

Date: _____

Perspectives™ 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?” | <i>Vicky Baez</i> | Biographical Profile |
| from <i>The Invention of Everything Else</i> | <i>Samantha Hunt</i> | Historical Fiction |
| “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” | <i>National Geographic</i> | Media: Video |
| from <i>The Time Machine</i> | <i>H. G. Wells</i> | 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!