

**STAGE 1 – DESIRED RESULTS**

*Grade Level: 5th*

**Unit Title: The Secret Garden**

**Established Goals:**

*Students will read Frances Burnett’s The Secret Garden. They will focus on comprehending classic literature, gain depth into character development and document the great transformation in the main characters after she discovers the garden. Students will also read for enjoyment.*

**Understandings:** *Students will understand that...*

- **Students will understand the main themes of this classic literature.**
- **Students will be able to understand the physical and mental changes that happen to the main characters Mary, Colin, Dicken and Mr. Craven.**
- **Students will describe what events in the story change Mary’s attitude.**

**Essential Questions**

- **Why is it important to have friends?**
- **How does finding something (like the garden) change your outlook on life?**

**Common Core Standards**

*3. Key Ideas and Details 5<sup>th</sup> - 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.*

- Students will read the text and determine the theme of the Secret Garden and understand how Mary Lennox experiences great transformation.

*Key Ideas and Details 5<sup>th</sup> - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).*

- Students will explain the relationship between two of the characters in the book, either Mary and Dicken or Mary and Colin, using specific quotes from the book.

*Craft and Structure 5<sup>th</sup> -6. Describe how a narrator’s or speaker’s point of view influences how events are described.*

- Students will describe how the garden changed the characters’ moods.

Stage 2 Assessment Evidence	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• <i>Students will make a T-chart and write down how the author lets the reader know Mary is spoiled and unhappy at the beginning of the book.</i></li> <li>• <i>Students will create a presentation (a poster, dress up as the character, short video) on one of the main characters based on the author's descriptions in the book.</i></li> <li>• <i>Students can discuss how climate affects that way people act and their moods.</i></li> </ul> <p>Students write an expository essay on how and why Mary changes. Rubric below.</p>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• <i>Students will keep a journal documenting Mary's transformation after leaving India and moving to Misselthwaite Manor in England.</i></li> <li>• <i>Students will find ten vocabulary words in the books to describe how the author tells the reader Mary's attitude changed after finding the garden.</i></li> <li>• <i>Students will research different types of flowers online and determine what types of flowers would grow in garden in England.</i></li> </ul>

STAGE 3 – LEARNING PLAN
<p>Summary of Learning Activities:</p> <p><i>Students will work in small groups and try and find quotes from the book that let the reader know Mary is selfish at the beginning of the book.</i></p> <p><i>Student will keep a journal and write down the changes they see in Mary after she finds the secret garden.</i></p> <p><i>Students will create a story map describing Mary at the beginning of the story, events that caused change, and Mary at the end of the story.</i></p> <p><i>In small groups students will discuss whether they think Colin gets better because he has friend that cares about him.</i></p> <p><i>Students will research different types of flowers online and make a collage of six pictures of flowers that they think would have grown in the secret garden based on the author's descriptions.</i></p> <p><i>Students can discuss how climate affects that way people act and their moods.</i></p> <p><i>Guided reading groups with the teacher if students are having trouble reading the book individually. During this unit for students who are having trouble, the teacher can create character maps for each of the main characters. Students will write in their journals and communicate key ideas before group discussion; the teacher will make meaningful comments. Teacher can direct students to key pages in the book if needed.</i></p>

## Expository Writing Fifth Grade

CATEGORY	4	3	2	1
<b>Rough Draft / Peer Review</b>	Rough draft brought on due date. Student shares with peer and extensively edits based on peer feedback.	Rough draft brought on due date. Student shares with peer and peer makes edits.	Provides feedback and/or edits for peer, but own rough draft was not ready for editing.	Rough draft not ready for editing and did not participate in reviewing draft of peer.
<b>Content</b>	Covers topic in-depth with details and examples. Text knowledge is excellent.	Includes essential knowledge about the topic. Text knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Short story knowledge is minimal OR there are several factual errors.
<b>Organization</b>	Content is well organized using headings to group related material. Transitional words and phrases between sentences	Uses headings or to organize, but the overall organization of topics appears flawed. Uses some transitional words.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
<b>Mechanics</b>	No misspellings or grammatical errors. Punctuation, spelling, grammar, sentence errors do not interfere with the reading.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.