

Unit 1
Tales of the Heart

Overview: This four-week unit invites students to explore the mixture of emotions that accompany the transition to fourth grade, as well as to learn from informational text about three body systems (respiratory, circulatory, and endocrine).

<p>General Outline:</p> <p>Week 1- Maria Isabel/ Marven of the Great North Woods (Fiction-HM)</p> <p>Week 2- Gloria Estefan/ Lou Gehrig: The Luckiest Man (Nonfiction-HM)</p> <p>Week 3- Leveled Readers (Fiction/Nonfiction-HM)</p> <p>Week 4- Literature/Poetry/Compare & Contrast</p>
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Week 1-Fiction

Literature

- ❖ Maria Isabel for the Girls
- ❖ Marven of the Great North Woods for the Boys

Science/Health Connection

- ❖ Science Book Chapter 13 Lesson 2 (Circulatory System)
- ❖ The Heart: Our Circulatory System (Simon Seymour) \$
- ❖ The Amazing Circulatory System: How Does My Heart Work? (John Burstein) \$

Week 2-Nonfiction

Literature

- ❖ Gloria Estefan for the Girls
- ❖ Lou Gehrig: The Luckiest Man for the Boys

Science/Health Connection

- ❖ Health Book Chapter 2 Lesson 4 (Heart and Lungs)
- ❖ Lungs: Your Respiratory System (Simon Seymour) \$
- ❖ The Remarkable Respiratory System: How Do My Lungs Work? (John Burstein)\$
- ❖ The ABCs of Asthma: An Asthma Alphabet Book for Kids of All Ages (Kim Gosselin and Terry Ravanelli) \$

Week 3-Leveled Readers

Literature

- ❖ The Best Fish Ever (Below)-Fiction
- ❖ A Good Night's Sleep (On)
- ❖ The Right Fly (Above)
- ❖ Cora at Camp Blue Waters (Below)
- ❖ Tennessee Summer (On)
- ❖ Samuel de Champlain (Above)
- ❖ Duke Ellington: A Life in Music (Below)-Nonfiction

- ❖ For Every Child: Marion Wright Edelman (On)
- ❖ Daniel Inouye: Hero from Hawaii (Above)
- ❖ Mark McGuire: Home Run Hero (Below)
- ❖ Marion Jones: Guest for Gold (On)
- ❖ Roberto Clemente: Baseball Superstar (Above)

Science/Health Connection

- ❖ Health Book Chapter 2 Lesson 1 (Endocrine System)
- ❖ The Endocrine System (Rebecca Olien) \$
- ❖ The Exciting Endocrine System: How Do My Glands Work? (John Burstein)\$

Week 4-

Literature

- ❖ Fourth Grade Rats
- ❖ Tales of a Fourth Grade Nothing
- ❖ Love That Dog
- ❖ Shoeshine Girl
- ❖ Uncle Jed's Barbershop

Poetry

- ❖ Dreams by Langston Hughes
- ❖ They Were My People by Grace Nichols
- ❖ Monday's Child is Fair of Face...by Mother Goose
- ❖ Humanity by Elma Stuckey
- ❖ On the Way to School by ?
- ❖ The Drum by Nikki Giovanni
- ❖ Skin Like Milk, Hair of Silk: What Are Similes and Metaphors? (Words Are Categorical—Brian P. Cleary) \$

Science/Health Connection

- ❖ Grossology and You: Really Gross Things About Your Body (Sylvia Branzei and Jack Keely) \$
- ❖ What Makes You Cough, Sneeze, Burp, Hiccup, Blink, Yawn, Sweat, and Shiver? (Jean Stangl) \$
- ❖ I Wonder Why I Blink: And Other Questions About My Body (Brigid Avison) \$

Focus Standards

- **RL.4.2:** Determine a theme of a story, drama, or poem from details in the text.
- **RL.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RF.4.3:** Know and apply grade-level phonics and word analysis in decoding words.
- **RF.4.3(a):** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **W.4.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.4.2(a):** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.

- **SL.4.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.4.1(a):** Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **SL.4.1(b):** Follow agreed-upon rules for discussions and carry out assigned roles.
- **L.4.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.4.4(a):** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

Student Objectives

- Read and discuss a variety of fiction and nonfiction about matters of the heart: the family, transitions to fourth grade, and the body systems.
- Find similarities and differences in story characters, and how they change over the course of a story.
- Find similarities and differences in body systems.
- Write a variety of responses to stories and poems.
- Research a famous doctor or scientist and write a bio-poem (i.e., a biography in poem form) about him/her.
- Recite poetry for classmates.
- Participate in group discussions about matters of the heart.

Unit 2

Literature Settings - Weather or Not

Overview- This is a 6 week unit that allows students to explore how the setting affects the events in a story. In addition, students will also learn about the weather and how it relates to climate and the seasons. (See focus standards on last page.)

General Outline:

Week 1-Heat Wave Week 2-Leveled Readers Week 3-The Stranger (Fiction) Week 4-Leveled Readers Week 5-6 – Literature/Poetry/Compare & Contrast
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❖ Houghton Mifflin Reading Series:

Heat Wave (fiction)

Leveled Readers:

The Big Gust (Below-fiction)

John Henry & the Steam Drill (On-fiction)

Slufoot Sue's Wild Ride (Above-fiction)

The Stranger (fiction)

Leveled Readers:

One Day in May (Below-fiction)

Floating on Air (On-fiction)

Wings for a Day (Above-fiction)

Science Leveled Readers:

Lightning (On-nonfiction)

Windmills (On-nonfiction)

The End of the Ice Age (Above-nonfiction)

Beating the Heat, Desert Style (Above-nonfiction)

Poetry- Autumn poems in basal reader

❖ Literature:

Stone Fox (Compare & Contrast settings with Heat Wave or The Stranger)

Storm Runners (On/Above-fiction)

Storm Runners#2 (On/Above fiction)

The Long Winter by Laura Ingalls Wilders (On/fiction)

Hurricane by Jonathon London (Below/fiction)

Science Vocabulary Readers: Wild Weather Pack (Below Level-nonfiction)

Magic Tree House: Twister on Tuesday (Below Level-nonfiction/fiction)

Magic School Bus: Electric Storm (Below Level-nonfiction/fiction)

Magic School Bus: Twister Trouble (Below Level-nonfiction/fiction)
Chicago Poems (Nonfiction)
Robert Frost's Poems by Robert Frost (Nonfiction)
Can It Rain Cats and Dogs? (Nonfiction)
Do Tornadoes Really Twist? (Nonfiction)
It Figures! Fun Figures of Speech (Nonfiction)

❖ Science book:
Chapter 9

❖ Internet Websites:

<http://www.theweatherkids.com>

<http://www.weatherpictures.nl>

Suggested Activities

- ❖ Use picture books to teach setting development in literature. Students learn the three elements of setting including place, time, and environment. Use specific words and examples from the text to discuss the techniques that the author uses to develop the setting. Make observations and draw conclusions to determine if the author makes the setting vivid and believable?
- ❖ Make a class literary graphic organizer. Together the class will keep a chart with information for each story or poem that the class reads. The chart may include the following categories.
 - Title and author
 - Type of literature
 - Main characters
 - Setting (including geography, season, and weather)
 - Summary(Before the class fills in the chart together, each student will write their own response on a post-it note, white board, or in a journal and share it with a partner.)
- ❖ Compare and contrast the impact of the stories' settings on the events in the story or poem. How are similar settings portrayed similarly and differently? Look back for specific lines or paragraphs in order to find explicit details from the stories and poems that are read. What would happen if the story or poem's setting were changed? Students can discuss with one another and then work together to write a scene of a story with a different setting than the original one.
- ❖ Make an informational text graphic organizer. Together the class will keep a chart of information with the following categories about seasons and weather. As the chart is filled in, use the information to talk about what the class learns from nonfiction books, either explicitly read or inferred.
 - Type of weather
 - How is it caused?

What positive effects does this weather have?

What negative effects can this weather have?

What do we need to do to prepare for this kind of weather?

What parts of the world experience this weather?

What are the “weather” words we should know? (e.g. meteorology, prediction, forecast)
(Before the class fills in the chart together, each student will write their own response on a post-it note, white board, or in a journal and share it with a partner.)

- ❖ Journal Response-Following a class discussion of weather and climate, each student may be prepared to write in their journal about the positive and negative effects of this weather on real life and life in literature.
- ❖ Poetry Response-Introduce similes and metaphors in poetry. Then use post-it notes to mark where students find examples of similes and metaphors in poems and stories in this unit.
- ❖ After studying weather and specifically clouds in informational texts, read a poem such as “Clouds” by Christina Rossetti and discuss how your understanding of cloud formation increased your appreciation for the poem. Students can write their own response on a post-it note, white board, journal, or share with a partner before discussing with the class.
- ❖ Have students write a report on the kind of extreme weather that is common in your area where you live. Include emergency procedures for home and school, or your community.
- ❖ Research project/Write a weather forecast-Read a variety of informational texts in print and online about a specific season in a geographical region of choice. Watch a meteorologist presenting a weather forecast on TV or online and describe what makes that style of presenting unique. Then, write a forecast of your own and present it to the class. Include visual or audio displays with your presentation.
- ❖ Research project/Q&A Report-Read a variety of informational texts in print and online about a season or weather phenomenon of choice. Then write a report in question and answer format. Students write the questions and then find the answers. Include audio or visual displays in your presentation. Share your report with the class.
- ❖ Art Appreciation-Look at how weather is portrayed in different pieces of art. Discuss colors used and the way the artist shows movement in the piece. Discuss how the artist creates the setting of the picture. Have students create and write a story that goes with the piece of artwork.
- ❖ Reflective Essay-Each student will write an essay summarizing what they have learned in this unit as it relates to the question, “How does setting impact a story?”

Focus Standards

- **RL.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.4.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions.)
- **RL.4.3:** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- **RL.4.4:** Read with sufficient accuracy and fluency to support comprehension.
- **RL.4.4(a):** Read on-level text with purpose and understanding.
- **RL.4.4(b):** Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- **W.4.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **SL.4.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
- **SL.4.1(c):** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **SL.4.1(d):** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **L.4.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.4.5(a):** Sort words into categories(e.g., colors, clothing) to gain a sense of the concepts the categories represent.

Unit 3

Animals are Characters, Too: Characters who Gallop, Bark, and Squeak

Overview: This eight-week unit invites students to compare how animals, especially horses, dogs, and mice, are portrayed in fiction and nonfiction texts.

General Outline

Week 1: Akiak

Week 2: Animal Nonfiction

Week 3: Animal Poetry

Week 4 and 5: Literature Study

Week 6: Compare/Contrast Fiction and Nonfiction Texts

Week 7: Animal Reports

Week 8: The Great Kapok Tree

Week 1 – Animals in Fiction

Literature:

- ❖ Akiak – Houghton Mifflin (On Level)
- ❖ James Herriot’s Treasury for Children: Warm and Joyful Tales by the Author of All Creatures Great and Small – James Herriot (Read Alouds)

Science Connection:

- ❖ Chapter 2 in Science Textbook – Animal Behavior

Week 2 – Animals in Nonfiction

Literature:

- ❖ National Geographic Encyclopedia of Animals by George McKay
- ❖ The Kids’ Horse Book by Sylvia Funston – Below
- ❖ Horses by Seymour Simon – On
- ❖ Horse Heroes: True Stories of Amazing Horses by Kate Perry - On
- ❖ Why are Dogs’ Noses Wet? And Other True Facts by Howie Dewin – Below
- ❖ A Dog’s Gotta Do What a Dog’s Gotta Do: Dogs at Work by Marilyn Singer – On

- ❖ Everything Dog: What Kids Really Want to Know About Dogs by Marty Crisp – Above
- ❖ Outside and Inside Rats and Mice by Sandra Markle – On
- ❖ The Mouse (Animal Life Stories) by Angela Royston and Maurice Pledger – On

Science Connection:

- ❖ Chapter 3 Lessons 2, 3, and 4 – Animals as Consumers

Week 3- Animals in Poetry

- ❖ A Bird Came Down the Walk by Emily Dickinson
- ❖ The Rhinoceros by Ogden Nash
- ❖ The Erratic Rat – Traditional Limerick
- ❖ The Complete Nonsense of Edward Lear by Edward Lear
- ❖ Scranimals by Jack Prelutsky
- ❖ The Beauty of the Beast: Poems from the Animal Kingdom by Jack Prelutsky
- ❖ Poetry for Young People: Animal Poems –by John Hollander/Simona Mulazzani
- ❖ It's Raining Cats and Dogs: Making Sense of Animal Phrase by Jackie Franza and Steve Gray

Science Connection:

- ❖ Science Chapter 4 – Animal Adaptations

Week 4 and 5- Literature Study

Literature

- ❖ Marley: A Dog Like No Other, A Special Adaptation For Young Readers by John Grogan - Below
- ❖ Because of Winn Dixie by Kate DiCamillo – On
- ❖ Shiloh by Phyllis Reynolds Naylor and Barry Moser – On
- ❖ A Dog's Life: Autobiography of a Stray by Ann M. Martin - On
- ❖ Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup, and a Spool or Thread by Kate DiCamillo and Timothy Basil Ering – Above
- ❖ Mrs. Frisby and the Rats of NIMH by Robert C. O'Brien – Above

Science Connection

- ❖ Science Leveled Readers (Adaptations for Survival)
- ❖ Wild Adaptations (Below)
- ❖ Mary Anning Fossil Hunter (On)
- ❖ Cave Creatures (Above)
- ❖ Bringing Up Baby Chimp (Below)

Week 6 – Compare and Contrast Fiction and Nonfiction Text

Literature-

- ❖ All Nonfiction and Fiction read on previous weeks
- ❖ Compare/Contrast Book to Movie (Because of Winn Dixie)

Week 7 - Animal Reports

- ❖ Use internet sources and available nonfiction books

Week 8 – The Great Kapok Tree

- ❖ Read story and turn into a play.
- ❖ Compare drama, prose, and poetry.

Suggested Activities

- ❖ Read selections from *The Book of Nonsense* by Edward Lear. Discuss poetic devices, structures, and vocabulary.
- ❖ Write an animal limerick based on Jack Prelutsky's *Scranimals*.
- ❖ Write a summary of the stories by using the "Somebody – Wanted – But – So"
- ❖ Chart characteristics of animals as you read the different texts. Use the information as the unit progresses to discuss and review what you have learned about animals.
- ❖ Discuss how animals are personified in the fiction stories and poetry. Create a classroom chart for students to keep track of examples of personification in what they are reading.
- ❖ Write a literature response journal from an animal's perspective being sure to give the animal human characteristics. Trade journals with a partner to see if they can figure out your animal from your effort to "personify" it while still maintaining its animal characteristics.
- ❖ As a class chart information about animals that you are learning from the nonfiction text. Include the following categories: Name of animal, habitat, diet, protection, body facts, enemies, life expectancy, and interesting facts.
- ❖ Compare/Contrast animals in fiction and nonfiction using venn diagrams. Use the venn diagrams to write an essay describing the similarities and differences.

- ❖ Choose an animal that interests you. Research the animal using the same categories charted earlier. Write a paper about the animal you have chosen.
- ❖ Write a narrative about your own animal character. Use examples of character traits, personification, and figurative language. Revise and edit with a partner.
- ❖ After reading *It's Raining Cats and Dogs: Making Sense of Animal Phrases* illustrate the meaning of an animal idiom. Compile illustrations into a classbook of animal idioms.
- ❖ After reading *The Great Kapok Tree* discuss elements of a play. Work in small groups to turn the story into a play. Perform a reader's theater version of the story.
- ❖ As a class summarize what was learned in this unit as it relates to the essential question (How is the portrayal of animals similar and different between fiction and nonfiction?) Write a response to this question in your journal after the discussion. Edit and revise your writing. Share with the class.

Focus Standards

- RL.4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems(e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RF.4.4: Read with sufficient accuracy and fluency to support comprehension.
- RF.4.4(c): Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development to main ideas or themes.
- L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.4.5(b): Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes)

- L.4.5(c): Identify real-life connections between words and their use (e.g., note places at home that are cozy)

Suggested Student Objectives:

- Read and discuss a variety of fiction and nonfiction texts about animals including dogs, horses, and mice.
- Discuss and interpret poetic techniques and forms, such as rhyme scheme and limericks.
- Find similarities and differences in animal characters and how they are personified.
- Write a variety of responses to stories and poetry.
- Read informational texts about animals, and create a Venn diagram comparing factual information with fictional portrayals.
- Collaborate with classmates in order to publish their own animal stories.
- Compare print and film versions of animal stories.
- Explain major differences between poetry, drama, and prose.
- Recite poetry for classmates.
- Participate in group discussions about the facts and fiction of animal characters.

Unit 4
Reading Informational Text-
Revolutionaries from the Past

Overview: This is an 8 week unit that allows students to read and critically think about informational text including biographies, speeches, and other types of primary and secondary sources related to the heroes of the Revolutionary War.

General Outline

Week 1: Introduction to colonial life leading up to Revolutionary War
Week 2: American Revolution and introduction to famous Revolutionaries
Week 3: Reading and understanding famous speeches from Revolutionaries
Week 4: Reading and understanding famous Revolutionary Poetry
Week 5/6: Reading biographies of famous Revolutionaries
Week 7/8: Reading and understanding historical fiction from Revolutionary time period

Week 1: Introduction to colonial life Leading up to the Revolutionary War

Literature:

- ❖ Regions text Chapter 4 pgs. 108-117 - nonfiction(student text)
- ❖ *Poor Richard's Almanac* (recommended) - Benjamin Franklin- nonfiction (read aloud)
- ❖ *Can't You Make them Behave, King George?* Jean Fritz – nonfiction (read aloud)

Media:

- ❖ www.libertyskids.com (then and now clips)

Suggested Activities:

- ❖ Text Structures: Expository Texts (R.I. 4.5)
As students read from Regions textbook: create a timeline (online ReadWriteThink interactive)
- ❖ Idioms – use Poor Richards almanac- create a chart of idioms used by Franklin and add others that students know or can find- have students create pages for a “class book” of idioms throughout the unit.
- ❖ Create a chart that contrasts life during colonial times with life today, using clips from www.libertyskids.com
- ❖ Students begin a revolutionary dictionary of terms
- ❖ Class will chart each nonfiction text structure of the texts they read. Students will also chart point of view on class chart.

Week 2: American Revolution and introduction to famous Revolutionaries

Literature:

- ❖ Regions book Chapter 6 Lesson 2 pgs.182-189 (student text) –nonfiction
- ❖ *If You Lived During the American Revolution* Kay Moore and Daniel O’Leary- read aloud - nonfiction
- ❖ *The Story of America (Mr. Veller- copy for students)*- nonfiction
- ❖ *George vs. George* by Rosalyn Schanzer –read aloud- nonfiction

Media:

- ❖ *Rock and Revolution- Too Late to Apologize*

Suggested Activities:

- ❖ As students read from Regions textbook: create a timeline (online ReadWriteThink interactive)
- ❖ Students begin a chart of famous American Revolutionaries and how they influenced the Revolutionary War
- ❖ Students practice strategies for reading of informational text and how to hold information with underlining and note taking in small groups
- ❖  Read excerpts from the book *George vs. George* and create a Venn Diagram that compares and contrasts George Washington and King George. Write two separate opinion pieces as a class: one in favor of remaining loyal to the King (Loyalists), and one in favor of the American Patriots for freedom.
- ❖ Students continue a revolutionary dictionary of terms
- ❖ Students save articles on Revolutionaries for studies in later weeks in a binder/folder

Week 3: Reading and Understanding Famous Speeches from the Revolution

Literature:

- ❖ Patrick Henry’s Speech printed paper copy for students- nonfiction
- ❖ Sojourner Truth’s speech- Ain’t I a Women? – paper copy for students
- ❖ Francis Gage’s secondhand account of the Truth’s speech

Media:

- ❖ Patrick Henry’s Speech (www.youtube.com - Give Me Liberty- Patrick Henry)- also a paper copy

Suggested Activities:

- ❖ As a class, watch the Youtube video dramatizing Patrick Henry’s Speech. Next, distribute paper copies that highlight Patrick Henry’s reasons for wanting to go to war. Discuss the reasons and whether they are valid. As a class, write an opinion letter to

Patrick Henry stating why his reasons are valuable to persuade others to fight for freedom.

- ❖ Teacher reads aloud Sojourner Truth's speech "Ain't I A Woman?" In groups, students discuss the speech and the points she makes in favor of equal rights. Students make a list of Truth's points in the speech. Read Francis D. Gage's secondhand account of the speech. In groups, have students compare and contrast the firsthand and secondhand account. Have students reflect on the speech and Gage's account and what lessons they have learned from each account.
- ❖ Students add speeches to binders/folders of Revolutionaries
- ❖ Students add to Revolutionary charts

Week 4: Reading and understanding famous Revolutionary Poetry

Literature:

- ❖ Concord Hymn – paper copy for students
- ❖ Paul Revere's Ride (picture book-for teacher) paper copies for students
- ❖ *A is for America* Devin Scillian and Pam Carroll- read aloud
- ❖ *A Tragic Story* by William Makepeace Thackeray- paper copies for students

Media:

- ❖ Youtube- Bill Clinton reciting Concord Hymn

Suggested Activities:

- ❖ Read the Concord Hymn to class (President Clinton reads it on You Tube). Students have copies of poems and discuss the meaning of this poem. Students can write a reflection on the now-famous line of the poem, "The shot heard round the world"
- ❖ Teacher explains how biographical poems such as Paul Revere's Ride are told as first or third person. As students read this poem, teacher models how to determine it is written in third person.
- ❖ After introducing Paul Revere and his famous ride, read the poem, Paul Revere's Ride (book available with illustrations). After reading the poem, pass out copies of the poem, Paul Revere's Ride, by Longfellow. Students reread the poem and discuss events described in the poem. Students rewrite the poem in first person as told by Paul Revere.
- ❖ Read *A Tragic Story* by William Makepeace Thackeray and discuss in small groups the meaning of the poem.
- ❖ Students write a poem in third person describing a major event causing the revolutionary war, referring to text from Regions books. Students share their work in small groups and create a class book.

*Weeks 5/6 and 7/8 can be flipped to accommodate material needs of all classes (3 classes work on activities in 5/6 while 3 classes work on activities 7/8)

*Week 5 and 6: Reading biographies of famous Revolutionaries

Literature:

Regions books page 326-327 Using Primary and Secondary Sources

(The lists below for student nonfiction texts give many books that can be used for modeling within this unit. You might choose books that will not be available to your students to model.

Student nonfiction texts (listed by person of study)

Paul Revere:

Regions book page 182-187

Paul Revere: In Their Own Words (R.L 4.8) by George Sullivan

Paul Revere: Rookie Biographies (DRA 18-20)

And Then What Happened, Paul Revere? (DRA 34) by Jean Fritz

Paul Revere (DRA 40) by Gail Sakurai

Benjamin Franklin

Regions book page 190-191

Benjamin Franklin: In Their Own Words (RL 4th-6th) by Peter Roop

Benjamin Franklin (DRA 30-34) by Victoria Sherrow

The Story of Benjamin Franklin (DRA 38) by Margaret Davidson

What's the Big Idea, Ben Franklin? (DRA 38)

George Washington

Regions book page 186-189

George Washington (Rookie Biographies) DRA 18-20) by Wil Mara

George Washington: Soldier, Hero President (DRA 34)

George Washington by James Cross Giblin

Patrick Henry

Regions book pg 112

Where Was Patrick Henry on the 29th of May? (DRA 40) by Jean Fritz

Patrick Henry by Jason Glaser

Liberty or Death: A Story About Patrick Henry (DRA 44)

A Picture Book of Patrick Henry (DRA 28)

Crispus Attucks

Regions book page 186

Crispus Attucks: Black Leader of Colonial Patriots (DRA 40) by Dharathuler H. Millender

Crispus Attucks: Hero of the Boston Massacre (ages 10 and up) by Anne Beier

Sojourner Truth

Sojourner Truth: In Their Own Words (GL 4.6)

Walking the Road to Freedom: A Story About Sojourner Truth (DRA 40)

A Picture Book of Sojourner Truth (DRA 28) by David Adler

Sojourner Truth (DRA 38)

Susan B. Anthony

Regions book page 390

Susan B. Anthony (DRA 28) by Peter Roop

Susan B Anthony (DRA 40) by Helen Albee Monsell

Susan B. Anthony: Daring to Vote by Barbara Keivil Parker

Abigail Adams

Abigail Adams: Girl of the Colonial Days (DRA 40)

Abigail Adams (DRA 30-34) by Alexandra Wallner

Suggested Activities:

- ❖ Throughout Weeks 5 and 6, teacher provides mini lessons on identifying important information in biographical texts, primary secondary sources, holding information by notetaking, and finding quotes that are interesting or memorable.
- ❖ During Week 5 and 6, students may meet occasionally in small groups with other students who have read about the same Revolutionaries to discuss contributions and other interesting facts students have learned.
- ❖ Using several biographical texts, model how students can read and write important phrases as notes for informational text including quotations, dates, and events. ReadWriteThink website has a fragment frenzy activity to introduce this skill. Students will then practice this skill as they read biographical texts related to various revolutionaries. Model discussions on discussions related to contributions and lessons that can be learned from revolutionaries. Create a chart to model how to organize notes (4 blocks- important events and dates (block 1), quotes (block 2), contributions (block 3), lessons learned (block 4))
- ❖ Using several biographical texts, (examples for each structure are below), model how to read informational texts that use various structures: cause and effect, problem /solution, chronology, comparisons. Use ReadWriteThink Venn Diagram, Word Clusters, and Timeline to model organization of important information.

- ❖ Class will chart each nonfiction text structure of the texts they read. Students will also chart point of view on class chart.
- ❖ Students read a variety of biographical texts on war revolutionaries and discuss in groups the importance of each figure. Students keep journal entries that include the following information from each book:
 - Person or event
 - Where the book takes place
 - When the book takes place
 - What is significant about this person/event?
 - Point of view
 - Other important information on person/event
 - Text structure
- ❖ Students will also write reflections to take to group discussions on what lessons they have learned from the revolutionaries they read about. Journal entries and group discussions can be used as assessments.
- ❖ Students continue to add new words to their Revolution dictionary. Students discuss words that they added in small groups. Students look for word patterns and meanings using a variety of strategies.

*Week 7 and 8: Reading and understanding historical fiction from Revolutionary time period

Literary texts for Literature Circles (historical fiction) (1-2 per student depending on length)

Sam the Minuteman (DRA 18-20) by Ann McGovern
Sybil Ludington's Midnight Ride (DRA 28) by Marsha Amstel
Revolutionary War on Wednesday (DRA 24) Mary Pope Osbourne
Buttons for General Washington (DRA 38)
Phoebe the Spy (DRA 40) by Judith Barry Griffin
War Comes to Willy Freeman (DRA 44) James and Christopher Collier
Back to Paul Revere (GL 4.8)
George Washington's Socks (DRA 50)

Suggested Activities:

- ❖ Read aloud and discuss first and third person narrative using *Sleds on Boston Common*
 Teacher charts factual information and fictional information
- ❖ As students read historical fiction, students keep track of characters, setting, type of narration, what students learned from characters, clues that this is historical fiction. Students also write a summary and have group discussions where they bring questions, predictions, and interesting vocabulary.

- ❖ Students make charts of factual information used in the books as well as fictional aspects of story.
- ❖ Students meet in book clubs to discuss their literature

Assessment of essential question:

- ❖ As a culmination activity, students choose one revolutionary from the Unit of study. Students create a timeline of that historical figure's life. Students also write an opinion essay explaining why this revolutionary is exemplary for teaching important life lessons. Students will use information and quotes from the text to support their opinions. Use ReadWriteThink timeline and biocube to organize information. Students may meet in groups with students to present their opinions and to discuss.

Focus Standards:

- RL. 4.6: Compare/Contrast point of view
- RI. 4.5: Describe text structure of events, ideas, concepts in text
- RI. 4.6: Compare/Contrast firsthand and secondhand accounts
- W.4.1: Write opinion pieces using reasons/information from text
- SL. 4.3: Identify reasons and evidence a speaker gives to make points
- L.4.4: Determine meaning of unknown words using strategies

Unit 5
Stories of the Earth and Sky

General Outline
Week 1 and 2-Earth (Native American myths and legends and the Earth)
Week 3 and 4- Space (Native American myths and legends and space)

Week 1 and 2 – Earth (Native American myths and legends and the Earth)

Literature:

- ❖ Eyewitness Books: North American Indians by [David Hamilton Murdoch](#) (Above/On – nonfiction)
- ❖ Earth by Elaine Landau (On – nonfiction)
- ❖ The Mound Builders of Ancient North America by E. Barrie Kavasch (Above – nonfiction)
- ❖ Moonstick: The Seasons of the Sioux by Eve Bunting (Below – fiction)
- ❖ And Still the Turtle Watched by Sheila MacGill-Callahan (On-fiction)
- ❖ The Earth Under Sky Bear's Feet by Joseph Bruchac (On/Above –fiction)

Leveled Readers

- ❖ Famous Rocks (Below – nonfiction)
- ❖ Exploring National Parks (Below – nonfiction)
- ❖ Adventure Vacations (On – nonfiction)
- ❖ Landslides (Above – nonfiction)
- ❖ Erosion (Below – nonfiction)
- ❖ The Mound Builders (On – nonfiction)

Social Studies Regions book

- ❖ Chapter 8 Lesson 2
- ❖ Chapter 10 Lesson 1

Science book

- ❖ Chapter 10

Poetry

- ❖ “Indian Names” – Lydia Howard Huntley Sigourney

Area Connections

- ❖ Use information and materials from Cahokia Mounds

Videos

- ❖ (Cahokia Mounds video)

Classroom packages

- ❖ Skytellers package \$52
http://www.lpi.usra.edu/education/skytellers/solar_system/audio_video.shtml

Suggested Activities

- ❖ Watch Cahokia Mounds Video and the students can journal inferences that they can make about the Native Americans based on the video.
- ❖ Using literary organizers – chart the categories listed below of the Native Americans and other stories read about the earth and sky. Use the information to talk about what we learned from the literature.

Title and Author

Which culture is the story from?

What role does the earth or sky play in this story? (e.g. personified character, setting, ect.)

What is important about the character's interaction with the earth or sky?

Summary

Theme of the story

What is unique about this story's portrayal of the earth and/or sky?

- ❖ Compare and contrast how the earth and sky are treated in Native American stories and other texts. Look back in the stories and poems we've read for specific lines or paragraphs in order to find specific details.

Week 3 and 4 Space (Native American myths and legends and space)

Literature

- ❖ The Moon by Seymour Simon (Above/On – nonfiction)
- ❖ They Dance in the Sky: Native American Star Myths by Ray A. Williamson (Above – nonfiction/fiction)
- ❖ The Sun by Seymour Simon (Above/On – nonfiction)
- ❖ Find the Constellations by H. A. Rey (Above – nonfiction)
- ❖ Our Solar System by Seymour Simon (Above/On – nonfiction)
- ❖ Ms. B Space Explorers by Eva Moore (On/ Below – fiction/nonfiction)
- ❖ Magic Tree House Midnight on the Moon by Mary Pope Osbourne (Below – fiction/nonfiction)
- ❖ How the Stars Fell into the Sky by Jerrie Oughton (Above – fiction)

Leveled Readers

- ❖ Space Animals (On – nonfiction)
- ❖ Galileo Galilei- (Below – nonfiction)

Science book

- ❖ Chapter 12

Poetry

- ❖ A Pizza the Size of the Sun – Jack Prelutsky

Videos

- ❖ Magic School Bus Lost in Space

Websites

- ❖ <http://sse.jpl.nasa.gov/index.cfm>

Suggested Activities

- ❖ As a class, keep a chart of information about constellations using the categories below. With a partner, research a constellation on the internet. Make sure to look for information in charts, graphs, or interactive elements. In your journal, write what you learn, as well as where you found the information, in case you need to go back to find a reference. Present your findings to the class. As a class, complete the chart of all the constellations.

Where does the name come from?

What is the definition of a constellation?

What does it look like? (Draw a picture)

- ❖ As a class, summarize what was learned in this unit as it relates to the essential question (“How are the earth and sky portrayed in fiction and nonfiction?”) Following the class discussion, write a response in a journal. Working in partners, edit and strengthen writing and share with a teacher.

Focus Standards

- RL.4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- S.L.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support the main ideas or themes; speak clearly at an understandable pace.
- L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Unit 6: Literary Heroes

Overview: This is a 6-week unit that focuses on fictional and nonfiction heroes in literacy. Students will read biographies and fictional texts to define a hero and formulate ideas about famous characters. Students will create writing samples and presentations to demonstrate understanding of this unit.

General Outline

- Week 1: Medieval Times/King Arthur's Court
- Week 2: King Arthur's Court (cont.)/Medieval Tales
- Week 3: Other fictional Heroes
- Week 4: Heroes from the Past
- Week 5: Independent Study of Heroes-Project
- Week 6: Student Presentations of Hero Projects and Peer reflection/Heroes Around Us

Week 2: King Arthur's Court/Medieval Tales

Literature:

- ❖ *Illuminations* by Jonathan Hunt – nonfiction read aloud
- ❖ *If You Lived in the Days of the Knights-* by Ann McGovern nonfiction-read aloud
- ❖ *St. George and the Dragon* by Margaret Hodges & Trina Schart Hyman- fiction read aloud
- ❖ *Merlin and the Dragons*(Jane Yolan & Li Ming)-fiction read aloud
- ❖ *Why Dragons?* By Jane Yolan –poetry - fiction
- ❖ *King Arthur* by Jane B. Mason & Sarah Hines Stephens- fiction- DRA 38
- ❖ *Favorite Medieval Tales* by Mary Pope Osbourne – fiction- DRA 40
- ❖ *Christmas in Camelot* by Mary Pope Osbourne – fiction- DRA 24
- ❖ *Merlin and the Making of a King* by Margaret Hodges- fiction DRA 44

Suggested Activities:

- ❖ Students will begin the unit by writing a short essay defining what they presently feel defines a hero. Students will share their reflections in small groups, and within these groups will make a list of fictional and nonfictional heroes.
- ❖ Teacher introduces knights and life in medieval times through nonfiction read alouds. As a class students create a diagram that compares/contrasts life in medieval times.
- ❖ Teacher introduces medieval heroes such as King George through various read-alouds. As teacher reads each text, students make notes about what a hero is. Students share through small group discussion. Responses after each story are also listed on a class chart.
- ❖ As a class, students read the poem *Why Dragons?* and compare/contrast the poem to Yolan's book, *Merlin and the Dragon's*. As a class, discuss elements of poetry. Students can draw a picture of what they visualize as they read the poem.
- ❖ Students begin reading fiction stories based on King Arthur during week 1. Students will discuss various aspects of their stories in small groups, including elements of the books related the myths of King Arthur. Students will keep journals while reading to share with group in discussion.
- ❖ Students will write reflections on how their views of a hero may have changed after reading about King Arthur's court.

Week 2: King Arthur's Court/Other Medieval Tales

Literature:

(note that the first four books are continuations from week 1)

- ❖ *King Arthur* by Jane B. Mason & Sarah Hines Stephens- fiction- DRA 38
- ❖ *Favorite Medieval Tales* by Mary Pope Osbourne – fiction- DRA 40
- ❖ *Christmas in Camelot* by Mary Pope Osbourne – fiction- DRA 24
- ❖ *Merlin and the Making of a King* by Margaret Hodges- fiction DRA 44

- ❖ *Robin Hood and Little John* –poetry fiction
- ❖ *Robin Hood and Maid Marian* – poetry fiction
- ❖ *Robin Hood: Tale of the Great Outlaw Hero*- fiction DRA 28
- ❖ *The Legend of Hong kil Dong: The Robin Hood of Korea*

Media:

- ❖ The Adventures of Robin Hood (movie)

Suggested Activities:

- ❖ Students will continue to read fictional stories related to King Arthur. Students will reflect on how their knowledge of King Arthur's myths helped in understanding the text. Students will also discuss elements of the story in small group.
- ❖ Students will read Robin Hood and The Legend of Hong Kil Dong and compare and contrast the two stories using venn diagrams.
- ❖ Teachers may choose to read several poems about Robin Hood to discuss language and style of poetry.
- ❖ Class adds to the class heroes chart after reading about Robin Hood
- ❖ Students reflect on how their definitions on heroes have changed this week. Students share reflections in small groups.
- ❖ Students will write an opinion piece stating which of the two major heroes- King Arthur or Robin Hood- seems more heroic, and why.
- ❖ Teacher may show portions of Robin Hood movie at the end of the week.

Week 3: Other Fictional Heroes

Literature:

- ❖ *The Whipping Boy* by Sid Fleishman – fiction DRA 40
- ❖ *Ella Enchanted* by Gail Carson Levine – fiction DRA 50
- ❖ *The Library Card* by Jerry Spinelli – fiction DRA 40
- ❖ *Door in the Wall* by Marguerite De Angeli – fiction DRA 50
- ❖ *The Knight at Dawn* by Mary Pope Osbourne- fiction DRA 24
- ❖ *Adventures of Greek Heroes* – read aloud
- ❖ *The Children's Book of Heroes*- read aloud

Suggested Activities:

- ❖ Students will independently read other books with heroic characters. In small groups, students will discuss story elements, including opinions about characters and reasons why they fit the qualities of literary heroes.

- ❖ Each day, teacher will share with class a poem or story from the Children’s Book of Heroes. Students will reflect in a journal about what the heroes brave actions were. Class will continue to add to the class chart.
- ❖ At the end of the week, students will write a reflection on fictional heroes.
- ❖ If time allows, teacher can also include Greek heroes into class time in small group or whole class.

Week 4: Heroes from the Past

Literature:

- ❖ *Joan of Arc : The Lily Maid* by Margaret Hodges and Robert Rayevsky – nonfiction 4.8
- ❖ *Davy Crockett* by Kathy Feeney
- ❖ *Booker T. Washington* by Margo McLoone
- ❖ *Chief Joseph of the Nez Perce* by Bill McAuliffe
- ❖ *Elizabeth Cody Stanton* by Lucille Davis
- ❖ *Harriet Tubman: Freedom’s Trailblazer* by Kathleen V. Kudlinski
- ❖ *Martin Luther King: The Life of a Civil Rights Leader* by Gary Jeffrey
- ❖ *Amelia Earhardt – Basal Reader*

Suggested Activities

- ❖ To begin the week, have students create a list of historical heroes in small groups to share in whole group. Create a class chart.
- ❖ Teacher chooses a historical hero text to read aloud. As teacher reads, model how to record information concerning the following criteria:
 - Person’s name
 - When did they live?
 - Where did they live?
 - Why is he/she considered a hero/heroine?
 - Are there any fiction stories written about him/her? What are they?
 - Other memorable/interesting facts
- ❖ Students will choose biographies to read independently or with partners. As students read, they will keep a journal that follows the same criteria as teacher modeled activity above.
- ❖ At the end of the week, the whole class will add historical heroes they have learned about to the list.
- ❖ Students will write an opinion piece on which historical hero is the most important to them and why. Students will share their pieces with small groups.

Week 5: Independent Study of Historical Heroes

Literature:

- ❖ (students may use biographies from week 5 to review for independent study)
- ❖ Internet sites
- ❖ Other informational texts

Suggested Activities:

- ❖ Students will work with a partner or independently to generate some research questions about a historical hero and the events in history connected to this hero. Using the Internet, an encyclopedia, and informational texts, students will read as much as they can about the figure and event in history. Students will present your findings in a short report with visuals to the class. Students will type their report, include visuals, and publish it on the class web page(?).

Week 6: Student Presentations of Hero Projects and Peer reflection/Heroes Around Us

Media:

- ❖ <http://www.readwritethink.org/classroom-resources/lesson-plans/heroes-around-171.html>
- ❖ <http://www.kansas.com/2010/05/16/1315940/foster-parents-are-the-unsung.html>
- ❖ <http://www.neta.com/~1stbooks/dod2.htm>

Suggested Activities:

- ❖ Students will present their projects to the class. Peers will actively listen and engage in questions. Peers will provide feedback on projects through reflections.
- ❖ As a class, discuss how heroes aren't always famous. Use the media sources above to discuss everyday, or unsung, heroes.
- ❖ Students will write an opinion piece about an unsung hero in their lives. They will provide valid reasoning to support their choice.
- ❖ Students will write a final reflection on their definition of a hero. They will include examples of both fiction and nonfiction heroes that were studied in this unit to support their ideas.

- **RL.4.4:** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- **RI.4.8:** Explain how an author uses reasons and evidence to support particular points in a text.
- **W.4.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **SL.4.2:** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- **L.4.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

