**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5th Grade AIG Reading Contract #2**

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| **Dates:**  November 26-30  December 3-7  December 10-14 | **Approved by:** | **Sign & Date** |
| Classroom Teacher |  |
| AIG Specialist |  |
| Student |  |

**Junior Great Books:** The Bat-Poet by Randall Jarrell

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| **Reading Class** | **AIG Class** |
| **November 26-29**  Required Reading:  The Bat-Poet pgs 174-188  Reader’s Response sheet | **Discussion Day—November 30th**  The Chipmunk’s Day—activity pg 70 |
| **December 2-6**  Required Reading:  The Bat-Poet pgs 189-202  Reader’s Response sheet | **Discussion Day—December 7th**  Interpreting Words 1—activity pg 72  Interpreting Words 2—activity pg 73 |
| **December 10-13**  Required Assignment:  Creative Writing—activity pg 74 | **Discussion Day—December 14th**  Creative Writing—activity pg 74 support and writing poems. |

**Be Responsible & Be Prepared**

**Common Core & Essential Standards:**

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| **Reading: Literature**  Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | |
|  | RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | |
|  | RL.5.2. 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. |
| 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | |
|  | RL.5.3. 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). |
| Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | |
|  | RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | |
|  | RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
| 6. Assess how point of view or purpose shapes the content and style of a text. | |
|  | RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described. |
| **Writing**  5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | |
|  | W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reader’s Response: pgs 174-188**

**Junior Great Books: Grade 5 Due Date: November 30th**

THE BAT-POET by *Randall Jarrell*

**Guiding Question: Why is the bat inspired to make up poems?**

1. Why does the bat’s career as a poet begin with his separation from the other bats? Why does he choose to sleep alone on the porch rather than leave the place he knows?
2. Why does the bat like being awake in daytime, while the other bats are not the least curious?
3. Why does the bat want the other bats to see life in the daytime? Why does he want them to listen to the mockingbird to find out what daytime is like?
4. Why does the bat make up poems only when he wakes up in the daytime?
5. Why does the bat want to share his poems, rather than just say them to himself?
6. Why does the bat make up a beautiful poem about the owl that nearly killed him?

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reader’s Response: pgs 189-202**

**Junior Great Books: Grade 5 Due Date: December 7th**

THE BAT-POET by *Randall Jarrell*

**Guiding Question: Why is the bat inspired to make up poems?**

1. Why is the bat able to make up a poem about the chipmunk, the owl, and the mockingbird, but not about the beautiful father cardinal?
2. Why does the bat long to make up a poem for the bats, even though they weren’t responsive to his first poem?
3. Why does the bat make up poems about things that are new to him before he makes up a poem about bats?

**Guiding Question: Why does creating poetry make the bat feel more connect to the world around him, while it makes the mockingbird feel more isolated?**

1. Why is the mockingbird convinced that no one but a mockingbird has any idea what it is like to be him?
2. Why can’t the bat make up a poem about bats until he starts remembering the very first things in his life?
3. Why is the chipmunk certain that the bats will like the poem about the mother bat and her baby?
4. Why is the bat glad he is not a mockingbird, even though he admires the mockingbird’s songs?