism are used to support the plot or theme.</li> <li>• A good way to identify literary theme(s) is to ask the question: "What does the main character learn in the course of the story?"</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify motives in character relationships</li> <li>• Identify the main problem or conflict of the plot and explain how it is resolved.</li> <li>• Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.</li> <li>• Understand that theme refers to the meaning or moral of a selection.</li> <li>• Recognize themes (whether implied or stated directly) in sample works.</li> <li>• Describe common literary devices (e.g., imagery, metaphor, symbolism).</li> </ul>