



GRADE 4

ELA CCGPS UNIT PLANNER: 1st 9 Weeks

This unit is provided as a sample of available resources and tasks; it is for informational purposes only. It is your responsibility to investigate the resources listed here to determine their value and appropriateness for your district. GaDOE does not endorse or recommend the purchase or use of any particular resource.

READING FOCUS: Informational Text

THEME: The Sky's the Limit – Courage and Innovation

EXTENDED TEXT: Who is Neil Armstrong? by Roberta Edwards (810 L)

THEMATICALLY CONNECTED SHORT TEXTS (mixture of literary and informational):

1. Tales of the Shimmering Sky Retold by Susan Milord
2. The Planet Without Pronouns by Justin McCory Martin
3. How the Moon Regained Her Shape by Janet Ruth Heller
4. Pushing Up the Sky: Seven Native American Plays for Children by Joseph Bruchac

SUPPLEMENTARY MATERIAL:

Poems and Quotes

<http://www2.astro.psu.edu/users/stark/poem.html>

First People – the Legends (click on American Indian Legends and a search box will come up)

<http://www.firstpeople.us>

Tales of the Shimmering Sky Retold by Susan Milord

The Planet Without Pronouns by Justin McCory Martin

How the Moon Regained Her Shape by Janet Ruth Heller

Pushing Up the Sky: Seven Native American Plays for Children by Joseph Bruchac

Stories for Kids – Courage

<http://kidsfront.com/stories-for-kids/courage/>

“Life Doesn’t Frighten Me” by Maya Angelou

http://www.swaraj.org/shikshantar/life_mayaangelou.htm

The Moon: Earth’s Satellite

http://starchild.gsfc.nasa.gov/docs/StarChild/solar_system_level1/moon.html

The Moon – Astronomy for Kids

<http://www.astronomy.com/en/News-Observing/Astronomy%20Kids/2008/03/The%20Moon.aspx>

The Moon

<http://www.woodlands-junior.kent.sch.uk/time/moon/phases.html>

The Moon Book by Gail Gibbons

Archived biographies of current scientists and researchers

<http://imagine.gsfc.nasa.gov/docs/features/bios/intro.html>

Biographical data on Apollo astronauts

<http://history.nasa.gov/ap11ann/astrobios.htm>

<http://homepage.univie.ac.at/horst.prillinger/astronauts/>

<http://history.nasa.gov/ap11-35ann/astrobios.html>

<http://www.enchantedlearning.com/explorers/space.shtml>

Space Travel Guide – Astronaut Training

<http://library.thinkquest.org/03oct/02144/text/travel/training.htm>

Apollo Missions

http://www.lpi.usra.edu/expmoon/apollo_landings.html

<http://nssdc.gsfc.nasa.gov/planetary/lunar/apollo.html>

Spinoffs

<http://spaceracehistory.tripod.com/spin.shtml>

<http://www.nasa.gov/externalflash/Spinoffs-web/index.html>

http://www.sti.nasa.gov/tto/pdf/Spinoff_coloring_book.pdf

<http://www.sti.nasa.gov/tto/>

<http://www.sti.nasa.gov/tto/shuttle.htm>

<http://www.kidztimez.com/science-technology/journey-to-the-moon-the-apollo-story/>

The Alan Bean Gallery

<http://www.alanbeangallery.com/>

DVD Alan Bean Artist Astronaut

Painting Apollo: First Artist on Another World by Alan Bean

This resource has a unique perspective as the painter/artist has actually walked on the moon.

The Sign of the Beaver by Elizabeth George Speare. Chapter 16 excerpted

PRIMARY WRITING FOCUS: Informative/Explanatory

1. Roberta Edwards posed the question, **Who is Neil Armstrong?** Using your daily journal entries, write a book review that answers the question. Summarize the main events in his life as well as the historical and scientific information provided by the author. Explain how the author facilitated your understanding of the text. What reasons and evidence did the author use to show courage shown by Neil Armstrong during his life – personal and professionally? Why do you feel the author chose Neil Armstrong’s life to represent the lives of astronauts in her biography collection?

2. Choose an astronaut to research. Using websites and books from your class or school library. Write an informative paper that examines the personal and professional life of the astronaut. Describe his/her childhood focusing on events and interests that led him/her to a career in space travel. Develop the topic with details including quotations whenever possible. Create a PowerPoint slideshow to share with the class.

OR

Use [The Moon Book](#) by Gail Gibbons or websites to gather information. Describe the moon’s surface and its phases. Create a PowerPoint slide show to use to share with the class.

OR

Research the Apollo trips to the moon. Describe the successes and failures (if any) of each mission. How did the Apollo astronauts show courage in the missions? Create a PowerPoint timeline to use as a visual when sharing in class.

Narratives:

1. Use <http://www.firstpeople.us> to explore Native American myths/legends about the moon or about constellations. Click on American Indian Legends and a search box will come up. Enter “moon” or “constellations” to search. You may also use books with myths/legends such as [Tales of the Shimmering Sky](#) as Retold by JoAnn E. Kitchel. In a small group or partnership, write a short skit for one myth or legend. Use dialogue and description to clearly develop the events and show the responses of the characters, including ways they showed courage. If you find several versions of one myth, you may choose to reenact the different versions. Create a backdrop of the moon or constellation for class presentation of your play to the class.

2. Search poetry anthologies and websites for poems about space. Read Maya Angelou’s poem. “Life Doesn’t Frighten Me”, http://www.swaraj.org/shikshantar/life_mayaangelou.htm
Imagine you are on a trip to outer space. Write a poem modeled after Maya’s poem.

Research Connections:

1. Research technological advances that have enriched our lives as a result of the space program. You have been asked to be a part of a television broadcast, “How Space Travel has Advanced our Daily Lives”. Describe one invention detailing the need it fulfilled in the space program and how it has enriched the lives of folks on earth today. Write a script for a segment of the broadcast. Work with classmates to videotape your segments of the show.

Routine Writing Opportunities:

1. Daily journal responses to class extended text and other informational sources. There are nine informational pages in [Who is Neil Armstrong?](#) by Roberta Edwards (The First Airplane, The First Flight Across the Atlantic, Chuck Yeager, The Korean War, The U.S.S.R Ally Then Enemy, Saturn V / Command Module diagrams, The Dangers of Space Flight, The Journey to the Moon, The Return Trip). The information on these pages should be included in the daily responses.

2. Keep a list in journal of examples of courage shown in poems, stories, fables, legends and other text.

3. Vocabulary notebook – keep a list of domain specific vocabulary words. These words should be important to the understanding of the texts read. For each word, draw a picture, describe the word, and write a sentence with the word. Teachers may also want students to give examples and non-examples.

4. Record examples of similes and metaphors in journals.

ASSESSMENT #1: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL

PROMPT:

Roberta Edwards posed the question, **Who is Neil Armstrong?** Using your daily journal entries, write a book review that answers the question. Summarize the main events in his life as well as the historical and scientific information provided by the author. Explain how the author facilitated your understanding of the text. What reasons and evidence did the author use to show courage shown by Neil Armstrong during his life – personal and professionally? Why do you feel the author chose Neil Armstrong’s life to represent the lives of astronauts in her biography collection?

SKILL BUILDING TASKS (APPROXIMATELY 4 WEEKS)

Note: Tasks may take more than a single day.

Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: How can literature help us understand the events of the world in the past?

Task: Establish text context and procedures for journal writing

Standards:

ELACC4RI2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

ELACC4RI3: 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.

ELACC4RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELACC4W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC4W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ELACC4SL1: 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.

ELACC4L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACC4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use correct capitalization.

d. Spell grade-appropriate words correctly, consulting references as needed.

ELACC4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Instruction:

- Review the procedure you would like for the students to use in their daily journal writings. Have students designate pages in their class journals for daily writings such as each chapter’s main idea and supporting detail as well as the scientific information on the insert pages. A section should also be marked for Vocabulary Study - including roots and affixes, similes and metaphors, and domain-specific vocabulary.

Activate background knowledge of astronauts. Have students read “Space Travel Guide – Astronaut Training”

<http://library.thinkquest.org/03oct/02144/text/travel/training.htm>

Conduct class discussion of training for today’s astronauts. Ask if students have any knowledge of the space program before the shuttle. How could the

training be different for astronauts who took Apollo missions to the moon? Routines and procedures for class discussions should be established. Model with another adult or student how to turn and talk about the reading; demonstrate how you look each other in the eye, listen courteously and thoughtfully, and ask follow-up questions. Have students describe what they saw you doing and record their responses on a chart, "Turn and Talk". (Turn and Talk chart could include: make eye contact, listen attentively, ask follow-up questions, disagree politely, share connections).

Have students read text silently or aloud and then turn and talk to partners about it.

Continue with whole class discussion on the topic of astronaut training. Use this method of discussion frequently to facilitate guided discussion.

- Preview the book, Who Is Neil Armstrong? by Roberta Edwards. Note that it is part of a collection of biographies as listed on the back cover. Read the introduction and chapters 1 – 2. (Reading may be completed independently, in partnerships or small groups.) Discuss Neil's childhood and love of planes. Thinking aloud, assist students in determining the chapter details that are important along with the main idea. Have students write the main ideas and details in their journals. Remind students to paraphrase rather than using the author's exact sentences.
- The First Airplane – Have students read the events of the Wright brother's flight in the historical context of what happened and why based on the information in chapter 1 of the text in small groups or partnerships. Students should engage in whole class or small group discussion. After determining the most important details, have students make a bulleted list in their journals, preferably on the same page as the paragraph for chapters 1 – 2.
- Students share their journals with partnerships or groups.

Differentiation Option(s):

- Have students who may have difficulty with text read in partnerships or listen to a recording of the text. Work with a small group of students who have difficulty writing a paragraph with the main idea and details of the chapters. Have them use a graphic organizer to list the details in their own words, then work together to determine the main idea.
- Provide ample time for students to read self-selected text - picture books or chapter books, fiction or non-fiction – within their reading range.

ESSENTIAL QUESTION: How is the main idea used to help the reader summarize?

Task: Group and independent reading / note-taking

Standards:

ELACC4RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

ELACC4SL6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

ELACC4L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACC4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

ELACC4L4: Determine or clarify the meaning of unknown phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

Instruction:

- Read selections from several picture books or chapter books that show formal English and several where characters use slang or informal English. Have students brainstorm other books with formal English or informal English. Create a class chart defining each type of speech and when it should be used. Possible examples for formal English could include the Presidential Inauguration, a wedding, a graduation ceremony, a courtroom, a military ceremony, and a funeral. Possible example for informal English could include playground conversation, a lunchroom, text messages, football practice, telephone conversation, sitting on the school bus, and watching television with a friend. Have students work with partners to fold a paper in half. They should illustrate the use of formal English on one half and informal English on the other, writing dialogue to show what could be said in each example. Have

students share the pictures with the class. Post the pictures for future reference.

Formal English	Informal English
High standards of correctness, very polite Official, literary, academic Sentences are longer	Used in everyday conversation – everyday phrases. More relaxed Sentences are more simpler and shorter Slang
Used when: Talking to people we don't know Debates and speeches Letters to people we don't know Essays and reports	Used when: Talking to family or friends Notes and messages; email Letters to family and friends

- Create a chart with common meanings of affixes (ex: before, not, one who). Read sentences aloud or display sentences with words that have affixes with these meanings (preheat, uncover, painter). Have students identify the word in the sentence with an affix with the meaning and write it on the chart. Have small groups brainstorm other words with the common affixes and write sentences with them. Students may add to chart as they discover more words during their reading. Students may create individual charts in the vocabulary section of their journals/notebooks.
- Read chapter 3 – “The Wider World” in partnerships or small groups. Engage students in a class discussion of today’s reading. Turn and Talk to identify the main ideas and details, then have students write a paragraph in their journals. Assign small groups one of the insert pages (Chuck Yeager or The Korean War) to read and report on. Allow time for students to share their writings.
- Review parts of speech. Choose simple sentences from classroom text to display (on a chart, chalkboard, or interactive board). Have students identify nouns, verbs, adjectives, and adverbs in the sentences.

Differentiation Option(s):

- Work with individuals or small groups to find words with affixes in their reading.
- Provide a graphic organizer for students to use for main idea and details, as needed.

ESSENTIAL QUESTION: How do good readers use literature to explore topics?

Task: Group and independent reading – overall structure of events, explaining historical events

Standards:

ELACC4RI1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

ELACC4RI5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

ELACC4RF4: Read with sufficient accuracy and fluency to support comprehension.

c. Read on-level text with purpose and understanding.

ELACC4W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ELACC4L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use relative pronouns (who, whose, whom, which, that)

ELACC4SL1: 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.

Instruction:

- Provide an informational paragraph for students in which there are several mistakes in capitalization, spelling, punctuation, and grammar. This paragraph can be displayed on a chart, chalkboard, interactive board, or individual copies. Have students work in small groups or partnerships to edit and revise the paragraph. Share with class.
- Read chapter 4 – “Test Pilot” in partnerships or small groups. This chapter tells about Neil’s family life as he marries and begins to have a family and career. Students can create a timeline in their journals showing the chronology of events.
- Have children identify pronouns in sentences. Read a book about pronouns such as The Planet Without Pronouns by Justin McCory Martin. Lead the class in a discussion about relative pronouns. Have students find examples of relative pronouns in their reading and share them with the class.
- Display the sentence “Scientists were working to launch a satellite (an unmanned craft) into space, where it would orbit Earth.” Have students work in partnerships with one student reading the sentence and the other student using the context of the sentence to define the word. Point out that the information in parenthesis is added information and not a complete definition. Have class “Turn and Talk” to discuss the definition of the words and check them in a dictionary. Students should record the sentence and definitions on a page set aside in the vocabulary section of their journal/notebook.
- Read chapter 5 - “The Space Race” in partnerships or small groups. Assign a group to read the insert page “The U.S.S.R. – Ally, Then Enemy” for class presentation and discussion. Students should write a paragraph or more in journals that explains the historical significance of the space race. Discuss President Kennedy’s challenge to the Congress.

Differentiation Option(s):

- Work together with individuals to edit mistakes and revise daily writings.
- Work with individuals and small groups to record vocabulary words and definitions in their journal/notebook.

ESSENTIAL QUESTION: How do good readers use context clues and word parts to define new words?**Task: Vocabulary development****Standards:**

ELACC4RI7: 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.

ELACC4RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELACC4RF4: Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

ELACC4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

ELACC4SL3: Identify the reasons and evidence a speaker provides to support particular points.

ELACC4L4: 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.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

Instruction:

- Present the root aster, astr meaning star. Ask students to brainstorm as many words as they containing the root. Some examples are aster, asterisk, asteroid, astronomy, astronaut. Have students add these words to the vocabulary study pages. They can use a Frayer Model or other vocabulary

graphic organizer to develop their understanding of the words.

- Present several sentences with vocabulary words for children to develop an understanding from the context. “In addition, Neil was a highly skilled pilot and an **engineer** who knew all about the **mechanics** of planes and flight.” The word **engineer** can also be used to focus on the multiple meanings of the word. It is also used in the chapter with the suffix –ing, “NASA especially wanted test pilots and men with **engineering** backgrounds.” Add any words to vocabulary notebook. Suggested vocabulary words: command center, consumed, gravity, weightlessness, altitude.
- Read Chapter 6 – “Astronaut Neil Armstrong” and Chapter 7 – “First Voyage in Space” in partnerships or small groups. Students should write a paragraph in their journals focusing on the main idea and details given in the chapter. Turn and Talk to discuss the courage astronauts needed for their missions and training. Have students in partnerships or small groups study the diagrams of the Saturn V rocket and command module along with the insert page, “The Dangers of Space Flight”. Have students make a bulleted list of the dangers in their journals/notebooks.

Differentiation Option(s):

- Challenge students to identify vocabulary words. They can add the sentences to their notebooks referencing the page number on which they are found. Share new words in partnerships or small groups.

ESSENTIAL QUESTION: How can good readers interpret information presented visually?

Task: Interpret information presented visually and explain how the information contributes to an understanding of the text

Standards:

ELACC4RI7: 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.

ELACC4W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ELACC4SL1: 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.

ELACC4L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACC4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

c. Use a comma before a coordinating conjunction in a compound sentence.

NETS3 Students apply digital tools to gather, evaluate, and use information.

Instruction:

- Read Chapter 8 – “Next Stop – the Moon” and Chapter 9 “Moon Walk” in partnerships or small groups. Focus on the diagrams of The Journey to the Moon, the space suit, and The Return Trip. After class discussions, students should record the information in their journals/notebooks.
- Review simple, compound, and complex sentences.
Display two paragraphs:

The boys rode their bikes over the dusty road. They pedaled as fast as they could. Neil was in the lead. He turned on the path that led into the woods. He had to slow down. It was narrow and bumpy. He came to a clearing. He slammed on brakes. He skidded to a stop. Bud was right behind him.

The boys rode their bikes over the dusty road, pedaling as fast as they could. Neil was in the lead. As he turned on the path that led into the woods, he had to slow down. It was narrow and bumpy. When he came to a clearing, he slammed on brakes and skidded to a stop. Bud was right behind him.

Have students compare the two paragraphs for kinds of sentences. Which paragraph engages the reader more? Why do you think this?

Children can find examples of engaging paragraphs in their reading to share with class or create their own.

(Example: I love living in Savannah. I have a wonderful view of the city from my home. In addition, I can see the Talmadge Memorial Bridge under which many ships pass each day on their way to the port. I also like Savannah because I can find wonderful places to eat with delicious seafood of all kinds; however, I do not like the mosquitoes in the summer.)

Differentiation Option(s):

- Compare the space suit to the diagram of the shuttle spacesuits online. What advances have been made?
<http://www.nasa.gov/audience/forstudents/k-4/stories/history-of-spacesuits-k4.html>
<http://www.spacekids.co.uk/spacesuits/>
<http://history.nasa.gov/spacesuits.pdf>

ESSENTIAL QUESTION: How did Neil Armstrong help shape the space program in America?

Task: Literary analysis / rubric and prompt study

Standards:

ELACC4RF4: Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

ELACC4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c. Link ideas within categories of information using words and phrases. (e.g., another, for example, also, because).

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or section related to the information or explanation presented.

ELACC4W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

ELACC4W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ELACC4SL4: 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 main ideas or themes; speak clearly at an understandable pace.

ELACC4L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACC4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ELACC4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Instruction:

- Read Chapter 10 – “Returning Home” in partnerships or small groups. Refer to the Apollo 11 mission summary at <http://nssdc.gsfc.nasa.gov/planetary/lunar/apollo11info.html> for more information. Students should write a concluding paragraph in journals/notebooks giving the details of Neil Armstrong’s life after his mission to the moon.
- Review the rubric and assignment. Roberta Edwards posed the question, **Who is Neil Armstrong?** Using your daily journal entries, write a book review that answers the question. Summarize the main events in his life as well as the historical and scientific information provided by the author. Explain how the author facilitated your understanding of the text. What reasons and evidence did the author use to show courage shown by Neil Armstrong during his life – personal and professionally? Why do you feel the author chose Neil Armstrong’s life to represent the lives of astronauts in her biography collection?
- Allow students time to create a rough draft.
- Review with students the process used to edit and revise their work. Create a checklist together, or provide one you would like students to use throughout the year. Students edit and revise their rough drafts independently, then with partners.

- Students write their final drafts. Share the book reviews in small groups.

Differentiation Option(s):

- Work with individuals or small groups on editing and revising their rough draft using the checklist.
- Have students publish their book reviews by typing on a computer.

ESSENTIAL QUESTION: How can literature show us the world through the eyes of others?

Task: Establishing elements of myths and traditional literature from different cultures

Standards:

ELACC4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

ELACC4RL3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

ELACC4W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ELACC4SL1: 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.

ELACC4L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

NETS3 Students apply digital tools to gather, evaluate, and use information.

Instruction:

- Introduce the book, [How the Moon Regained Her Shape](#) by Janet Ruth Heller. Preview the illustrations with the class. Ask the class to listen for ways the moon shows courage in the story.

Read the book to the class.

Assign parts and have the class perform the readers' theatre at:

<http://www.classbrain.com/artread/uploads/howthemoonregainedhershapeteachingactivities.pdf>

After reading and performing the story, have class members discuss (Turn and Talk) the concept of native American stories being handed down through verbal communications. Although this is a modern day story, it has the feel of a folktale. Have students identify some structural elements of drama (casts of characters, dialogue). Create a class chart showing the structural elements of drama. Add to the chart throughout the lessons. Have students determine the theme of the story, giving details from the text to support the theme. How does Moon show courage in the story? After discussion, have students write about the story in their journals.

- Build vocabulary by discussing the Native American names for the various full moons throughout the year. Project a map of American Indian tribes and their resources. Have the students work in groups to guess which tribe came up with the name and where the tribe might be located. Add the names for the phases of the moon to the moon splash created earlier.

http://library.thinkquest.org/J0110072/navigation/native_american_chart.htm

www.ri.net/schools/Glocester/WGES/Rsrcpgs/NA/Images/map5.jpg

<http://ahsd25.k12.il.us/curriculum/nativeamericans/index.html>

ESSENTIAL QUESTION: How does a good reader read a play?

Task: Identifying and using structural elements of drama**Standards:**

ELACC4RL5: 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.

ELACC4W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ELACC4SL1: 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.

ELACC4L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

f. Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.*

ELACC4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

c. Use a comma before a coordinating conjunction in a compound sentence.

Instruction:

- Give each member of the class (or partnership) a copy of a play. Choose a play that will have strong interest for your class. Plays may be found in your school library. One online source is <http://www.storiestogrowby.com/script.html>. Have students identify structural elements of drama; make a chart for classroom display with their ideas (casts of characters, settings, descriptions, dialogue, stage directions). Allow students time to read the play silently. Assign roles and have class read play aloud.
- Review punctuation of compound and complex sentences. Project or handout copies of "Punctuating Compound and Complex Sentences" http://www.stlcc.edu/Student_Resources/Academic_Resources/Writing_Resources/Grammar_Handouts/punctuating_comp.pdf. Discuss the punctuation rules with the class. Have students work in partnerships to write compound and complex sentences with their vocabulary words. As students share sentences with class, have them review the punctuation.

Differentiation Option(s):

Work in small groups with students who have difficulty writing or punctuation compound and/or complex sentences.

ESSENTIAL QUESTION: How do good readers and writers compare a text to a video?**Task: Read an excerpt from a book, watch a video, compare the two****Standards:**

ELACC4RL7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

ELACC4RL3: 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).

ELACC4W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

ELACC4W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC4SL3: Identify the reasons and evidence a speaker provides to support particular points.

ELACC4L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

NETS6 Students demonstrate a sound understanding of technology concepts, systems, and operations.

Instruction:

- Read Chapter 16 of *The Sign of the Beaver* by Elizabeth George Speare. Before reading, summarize chapters 1- 15.

“In the wilderness of Maine in 1768, twelve year old Matt Hallowell is left alone to guard the cabin and garden. Matt and his father worked long, full days to build their new home. Now, his father had returned to Massachusetts to fetch his wife, daughter, and new baby. The father is to be gone six or seven weeks, but for reasons unknown to Matt, his family is delayed. While he is alone, he encounters an uninvited house guest, Ben. Ben leaves with Matt’s rifle which his father had so proudly given to Matt upon his departure. Life in the woods without a rifle meant only fish to eat, and even more so, no means of protection.

One day, upon returning to his cabin after fishing, Matt finds that a bear has ransacked his cabin and among other things, eaten all the molasses. After several days of just fish to eat, Matt finds a bee tree. While trying to get some honey, he is attacked by a swarm of bees. He is rescued by an old Indian, who helps him get well. To show his gratefulness, Matt gives him his treasured book, Robinson Crusoe. The Indian, Saknis, makes a treaty with Matt for him to teach his grandson, Attean, how to read. And so begins the adventures of Matt and Attean. At first, Attean is very cold toward Matt. Attean and Matt often go hunting and fishing. Attean teaches Matt how to hunt and fish with traps and bows. He teaches Matt how to make his weapons. One day on the way to the beaver dam, the boys encounter a bear cub and its angry mother - ready to charge. Instinctively, Matt hurls a dead rabbit he had killed earlier in the day at the bear’s nose. This gives Attean time to shoot two arrows at the bear and then charge it with a knife. In Chapter 16, Attean invites Matt to his tribe’s village for a bear feast.” Read the chapter aloud to the class.

Show the movie clip of the chapter.

Have students turn and talk to compare the differences between the text version and the visual. Have them complete a graphic organizer with their small group. Students will write in their journals comparing and contrasting the differences, telling which version they liked best. Students will share their writings with a partner.

<http://www.hulu.com/watch/263528/the-sign-of-the-beaver>

- Brainstorm with the class details they know about Matt’s character from the summary and the chapter read in class.
 - ✓ Courage - to stay alone when his father went back for his mother and sister; to climb a tree to get honey from bees; fought the bear; visits tribal village with Attean
 - ✓ Hard worker – helped father build cabin; lived alone;
 - ✓ Caring – Worries about his family being late
 - ✓ Respectful – Did not dance until Attean pulled him in line
- Have students choose a character from a book they have read. Have them complete a Character organizer in which they write character traits and then details from the book. Students will write a paragraph in their journal about the character they have chosen.

ESSENTIAL QUESTION: How do I perform a drama?

Task: Read a Native American play, determining the theme

Standards:

ELACC4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

ELACC4RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELACC4W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ELACC4SL4: 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 main ideas or themes; speak clearly at an understandable pace.

Instruction:

- At the feast Attean told the story of the morning’s adventure with the bear. In The Sign of the Beaver, Elizabeth George Speare wrote “Attean certainly made a very good story of it. His telling took a lot longer than the actual event. Plainly they all enjoyed it and in listening they were all taking a part in it. Attean was a skillful storyteller. Matt could understand now just how he must have delighted them with his acting out of Robinson Crusoe.” Have a class discussion on what makes a story enjoyable.
- Divide the class into small groups. Assign a Native American play for each group to read and perform. Plays can be found in Pushing Up the Sky by Joseph Bruchac. Have each group read the play. The group should determine the author’s message or theme of the play. Each student will write about the play in their journals, focusing on the theme of the play giving specific details in the text. The group should present the play to the class, leading discussion of the theme of the play.
- Allow time for students to write in their journals about each play presented.

ESSENTIAL QUESTION: How does a good reader compare and contrast similar themes and topics in text?

Task: Read Native American myths, compare and contrast

Standards:

ELACC4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

ELACC4SL1: 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.

ELACC4W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

ELACC4SL5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Instruction:

- Gather a variety of Native American folktales for students to read; sources should include print and electronic versions. Allow groups time to read and discuss the folktales. Provide a graphic organizer for students to use to record their readings and the themes of the folktales.

Title of folktale, myth	Summary	Theme

- Review rubric for group presentation of folktale, myth. Work with class to develop a peer review checklist.
- Each group should choose a folktale or myth to develop into a play. Review the structural elements of drama (cast of characters, settings, descriptions, dialogue, stage directions). Groups should have enough characters for each child to be in the play. They should plan and perform the play.
- Have each group perform their play for the class. Class members should complete a peer review checklist.

ASSESSMENT #2: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL

PROMPT:

Choose an astronaut to research. Using websites and books from your class or school library. Write an informative paper that examines the personal and

professional life of the astronaut. Describe his/her childhood focusing on events and interests that led him/her to a career in space travel. Develop the topic with details including quotations whenever possible. Create a PowerPoint slideshow to use when sharing with the class.

OR

Use The Moon Book by Gail Gibbons or websites to gather information. Describe the moon's surface and its phases. Create a PowerPoint slide show to use to share with the class.

OR

Research the Apollo trips to the moon. Describe the successes and failures (if any) of each mission. How did the Apollo astronauts show courage in the missions? Create a PowerPoint timeline to use as a visual when sharing in class.

SKILL BUILDING TASKS (APPROXIMATELY 4 WEEKS)

Note: tasks may take more than a single day.

Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: How can literature show us the world through the eyes of others?

Task: Establishing elements of myths and traditional literature from different cultures

Standards:

ELACC4RI3: 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.

ELACC4RI6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

ELACC4W7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

ELACC4W8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

ELACC4SL1: 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.

ELACC4L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Instruction:

- The teacher will share video segments showing firsthand and secondhand accounts of the Apollo 11 mission. Students will make notes of the segments and then write an account of the mission. The students will "Turn and Talk" to their partners and groups as they describe the differences in the firsthand and secondhand accounts. Make choices from below depending upon time in class and student interest..

Eagle Landing –

<http://www.hq.nasa.gov/alsj/a11/video11.html> - This Apollo 11 Video Library has several clips that will show the landing. A 4:31 clip had the Final Approach film by René and Jonathan Cantin is a side-by-side composite of the landing film and Lunar Orbiter Frame 5076_h3, with a number of craters matched up in the two views. There is also a 15:59 clip Apollo 11 - Landing on the Sea of Tranquility - July 20, 1969. 16mm landing film by Gary Neff. At www.gpb.org/education, you can find the video, "In the Shadow of the Moon". In the segment *Touching Down*, Buzz Aldrin explains how he and Neil Armstrong landed the lunar module.

<http://www.history.com/videos/buzz-aldrin-on-first-moon-landing#buzz-aldrin-on-first-moon-landing> - Buzz Aldrin answers a reporter's questions about how his feelings.

<http://www.neok12.com/php/watch.php?v=zX664153440f46494344067b&t=Moon> – video showing blast off, exchanges between astronauts and Houston command, landing, and first steps.

<http://www.history.com/videos/buzz-aldrin-on-first-moon-landing#difficulty-of-landing-on-the-moon> – Buzz Aldrin explains the difficulties of landing on the moon.

“One Small Step for Mankind”

<http://www.hq.nasa.gov/alsj/a11/video11.html#Landing> – RealVideo clip (3 minutes, 30 seconds) shows first hand account of Neil Armstrong stepping down the ladder onto the surface of the moon

http://www.nasa.gov/externalf/apollo11_40/ - NASA animated retelling of Apollo 11 story

<http://www.solarviews.com/eng/apo11.htm#smallstep> – Apollo 11 mission summary (narrative)

<http://www.npr.org/blogs/kruilwich/2010/12/08/131910930/neil-armstrong-talks-about-the-first-moon-walk> - letter from Neil Armstrong talking of this experience.

- Students will create a word splash with the word moon in their journals/notebooks. The students will quickly brainstorm all of the words they associate with the moon. Students will write sentences using the words in the splash. Remind students to vary their sentence structure.

Differentiation Option(s):

- Work with small groups to identify kinds of sentences. Encourage students to combine sentences and vary sentence structure.

ESSENTIAL QUESTION: How do good learners interpret information presented visually?

Task: Explain the information about the moon.

Standards:

ELACC4RI7: Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

ELACC4W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

ELACC4SL1: Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

NETS5 Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

NETS6 Students demonstrate a sound understanding of technology concepts, systems, and operations.

Instruction:

- Show the short informational video on the moon, *Moon 101*
<http://video.nationalgeographic.com/video/science/space-sci/exploration/moon-101-sci/>
Have students turn and talk about the video then write an informational paragraph in their journals.
- Teach students how to create a PowerPoint slide containing text, art, animation, audio and/or video. Walk your class through the creation of a simple PPT, creating backgrounds, inserting text boxes, and pictures. Show your class how to scan a picture they have drawn and add it to the slide show. websites that could help:
<http://www.actden.com/pp/>
http://www.powertolearn.com/articles/teaching_with_technology/how_to_make_a_slide_show_with_powerpoint.shtml

Differentiation Option(s):

- Microsoft PhotoStory3 – Students can also create photostories using digital photos or scanned pictures students have drawn. Students can record their writing in their voice on the photostory. This will add confidence for students who do not like speaking before a group. free download: <http://www.microsoft.com/download/en/details.aspx?displaylang=en&id=11132>
- If your school's internet policy does not permit students to search for photographs to add to their documents, create a library of moon photos for your students to use. Show them how to copy and paste into their PowerPoint slides or photostories.

ESSENTIAL QUESTION: How do writers integrate information from two texts on the same topic?

Task: Take notes from information presented

Standards:

ELACC4R19: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

ELACC4W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ELACC4W8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

ELACC4W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC4L4: 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.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

Instruction:

- Review your school's internet policy with your students. If necessary, design a Microsoft Word document, a website, or a wiki for you to list resources your students can use to locate information.

Model taking notes in student journals/notebooks with two columns, one for each source.

Display information on a subject of your choice (the information below is on Buzz Aldrin) from two sources. Have students read selected information, turn and talk, then take notes on the information.

www.enchantedlearning.com

www.nasa.gov

Born 1930

Second man to walk on moon

Apollo 11 lunar module pilot

Born January 20, 1930 in Montclair, New Jersey

attended West Point

began pilot training in 1951

- Share with students the paintings of Alan Bean, the only artist to have walked on the moon.

<http://www.alanbeangallery.com/>

Review the pages that tell about Alan's life and the "rooms" that show his paintings. Have students read the projected pages aloud. Have students turn and talk about Bean's life – astronaut and artist.

Allow students time to write about Alan Bean's life, comparing and contrasting his role as an astronaut and an artist. Have students refer to their word splash with moon words to use in their writing.

Students should work edit their paragraphs with checklists, then with a peer.

- Present the roots:

luc, lum, lus, lun

light

translucent, luminary, luster, luna (moon goddess)

Have students add the roots to their vocabulary pages in their journals. They should divide the page into three columns; one each for root, definition of root, and words containing the root. Have them add as many other words as they can brainstorm in small groups. Allow students to use dictionaries to check spelling.

Differentiation Option(s):

- Work with individuals or small groups on identifying important details to use in notes.

- Provide a graphic organizer for students to organize their thoughts as they compare and contrast Alan Bean's life.

ESSENTIAL QUESTION: How can a reader/writer explain ideas based on information in texts?

Task: Interpret information and explain how it contributes to your life

Standards:

ELACC4RI3: 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.

ELACC4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or section related to the information or explanation presented.

ELACC4SL5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

ELACC4L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

f. Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.*

ELACC4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ELACC4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Instruction:

- Ask students if they know what a spinoff is. Read together the second (Technology Transfer) and third (See how Technology Transfer happens) pages of the To Space and Back Coloring Book at http://www.sti.nasa.gov/tto/pdf/Spinoff_coloring_book.pdf This book can be projected on an interactive board or copied for student use.

Have students work with partners to learn more about spinoffs they use every day. Have them read the webpages and take notes on three spinoffs.

<http://spaceracehistory.tripod.com/spin.shtml>

<http://www.sti.nasa.gov/tto/>

<http://www.sti.nasa.gov/tto/shuttle.htm>

The following game has many spinoffs and will be a fun research method for students:

<http://www.nasa.gov/externalflash/Spinoffs-web/index.html>

- The class has been asked to be a part of a television broadcast, "How Space Travel has Advanced our Daily Lives". Each child will describe one invention detailing the need it fulfilled in the space program and how it has enriched the lives of folks on earth today. Write a script for a segment of the broadcast, planning, editing, and revising.
- Class presentation of "How Space Travel has Advanced our Daily Lives". Videotape to share with other classes or on a school television broadcast.

Differentiation Option(s):

- Work with individuals or small groups to search the websites for information.

After students have completed their research and have information on three spinoffs, make a class list of spinoffs, allowing each student to choose one spinoff to present.

ESSENTIAL QUESTION: How do I produce a presentation for my class?

Task: Research and production of presentations

Standards:

ELACC4R11: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

ELACC4R12: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

ELACC4R13: 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.

ELACC4R14: Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

ELACC4R15: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

ELACC4W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

ELACC4W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ELACC4W6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

ELACC4SL5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

ELACC4SL6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

ELACC4L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACC4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ELACC4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Instruction:

- Review rubric with students.
- Allow students several days to research, plan, and produce their class presentations, providing access to technology and media resources.
- Work with all students on oral presentations – Importance of accurate information, Clear voice projection, Expressive voice, Appropriate body language, Eye contact. Create a rubric or peer review worksheet with your students to use as a guide when presenting.
- Engage in student presentations.
- Provide rubrics or peer review worksheets to the students so that they may critique the performances of their peers.

Differentiation Option(s):

- Provide books from your school's media center on each topic.
- Work with small groups to be sure they know what their finished product or presentation should look like:

Informative paper –

Facts or information accurate

Well organized

Words spelled correctly

Sentences make sense

Neatly done

PowerPoint –

Content relevant and accurate

Appealing and effective visual design

Educational

Animation work smoothly (if present)

Bibliography with variety of sources

Time Line –

Content on topic

In chronological order
Important events indicated
Spelling and grammar correct
Visually appealing

ESSENTIAL QUESTION: How are feelings expressed in poetry?

Task: Read poems to discover the structural elements (verse, rhyme and rhythm)

Standards:

ELACC4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

ELACC4RL5: 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.

ELACC4SL1: 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.

Instruction:

- Display a poem such as “Indian Children” by Annette Wynne on a chart or interactive board.
<http://www.davis.k12.ut.us/staff/rcox/files/COC106C3F6F74A34827CF2D13F8BFAF2.pdf>
Students turn and talk to discuss the meaning of the poem. Ask children to notice the elements the author uses that let you know this is a poem. What is the poem saying? Who is the speaker of the poem? Does the poem remind you of anything in your life?
- Begin a chart similar to the chart created for drama elements and literary devices. Add to the chart as students make further discoveries.
- Display a poem such as “Childhood Tracks” by James Berry. The poet will read the poem for your class at <http://www.poetryarchive.org/childrensarchive/singlePoemdo?poemid=118> or you may choose another poem. This poem demonstrates to the students the use of their senses in poetry. After listening to the poem, have children turn and talk to discuss the meaning of the poem. What is the poem saying? Who is the speaker of the poem? Does the poem remind you of anything in your life?
Add any discoveries about poetry to the chart. (One poem above rhymes, while the other does not.)
- Have students create a page in the vocabulary section of their journals “Poetry in Words Around Us” they discover as they read poetry. These words may later be used in their own poems.
- Allow time for students individually, in partnerships, or in groups to read poems. Have each child choose a poem to share with their group or class. Why did you pick this poem? What does the poem say to you? What did you notice about the way the poet wrote the poem – repetition, rhyme, stanzas, strong adjectives, descriptive words? Does the poem remind you of anything in your life?

Differentiation Option(s):

- Choose other poems to read with your class that will help them notice the structural elements of poetry.
- Have a collection of poetry anthologies in the classroom for students to browse. Choose from many different interests and subjects.

ESSENTIAL QUESTION: How does figurative language help readers understand what authors are saying?

Task: Explain the meaning of simple similes and metaphors in context

Standards:

ELACC4RL4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.

ELACC4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

ELACC4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

Instruction:

- Discuss with the class the importance of using figurative language to create moods or images in their poetry. Make a chart giving the definition of a simile (a figure of speech in which two unlike things are explicitly compared, as in “she is like a rose” – most similes use *like* or *as*). Display examples of similes from books or poems read in class or read Crazy Like a Fox: A Simile Story by Loreen Leedy.

Display the poem “Predictable” by Bruce Lansky. <http://www.poetryteachers.com/poetclass/lessons/teachsimiles.html>

Have students identify the similes in the poem.

Have students write similes using family members or colors.

Examples: My house is like a box. My father is a big bear. My mother looks like a dancer walking over the grass.

Red smells like a rose. Red feels as hot as the sun. Red tastes as spicy as Mom’s chili.

- Continue the lesson with metaphors. Display chart with definition of metaphor (The comparison of one thing to another without the use of *like* or *as*: “The road was a ribbon of moonlight.”)
- Suggested books: Owl Moon by Jane Yolen, Tar Beach by Faith Ringgold, Dakota Dugout by Ann Turner.
- Allow time for students to read poems to find examples of similes and metaphors, then share their poems in class.

ESSENTIAL QUESTION: How do writers recall relevant experiences?

Task: Use concrete words and phrases and sensory details to convey experiences

Standards:

ELACC4RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELACC4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

ELACC4W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

ELACC4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context

Instruction:

- Georgia Heard writes that “Observation is an essential tool of poets and scientists”. Have your students bring in an object from nature that makes them wonder or amazes them. Have a basket of objects in the classroom for those who forget (shells, twigs, rocks, etc). Other students may choose to use their mind’s eye and visualize an object. In their journals, have the students draw the object, noting the smallest details. Ask them to write the details. Have the students write similes and metaphors for the details when able. Make a chart showing the observation words, then transform them into poetry words.

Observation (Flower)	Poetry
Ruffled	Ruffles on a dress
Pink	Pink like ice cream
Holding on to branch	Grasping between leaves

Have students create a poem with their descriptions. Allow students time to share their poems when finished.

- Encourage students to read poems. Allow time to share verses with similes and metaphors.

Differentiation Option(s):

- For students who don't feel they can draw, tell them this is just a sketch to help them look at the details of the object.
- Students may wish to keep their partial poem in their journals and continue to work on them throughout the year.

ESSENTIAL QUESTION: How does a reader know the point of view of text?

Task: Identify the difference in first- and third-person narrations

Standards:

ELACC4RL6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

ELACC4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

ELACC4SL1: 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.

Instruction:

- Display a poem written in first-person narrative (the narrator is a character in the story - I, we).
Display a poem written in third-person narrative (the narrator is another character - he, she, they).
Have the students read the poems and discuss who the narrator is.
- Have students read poetry with partners and choose a poem to share in first- and another in third-person narrative. They may choose to read a verse and not the entire poem.
- Give partners time to write a paragraph or stanza of a poem in first person then the same text in third person.

Differentiation Option(s):

- Have students identify the narrative point of view of some common picture books.

ESSENTIAL QUESTION: How do writers know how the order that is best for adjectives?

Task: Ordering adjectives when writing poetry

Standards:

ELACC4W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

ELACC4W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ELACC4SL1: 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.

ELACC4L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

ELACC4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ELACC4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Instruction:

- Read the book Hairy Scary Ordinary What is an Adjective? By Brian Cleary. Put the students into small groups. Have each group come up with three adjectives that rhyme following the pattern of hairy, scary, ordinary. Walk around to be sure students are using only adjectives (mean, green, clean)
- Talk about the magic adjectives can add to reading and writing by creating descriptive pictures in the reader's mind. Place an object in a small bag. Give one bag to each group. Have them write adjectives on the outside of the bag to describe the object. Have a student read the adjectives on the bag while the other students guess what is in the bag. Have the group write a sentence about the object putting the adjectives in the best order.
- Have students complete a word splash listing dual adjectives for things in space – bright shiny sun, cold dark planet. Challenge them to find three adjectives to describe things in space – swift, shiny, silver rocket. Have students write sentences adjectives and nouns from the splash. Students should share their sentences with a partner. The partner will listen for the order of the adjectives. The two students will work together to edit and revise the writing as needed.

ESSENTIAL QUESTION: How do we identify character traits in poetry?

Task: Finding examples of courage in poetry

Standards:

ELACC4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

ELACC4W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Instruction:

- Discuss courage with your class. Present the following quote and poems or choose others you prefer. Have students turn and talk to discuss the meaning of courage. During this unit we have seen the courage of the astronauts as well as the courage of Matt and Attean, how is courage shown in these poems?

“Courage is doing what you are afraid to do. There can be no courage unless you are scared.” Edward Vernon Rickenbacker.

“A Lesson From History” by Joseph Morris

<http://www.apples4theteacher.com/holidays/graduation/poems-rhymes/a-lesson-from-history.html>

“The Things That Haven’t Been Done Before” by Edgar Guest

http://sofinesjoyfulmoments.com/quotes/Haven't_Been_Done.htm

- Students will write in their journals on courage. Have them complete a chart showing adjectives that describe courage or people showing courage and ways they or their friends have used courage in their lives.

ESSENTIAL QUESTION: How do we write poetry that contains written descriptions, precise language, and vivid details?

Task: Writing a poem about courage and space

Standards:

ELACC4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

ELACC4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- f. Provide a conclusion that follows from the narrated experiences or events.

ELACC4W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
ELACC4W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ELACC4SL5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
ELACC4SL6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
ELACC4L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ELACC4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ELACC4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ELACC4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

Instruction:

- Read Maya Angelou's poem. "Life Doesn't Frighten Me", http://www.swaraj.org/shikshantar/life_mayaangelou.htm
- Review the rubric for the writing task.
Imagine you are on a trip to outer space. Write a poem modeled after Maya's poem.
- Allow students time in class to work on their poems. They should write a rough draft, edit, revise, and publish their poem on the computer using a word processing program. They may choose to illustrate the poem.
- Students should plan their class presentation of their poems.



**COMMON CORE GEORGIA PERFORMANCE STANDARDS
TEXT COMPLEXITY RUBRIC**

TEXT: Who is Neil Armstrong? by Roberta Edwards				GENRE: Biography		GRADE: 4	
COMPLEXITY MEASURE		LOW (1-3 POINTS)	MODERATE (4-6 PTS)	HIGH (7-10 POINTS)			
Qualitative aspects of text complexity best measured by an attentive human reader, such as levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands.							
Levels of meaning. K-5: Symbolism, abstract thought,/technical, academic content 6-12: Satire, allegory, pun, symbolism, or complex motif/technical, academic content				9 Technical content			
Structure. K-5: Chapters, multiple plot lines, glossaries, headings, or footnotes. 6-12: Legal documents, technical manuals, non-traditional uses of time or language K-12: Text length				10 Chapters Technical pages			
Language conventionality. K-5: colloquialisms, figurative/ idiomatic language, dialects, technical and academic vocabulary 6-12: Historical language such as Elizabethan or Old English constructions; technical and academic vocabulary				9 Technical and academic vocabulary			
Background knowledge. Content with which students might reasonably be expected to be acquainted or that will be comprehensible when introduced				7 Apollo missions			
Quantitative aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult for a human reader to evaluate efficiently, as measured by Lexile.							
K-1	n/a			8 Lexile 810			
2-3	450L - 790L						
4-5	770L - 980L						
6-8	955L - 1155L						
9-10	1080L - 1305L						
11-12	1215L - 1355L						
Reader and Task Considerations focus on the inherent complexity of text, reader motivation, knowledge, and experience and the purpose and complexity of the task at hand. Best made by teachers employing their professional judgment.							
Does this text challenge readers? Readers comprehend about 75% of the text, working to make meaning of the remaining 25%				8 Parts are difficult			
Does this text match the interests of the students? (When appropriate)				10 High interest			
Is this text ideal for the task? For example a scientific journal for a research project versus Shakespeare for a dramatic presentation				10 Ideal			
Mismatches for which qualitative and quantitative measures cannot easily account. For example low Lexile books with adult content				10 none			
Miscellaneous considerations. You may award up to 10 points for specific merits of a text not covered in the rubric domains.							
Specific Merits				10			
Please write a brief explanation of the specific merits of this text in the box beneath the points awarded		Many of the students will consider the Apollo missions very much in the past. The space shuttle will be history for many of them. The scientific advances of the Apollo missions could easy influence the space travel of our country in the future.					
TOTAL SCORE 91 / 100							
80 - 100 POINTS: EXTREMELY APPROPRIATE TEXT CHOICE 50-79 POINTS: ACCEPTABLE TEXT CHOICE 25-49 POINTS: RECONSIDER OR CHANGE GRADE/PURPOSE OF THIS TEXT CHOICE 0 - 24 POINTS: ELIMINATE OR CHANGE GRADE/PURPOSE OF THIS TEXT CHOICE							
EVALUATOR COMMENTS:							

