

Home Connection

Highlights of Unit 4: Imagination

Dear Family,

In this unit, students will learn about imagination, considering concepts relating to creativity and wonder. Students will read a variety of texts and view media as they discuss the Essential Question for the unit.

ESSENTIAL QUESTION:

As a class, in small groups, and independently, students will work to answer the question *Where can imagination lead?* Give your student the opportunity to continue the discussion at home.

TALK IT OVER WITH YOUR STUDENT

- What are some of the ways you could answer the question *Where can imagination lead?*
- What do these selections say about the importance of imagination? What can we do to encourage imagination?
- Why do you think stories about imaginative people are so popular in the media and in books and film?

UNIT 4 SELECTION TITLES, AUTHORS, GENRES



WHOLE-CLASS LEARNING

<i>The Phantom Tollbooth, Act I</i>	<i>Susan Nanus</i>	drama
<i>The Phantom Tollbooth, Act II</i>	<i>Susan Nanus</i>	drama
<i>from The Phantom Tollbooth</i>		multimedia



SMALL-GROUP LEARNING

<i>from Alice's Adventures in Wonderland</i>	<i>Lewis Carroll</i>	novel excerpt
<i>"Jabberwocky"</i>	<i>Lewis Carroll</i>	poetry

TALK IT OVER WITH YOUR STUDENT

- How did you choose which selection to read?
- What is the most interesting aspect of imagination that you learned from your reading?

PERFORMANCE TASKS AND PERFORMANCE-BASED ASSESSMENT

Your student will need to answer the question *What might happen if a fictional character were to come into the real world?* He or she will draw on knowledge gained from the selections in this unit, as well as from the Performance Tasks he or she completed.



Whole-Class Learning Performance Task

After completing the Whole-Class section of the unit, your student will learn how to put together a fictional narrative. He or she will write a short story that begins *One day in the Kingdom of Wisdom,*



INDEPENDENT LEARNING

Your student will choose one of the following to read independently. You may want to read it as well, so that you can discuss it together.

from <i>The Wonderful Wizard of Oz</i>	<i>L. Frank Baum</i>	novel excerpt
“Our Wreath of Rose Buds”	<i>Corinne</i>	poetry

“Fantasy”	<i>Gwendolyn Bennett</i>	poetry
“The Shah of Blah”	<i>Salman Rushdie</i>	novel excerpt
“Prince Francis”	<i>Roddy Doyle</i>	short story

Small-Group Learning Performance Task

After completing the Small-Group section of the unit, your student will work with his or her group to plan and perform a fictional narrative that begins *When Alice finally gets through the tiny door. . . .*

End-of-Unit Performance-Based Assessment

At the end of the unit, your student will pull together his or her learning by completing a Performance-Based Assessment answering this question: *What might happen if a fictional character were to come into the real world?*

STANDARDS

Activities and assignments in Unit 4 will help your student meet the following Common Core State Standards for reading literature and informational texts, writing, and speaking and listening. Here are some key standards students will work toward mastering in this unit.

Reading

- Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- Explain how an author develops the point of view of the narrator or speaker in a text.
- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

Writing

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Speaking and Listening

- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Thank you for your continuing support!