

Echo by Pam Munoz Ryan
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Library Mission Statement:

Harbor Creek School District will maximize the academic and civic potential of every student to excel and compete at a global level by providing a safe learning environment that promotes respect and acceptance and is supported by a highly qualified staff with involved parents and community.

Title of your Guided Inquiry Unit:

Echo by Pam Munoz Ryan

School Level

Elementary School

Target Learners

5th Grade

Members of the GI Collaborative Team: Librarian, Language Arts Teacher, and Music Teacher

Overall Learning Goals for the Guided Inquiry Unit The goal for this project is to bridge the gap between fiction and non-fiction books. It also is preliminary exposure to history of WWII and the holocaust.

Core Curriculum standards

<u>CCSS.ELA-LITERACY.RL.5.1</u>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<u>CCSS.ELA-LITERACY.RL.5.2</u>	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.
<u>CCSS.ELA-LITERACY.RL.5.3</u>	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).
<u>CCSS.ELA-LITERACY.RL.5.7</u>	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

AASL Standards

I.A.1.	Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic
III.A. 2.	Learners identify collaborative opportunities by: 2. Developing new understandings through engagement in a learning group.
IV. A. 3.	Learners act on an information need by: 2. Identifying possible sources of information.
III. B. 2.	Learners participate in personal, social, and intellectual networks by: 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge
V.C.1.	Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance.
II.D.2.	Learners demonstrate empathy and equity in knowledge building within the global learning community by: 2. Demonstrating interest in other perspectives during learning activities.

Final Summative Assessment (Inquiry product) The final product will be PowerPoint or google slides presentation on an historical event or person related to the time period covered in the book “*ECHO*” by Pam Munoz Ryan.

Rubric:

Student Rubric's consisting of three questions:

What caught your eye about the project?

What is one thing you learned new?

What is one thing you may change? (Speed of presentation, number of slides etc.)

CATEGORY	4	3	2	1
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.

Evaluates Peers	Fills out peer evaluation completely and always gives scores based on the presentation rather than other factors (e.g., person is a close friend).	Fills out almost all of the peer evaluation and always gives scores based on the presentation rather than other factors (e.g., person is a close friend).	Fills out most of the peer evaluation and always gives scores based on the presentation rather than other factors (e.g., person is a close friend).	Fills out most of the peer evaluation but scoring appears to be biased.
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G I PHASE	DESCRIPTION (What is happening, what are learners doing, what are you (librarian) doing, what is/are collaborative partner(s) doing?)
OPEN	Librarian will present Echo Book Talk Video to the students.
IMMERSE	Librarian will work with Language Arts Teacher to read through Echo over 2 weeks. Students will do literary journals as well as other assignments that will be used to assess their comprehension of the story.
EXPLORE	While reading the book we will also pair with the Music Teacher to explore harmonica music, the history of the harmonica and finally Carnegie Hall.
IDENTIFY	Students will be asked to identify a historical event, person or place that is in the story to do a presentation on.
GATHER	The students will use the library to find resources to support their presentation to include the use of non-fiction books, databases and historical archives.
CREATE	The students will create a visual presentation using google slides, or PowerPoint.
SHARE	The students will share their project during Language Arts Class.
EVALUATE	The teacher will evaluate the students midway through the project by following along with their lit. journal's the final project will be assessed using the attached rubric along with peer assessment from classmates.

Timetable Number of Weeks 4.

Week 1-2 Students will view introductory video prior to being handed the book to read. Students should be able to read story within the 2-week timeframe with guided literary circle time and at home reading. During Week 1-2 when students are in music class they will explore the history of the harmonica and classical music that is spoken about in the story. (Based on Music being 1 x

per week = 2 Music classes) Week 1-2 students will have daily Literature Circle time. Where they will be able to read aloud and silently and then be assigned home reading. This is also the time they will write in their literary journals and do chapter related work. (See attached sheets for weekly work obtained from www.teacherspayteachers.com.) Week 3 Librarian will join teacher during literature time. Students will be able to explore non-fiction books related to the story. The librarian and teacher will break the students down into small sections so that they can address the needs of the students more evenly. They will work in the library to collect data on the topic of their choice. (i.e. Adolf Hitler, Hitler’s Youth....) Midweek 4 students should be ready to present at the end of the week. There will be a peer review of the presentations as well as a teacher review. I believe this will provide ample time for the students to collect accurate data and construct a cohesive slideshow.

Team Evaluation of this unit, including 2 possible evidence-based tools (How will you prove the value of your GI unit?)

Sharing Results & Providing Evidence: Since the students are doing peer evaluations the top two presentations will be able to post their presentation to the class webpage. The evaluations provided by the teachers will also be looked at to see where and what area’s the students could be lacking. The process will be documented via photos of the immersion phase and share phase.

Lesson # 1 Title/Topic Book Film/Talk	
Open Phase	ISP stage
Learning Objective(s): The student will be able to identify several historical events after watching the film.	
Content: Language Arts teacher will bring students into the library to view the Book Film on Echo. After the film there will be an open discussion about their thoughts and any pre-questions they may have or want to discuss. This will allow the students to start thinking about which part of the books will interest them the most. After the discussion I want to allow the students 10 mins to browse the library for related books (non-fiction) that might stick out to them.	
Activities: Watch Echo Book Film	
Resources: Echo Book Video <i>Ryan, Pam Muñoz, author. (2015). Echo: a novel. New York, NY: Scholastic Press,</i>	
Formative assessment: Learners will be paired up into discussion groups after the video. The discussions will be moderated by the Librarian and Language Arts Teacher. They will also then be able to do some self-exploration of the library for books with related themes/history.	

Potential interventions: This is where we as educators have the opportunity to probe the learners to see what their interests are. Taking the film and some of the pictures initiate reflective questions and try to see who may need further explanation of the historical events and or characters of the book.

Team Roles: Librarian and Teacher

No attachments with this portion of the lesson.

Lesson # 2 Title/Topic Digging Deeper

Immerse Phase

ISP stage

Learning Objective(s): The student will be able to compare character traits of the characters. The students will be able to connect the characters to the historic events.

Content: The Students will be reading the book over a 3-week period. This will include time with the language arts teacher as well as the librarian. There will also be some immersion with the music teacher but that part of the project isn't mentioned here.

Activities: Reading the Book Echo and using Literary Journal. Also, taking time for exploration of library resources for similar themed non-fiction books and exposure to historical databases.

Resources:

Ryan, Pam Muñoz, author. (2015). Echo: a novel. New York, NY: Scholastic Press
Databases: World Book Online and Library of Congress Photo Collection
(<http://www.loc.gov/pictures/>)
<http://www.teacherspayteachers.com/Store/Jean-Martins-Balanced-Literacy>

Formative assessment: I will review the students Literary Journals before every class. I will also engage the students in questions before and after each section of the book we read. This will also allow me to see who is keeping up with the reading as well as maybe those who are too reserved to answer if they are falling behind.

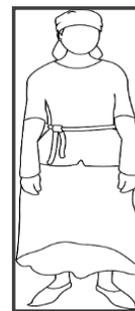
Potential interventions: Excelled Learners who have possibly read ahead can use the time their research portion of the project. However, they will be present for discussion circles. They will be able to work closely with the librarian building connections between the story and the topic they want to research. Those who are struggling will do shared reading or we can do audio reading they will stay in the class room so that we know they are hearing the material. They will then have time in the library afterwards to work hand

in hand with the librarian. Possibly using the support of a Special Education teacher to allow the student to finish the project on time.

Team Roles Teacher and Librarian are working hand in hand to help the students connect non-fiction and fiction material. The teacher is doing this mainly in the classroom with the reading/listening of the story. The librarian is doing this in the library with the exploration of databases and non-fiction material available at the library. Librarian is helping the students build a framework for their final presentation.



HISTORICAL EVIDENCE



Throughout *ECHO* you will come across clues, or historical evidence, that let the reader know this story takes place in an earlier time. **As you read**, use your bookmark to note things (such as people, behaviors, political issues) in your reading that demonstrate the historical time-frame for the stories in this book. Include the page number where you found each clue (see the example). Then, transfer your evidence to this chart.

Lesson # 4 Title/Topic Show what you know
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Identify Phase	ISP stage
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Learning Objective(s): The student will be able to identify what topic they would like to discuss as their final project. The student will be able to identify different types of harmonica music.

Content: Students are still reading Echo in Language Arts Class. Students still engage with connecting activities in the Library as they are given time for research.

Activities: The students will be required to continue their journals as well as completing the assignments below at three separate sections in the book. The supplemental material is being used to spark conversation and questions so that the students can identify exactly what topic they want to focus on for their final project.

Resources:

Ryan, Pam Muñoz, author. (2015). Echo: a novel. New York, NY: Scholastic Press
Databases: World Book Online and Library of Congress Photo Collection
(<http://www.loc.gov/pictures/>)
<http://www.teacherspayteachers.com/Store/Jean-Martins-Balanced-Literacy>

Formative assessment: By reading the student’s literary journal and having them complete the following activities through-out the reading of the book I will be able to gage the understanding of the students.

Potential interventions: Engage the students in conversation circles, ask them to paraphrase the reading of the day in a short summary (spoken not written) Every person in the circle must add something to the summary and this will allow them to recall facts. It will also allow the teacher to roam the room and see where some people are having trouble recalling information just read.

Team Roles: Music Teacher is helping the students to explore the connection of music in the story. Language Arts teacher is continuing immersion of student with the reading and journaling of Echo.

Show What You Know

1. In what ways are the pages at the beginning of Part ONE and Part TWO similar? What are your ideas about why they both begin like that?

2. Describe the **setting** of this story (remember that *setting* refers to both *when* & *where*). →

3. How do Mike and Frankie feel about each other? Describe their relationship using evidence from the text to support your observations.

4. Explain why Mr. Howard went to The Bishop's Home for Friendless and Destitute Children.

What was Pennyweather's misunderstanding about his visit?

Assignment #1, continued

SHOW WHAT YOU KNOW

: “

”? (p.4)

“A Witch¹, a Kiss², a Prophecy³”

“A Secret⁴, a Spell², a Final Deed⁵”

<http://www.teacherspayteachers.com/Store/Jean-Martins-Balanced-Literacy>



Assignment # 5 continued

4. **Chapter 18** ends with Mike wondering, "Was all this his fault? Had he asked for too much?" Respond to these questions.

5. **Chapter 19** ends with, "He and Mrs. Sturbridge had an agreement, and she was keeping her end of the bargain." What was their agreement? Explain.

6. Describe how you think Mike is feeling during **Chapters 20-22**. Use evidence from the text

7. Why did Mike develop a new plan in **Chapter 23**? What do you think the plan was?

8. How does Part Two end? In what way is this ending similar to the ending of Part One?



Reflect on the Reading

- Chapters 10-13: How did the first weeks that Frankie and Mike spent in their new house on Amaryllis Drive compare with their life at Bishops House? Choose 3 categories from the list below the chart (or create your own) and write them in the first column; complete the chart by giving specific information from the text demonstrating how their lives in those categories compared.

Categories	Bishop's House	Amaryllis Drive
		
		
		

Category possibilities: food, general care, freedom, friendships, clothing, happiness, worries.

- Chapter 14 ends with 3 questions. Write them below; then add the answers that Mike eventually learned.

Question 1: _____

Question 2: _____

Question 3: _____

- Explain what people, events, and/or feelings you think helped to give Mike the courage to have an honest talk with Mrs. Sturbridge in Chapter 17.

Read and React



1. What were your thoughts when you read about the vandalism at the Yamamoto's house in **Chapter 16**?

2. What were your thoughts when you learned that Mr. Ward was interested in buying the Yamamoto's house?

3. Near the end of **Chapter 18** you read, "*Mr. Ward had been right. The Yamamotos were hiding something. Something big.*" Respond with your thoughts/reactions.

4. In **Chapter 19** you learn what it was that the Yamamotos were hiding. What was it and how did you feel when you read about that?



5. What were your thoughts when Ivy and Mama took Mr. Ward's hand and led him outside at the end of **Chapter 19**?

6. In **Chapter 21**, Kenneth finally comes. How would you describe him?

7. What did Ivy give Kenneth as a parting gift? Why do you think she chose to do that? How did you feel about her decision?

8. Describe your reactions to the ending of the story.

Lesson # 7 Title/Topic Final Presentations

Share Phase	ISP stage
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Learning Objective(s): The student will be able to present a cohesive presentation on a supporting topic of their choice connected to the book Echo.

Content: Student led topic presentations.
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Activities: Final Presentations via Power point or Google Slides.
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Resources:

<i>Ryan, Pam Muñoz, author. (2015). Echo: a novel. New York, NY: Scholastic Press</i> <i>http://www.teacherspayteachers.com/Store/Jean-Martins-Balanced-Literacy</i>

Formative assessment: Students will be assessed by the teacher rubric and also by peer assessment rubrics. They will also have the opportunity to do summative worksheets that are attached.

Potential interventions: My use of the summative worksheets was not only to see if the students can recall the book but to also allow students who aren't the best at public speaking to have another way to earn points for their comprehension of the story and the characters.
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Team Roles Librarian and Teacher are both participating in the assessment portion of the project. The rubric will be jointly developed and both will grade the student the students grade will be a final cumulative grade of both assessments.
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Assignment #9 continued

7. Summarize what happened to Otto after his memorable game of hide-and-seek during which he met the three sisters, Eins, Zwei, and Drei.

8. How and when did the three sisters finally leave the forest?

9. Now that you have finished your reading, how would you describe this book to someone else? What have you learned about it?

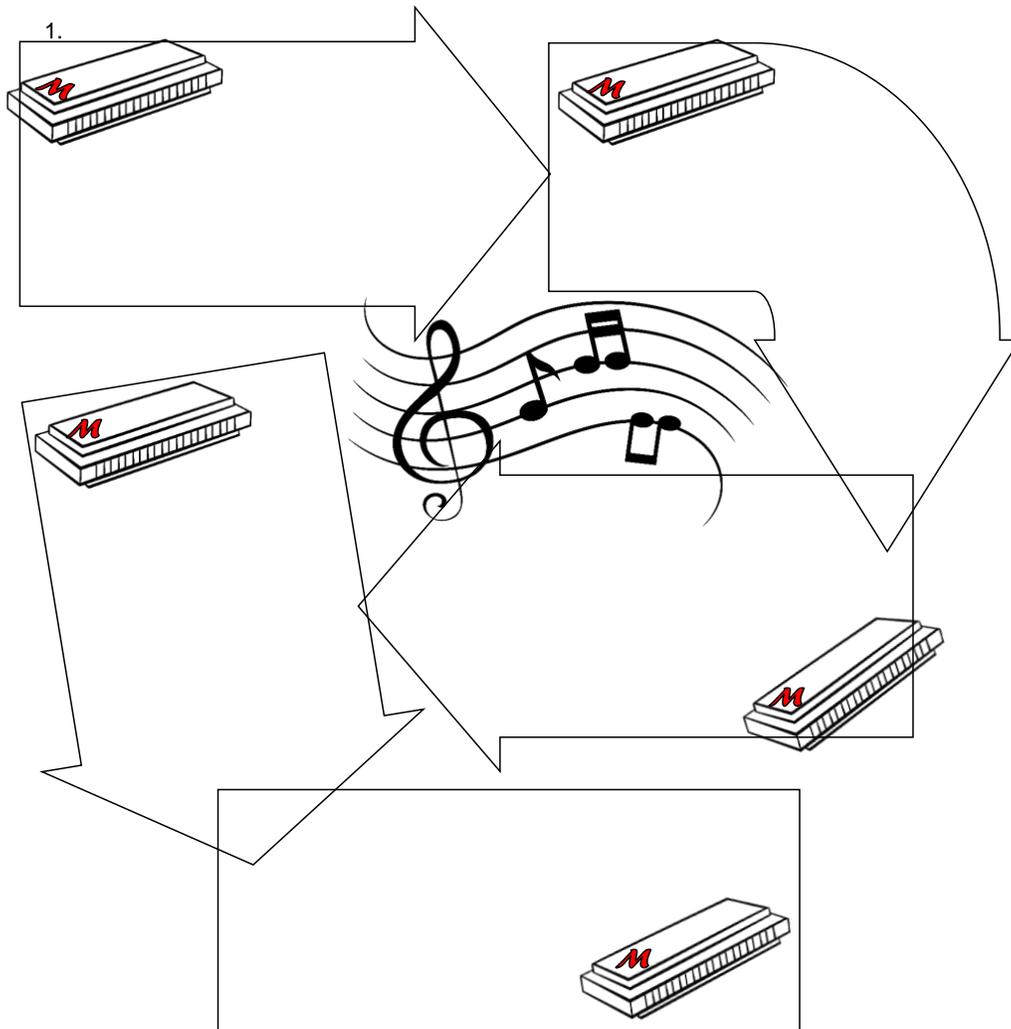


<http://www.teacherspayteachers.com/Store/Jean-Martins-Balanced-Literacy>

Tales of a Lone Harmonica

How did one harmonica travel from Otto in Germany to each of its subsequent owners?

In each arrow below indicate 1) the name of its owner, 2) the harmonica's location, and 3) how that owner passed it on.



<http://www.teacherspayteachers.com/Store/Jean-Martins-Balanced-Literacy>

Reference:

Kuhlthau, C., Maniotes, L. & Caspari, A. (2015). *Guided Inquiry: Learning in the 21st Century*. Denver: Libraries Unlimited.

Ryan, Pam Muñoz, author. (2015). *Echo*: a novel. New York, NY: Scholastic Press

Supplemental Material Provided by: <http://www.teacherspayteachers.com/Store/Jean-Martins-Balanced-Literacy>