Diocese of Wheeling-Charleston

	Unit	Planner	
Name of Teacher:	Marsha Casto	**Grade Level:**	Fourth-6th
Subject Area:	R.L.A	**Cross Curricular Opportunities**:	
Unit Title:	Harry Potter and the Sorcerer's Stone	**Estimated Duration of Unit:**	Four Weeks
Overview of Unit:	Use of all elements of literature to study within literature groups, and make connections of mythical creatures.	**Forms of Text (nonfiction/fiction):**	Fiction as well as non-fiction resources
Catholic Identity Connections:		**Teaching Strategies:**	Peer Groups Socratic Student led Teacher led
Assessment (authentic/ published - summative/ formative):	Authentic Summative		

Standard Number	Standards	Description of Activity	Resources	Date of Completion
		Prediction of book events based on illustrations on the cover and the summary on the back cover as a whole group on the board. Take a picture of the board to come back to at the end of the book. Students will make connections to their original predictions as they read in the following weeks.	Harry Potter book one I use the new cover as well as the old	Week One
		Students will be placed in groups based on their reading level. I prefer to have at least two on or above level with one to two below level. Students will be instructed on how to converse during lit. groups. Students will be given a folder with writing prompts, story element questioning, and a blank assignment list. Students make write some of their predictions on the back of the folder, and may decorate their folder based on their predictions.		Week One
		Students will keep a running list of unknown words throughout the book. Several of the words will be added to our spelling/vocabulary list for the week.		
ELA.4.R.C3.3	interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the informational text in which it appears.	Students will begin reading chapter one within their group. Their discussion topic with be the characters and setting. Students will make begin a character map.	Chapter One Harry Potter book one	Week One

ELA.4.R.C1.3	describe in depth a character, setting or event in a story or drama, drawing on specific details in the literary text (e.g., a character's thoughts, words or actions).	Students will make an open head based on what they think a character might me thinking in first person. After reading ch. 2	Chapter one and two	Week One
		Students will make a comparison chart between themselves and a book character listing character traits.		Week One
ELA.4.R.C1.1	refer to details and examples in a literary text when explaining what the text says explicitly and when drawing inferences from the text.	Students will predict who may be sending the letters. Students must use information from the text in chapter one to prove their prediction. Students will write their own letter from the point of view of the character they predict sent it, and will predict what the letter says based on what they know so far from reading ch.1-3 and part of four.	Chapter 3 and part of 4	Week One
ELA.4.R.C3.5	Integrate information from two informational texts on the same topic in order to write or speak about the subject knowledgeably.	Students will use the wand site to make a wand based on the characteristics of the wood, core, and flexibility in relationship to the student's own characteristics. Students will write a narrative on where they received their wand and the properties of their wand from an informational point of view based on the site.	http://mischiefmanage dhpwiz.proboards.com /thread/1091 Harry Potter Book One ch. 5	Week Two
		New Characters to add to the ongoing character map: The Journey from Platform 9 and three quarters	Ch. 6	Week Two
ELA.4.R.C3.1	make connections between the text of a story or drama and a visual or oral presentation of the literary text, identifying where each version reflects specific descriptions and directions in the text.	Students will listen to, read, and reread for information on each house's character traits as well as use the site. Students will decide what house they feel they would fit best in, as well as an alternative and write it on a note card. I will place the names in	https://www.pottermo re.com/en-us/sorting- hat Chapter 7 The Sorting Hat	Week Two

		the Sorting Hat and pull names calling the students into their "houses". Students will switch groups based on their houses for the rest of the book and will earn points based on completed homework, projects, answers to questions, etc... Of course I will ensure that the heterogeneous groups continue.		
Differentiated Instruction Opportunities/Over view:	Students will be in heterogeneous groups Advanced leveling well			
Cross Curricular Opportunities level:	Mythology Sociology			
Standard Number		Description of Activity	Resources	Date

	Common Core Checklist
Writing	
	Paragraph

	Essay (narratives, fairy tales, realistic fiction)
	Summary
	Research
	Detailed answers (text supported)
	Notes (note taking skills, outlines)
	Complete sentences
Reading	
	Informational text
	Lexile
	Complex literature
	Speaking
	Listening
	Varied strategies and instructional methods
	Critical thinking in whole class discussion
	Student led activities
	common core standards (literature circles)
	Smart board
	Computers
	iPads
	PowerPoint, Elmo etc.
Differentiated Instruction	
	Used multiple resources
	Domain Vocabulary
	Cross-Curricular
	Collaborative engagement (meaningful feedback)
	Higher level learning and teaching

Assessment	
	Project based
	Writing prompt
	Portfolio
	Observation
	Quiz
	Technology based
	Test
	Student created test
	Presentation
	Journal
	Think, pair, share
	Summary
	Oral questioning
	Analogy
	PowerPoint, or movie maker
Authenticity	
	Various activities
	Inquiry, research and evidence
	Evidence of time management and planning
	Problem solving strategies
Summary of Unit:	