

Date: _____

myPerspectives[™] Home Connection

Highlights of Unit 5: Pushing Boundaries

Dear Family,

In this unit, students will learn about invention, considering concepts such as inspiration and perseverance. 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 *Why are inventions necessary?* 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 *Why are inventions necessary?*
- What do these texts say about what compels people to invent? Are inventions ever successful on the first try?
- Why do you think inventors and invention are popular subjects in books and films?

UNIT 5 SELECTION TITLES, AUTHORS, GENRES



WHOLE-CLASS LEARNING

“Uncle Marcos” from <i>The House of the Spirits</i>	<i>Isabel Allende, translated by Magda Bogin</i>	Magical Realism
“To Fly”	<i>Neil deGrasse Tyson</i>	Historical Essay



PEER-GROUP LEARNING

“Nikolas Tesla: The Greatest Inventor of All?” from <i>The Invention of Everything Else</i>	<i>Vicky Baez</i>	Biographical Profile
“Welcome to Origami City”	<i>Nick D’Alto</i>	Technology Feature
“Icarus and Daedalus”	<i>Josephine Preston Peabody</i>	Myth



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.

“Fermented Cow Dung Air Freshener Wins Two Students Top Science Prize”	<i>Kimberley Mok</i> <i>Kimberley Mok</i>	Technology Article
“Scientists Build Robot That Runs, Call It ‘Cheetah’”	<i>Rodrique Ngowi</i>	Technology Article
“Sounds of a Glass Armonica” from <i>The Time Machine</i>	<i>National Geographic</i> <i>H. G. Wells</i>	Media: Video Science Fiction

TALK IT OVER WITH YOUR STUDENT

- How did you choose which selection to read?
- What about the idea of invention did you find most interesting from your reading?

PERFORMANCE TASKS AND PERFORMANCE-BASED ASSESSMENT

Your student will need to answer the question *Why are inventions necessary?* He or she will write a short story, drawing 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 short story. He or she will write a short story that centers on an imaginary invention that has unexpected consequences.



Peer-Group Learning Performance Task

After completing the Peer-Group section of the unit, your student will work with his or her group to research and develop a set of oral instructions for a project related to science and invention. Students will take turns giving and following these instructions.



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 addressing the question *Why are inventions necessary?* In response to that question, he or she will write a short story about an invention that changes the way people live.

STANDARDS

Activities and assignments in Unit 5 will help your student meet the following Texas Essential Knowledge and Skills. Here are some key standards students will work toward in this unit.

Comprehension / Response

- **5.F** Make inferences and use evidence to support understanding.
- **5.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

Vocabulary / Word Study

- **2.A** Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
- **2.B** Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.

Analysis

- **7.B** Analyze how characters' motivations and behaviors influence events and resolution of the conflict.
- **9.F** Analyze how the author's use of language contributes to the mood, voice, and tone.

Composition

- **10.B.i–ii** Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and developing an engaging idea reflecting depth of thought with specific facts, details, and examples.
- **10.D.iii** Edit drafts using standard English conventions, including prepositions and prepositional phrases and their influence on subject-verb agreement.
- **11.A** Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.

Inquiry and Research

- **1.A** Listen actively to interpret a message by summarizing, asking questions, and making comments.
- **12.A** Generate student-selected and teacher-guided questions for formal and informal inquiry.

Thank you for your continuing support!