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Unit 1: Home Is Where the Heart Is

Fourth Grade: English Language Arts

This will be the first English Language Arts unit in fourth grade. The beginning of this unit will review the rituals and routines of the workshop model of learning. Throughout this unit, students will focus on using literature texts. Teachers will use the mentor text, *The Night of the Spadefoot Toads* by Bill Harley. Students will continue to learn about characters and how to understand them more in depth. The fourth grade students will also learn how to interpret the theme of a text by understanding the character. At the end of this unit the author will visit the school to do a residency with the fourth grade students. Students will write a letter to the author explaining their thinking about a character and how they contributed to the theme of the text. Students will use evidence to support their thinking throughout this unit.

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Unit Plan

Stage 1 Desired Results

| | | |
|--|--|--|
| <p>ESTABLISHED GOALS G</p> <p>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.</p> <p>RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>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).</p> <p>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., <i>Herculean</i>).</p> <p>RL.4.MA.8.A: Locate and analyze examples of similes and metaphors in stories, poems, folktales, and plays, and explain how these literary devices enrich the text.</p> <p>W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>W.4.4: 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.)</p> <p>W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | <i>Transfer</i> | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <p>-Value evidence and cite textual evidence when offering an opinion.</p> <p>-Demonstrate independence by building on others’ ideas and express their ideas/opinions in a coherent manner.</p> | |
| | <i>Meaning</i> | |
| | <p>UNDERSTANDINGS U</p> <p><i>Students will understand that...</i></p> <p>-The theme of a text is a general understanding that can be applied to life.</p> <p>-The theme (or themes) of a story unfolds for each reader through the actions of the characters and how they respond to problems that they encounter.</p> <p>-Effective writing helps to engage the reader</p> | <p>ESSENTIAL QUESTIONS Q</p> <p>-How do characters actions and thoughts help us know the theme?</p> <p>-How does the language in a story help us to see what the author is telling us?</p> <p>-What makes a place your home?</p> |
| | <i>Acquisition</i> | |
| <p><i>Students will know...</i></p> <p>-How similes, metaphors, rich language and a variety of sentence types engage readers.</p> <p>-That a novels’ theme (or themes) is its overall meaning, usually a perception of human experience that an author expresses in the entirety of the work</p> | <p>Students will be skilled at... S</p> <p>-Inferring theme by analyzing the connections among characters choices, changes in the characters feelings’ and thoughts, and events in a story.</p> <p>-Visualizing descriptive text and analyzing complex sentences.</p> | |

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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.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- 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.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

-That characters are often complex and readers learn from them.

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| Stage 2 - Evidence | |
|---------------------|---|
| Evaluative Criteria | Assessment Evidence |
| | <p>CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS) PT</p> <p>-The author is planning a visit to your school. Prior to the visit, he/she has requested that the fourth graders share with him/her their thoughts on the book and respond to the following in letter format:</p> <p>Choose one character from the book to write about what you thought was interesting, you admired, or one you did not like. Tell the author why you feel that way, stating evidence from the book in your opinion, what is the most important message of the book and what evidence did the author provide to support your thinking?</p> |
| | <p>OTHER EVIDENCE: OE</p> <p>-Anecdotal Notes -Readers' Response Journals -Developmental Reading Assessment 2 (DRA2)</p> |

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Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

See the following pages for Readers’ and Writers’ Workshop Trajectories. Use these pages to guide your lessons for instruction.

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Unit 1: Readers' Workshop Trajectory > Understanding Characters and Theme > Page 1

| | | | | |
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| <p>Lesson 1: Establish rituals and routines for Readers' Workshop.</p> <ul style="list-style-type: none"> -Partners -Readers' Notebook | <p>Lesson 2: Review Classroom Library and just right books.</p> <ul style="list-style-type: none"> -Fill book boxes for independent reading | <p>Lesson 3: Planting the seed of theme.</p> <ul style="list-style-type: none"> -Picture book (ex. Bill Harley picture book) -Construct Anchor Chart <p><i>RL4.2</i></p> | <p>Lesson 4: Meeting characters in our reading is like meeting a new friend.</p> <ul style="list-style-type: none"> -Readers look for clues from the text to understand the character better (what the character says and does). Teacher introduces <i>Night of the Spadefoot Toads</i> to model how readers are on the lookout for clues, noticing and tracking character behaviors. Create anchor chart. -Students read their own stories from their book bins. They will track their thinking about the character. Partners will share their thoughts about their characters at the end of the workshop. <p><i>RL4.1, RL4.3</i></p> | <p>Lesson 5 (Day 1): Readers make inferences based on text evidence.</p> <p>Readers learn about characters by noticing :</p> <ul style="list-style-type: none"> -What they do -What they say -How they feel -What they think -How others react to them <p><i>RL4.1, RL4.3</i></p> |
| <p>Lesson 5 (Day 2): Readers make inferences based on text evidence.</p> <p>Readers learn about characters by noticing :</p> <ul style="list-style-type: none"> -What they do -What they say -How they feel -What they think -How others react to them <p><i>RL4.1, RL4.3</i></p> | <p>Lesson 6: Readers look for clues from the author that helps them understand the story.</p> <p>Teacher models using the text <i>The Night of the Spadefoot Toads</i> what is appropriate to write on sticky notes.</p> <p><i>RL4.1, RL4.3</i></p> | <p>Lesson 7: Readers reread their sticky notes and select the important ones for sharing.</p> <p>Reread notes and put a star on one or two that would be worthy of talking about and would inspire a back-and-forth exchange.</p> <ul style="list-style-type: none"> - Students read from self-selected texts, tracking thinking. Prior to partner share time, ask readers to read through sticky notes and star one or two worthy of sharing, if they have not already done so. <p><i>SL4.1a</i></p> | <p>Lesson 8: Readers Share their thinking in different ways.</p> <p>Create an anchor chart of ways partners can talk about books (sharing character descriptions with evidence from the text, sharing big ideas from the text, discussing one part of a familiar text connected to an independent text, etc.) Model and have student try one way that may be new to them.</p> <p><i>SL4.1, SL4.4,</i></p> | <p>Lesson 9: Readers write about what they're reading.</p> <ul style="list-style-type: none"> -Teacher models a lengthier written response -Students create anchor model in their journals |

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Unit 1: Readers' Workshop Trajectory > Understanding Characters and Theme > Page 2

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| <p>Lesson 10: Readers have opinions about the characters in the book and can write about it with evidence.</p> <p>-Ask students: Would you want to be friends with the main character? Support your answer with evidence.</p> | <p>Lesson 11: Readers notice how setting impacts character actions.</p> <p>Teacher models with The Night of the Spadefoot Toads.</p> <p>- Students read from their choice books. They should keep track of their thinking, particularly inferences, on sticky notes or paper. They will share thinking with partner at the end of workshop.</p> <p>-Independent use of sticky notes.</p> <p><i>RL4.1, RL4.3</i></p> | <p>Lesson 12: Readers notice how characters impact their setting.</p> <p>Teacher rereads a particular section of The Night of the Spadefoot Toads. - Teacher models tracking thinking.</p> <p>-Students read from their choice books with this teaching point in mind, keeping track of their thinking. Partners will share.</p> <p>-Independent use of sticky notes.</p> <p><i>RL4.1, RL4.3</i></p> | <p>Lesson 13: Readers notice characters complex, often having conflicted thoughts and reactions.</p> <p>-Teacher models with The Night of the Spadefoot Toads</p> <p>- Students read independent texts, jotting notes about a character. Prior to partner talk, ask students to select a talk-worthy sticky note about a character from the past two days' notes and write about their thinking.</p> <p><i>RL4.1, RL4.3</i></p> | <p>Lesson 14: Readers learn about characters by noticing how they react to challenges.</p> <p>-Teacher models</p> <p>-Students read from self-selected texts, tracking thinking about how characters react to challenges. Partners share thinking.</p> <p><i>RL4.1, RL4.3, SL4.1</i></p> |
| <p>Lesson 15: Readers talk back to the text, envision, and track their understanding of the character.</p> <p>-Teacher models</p> <p>-Students read independent texts, talking back to the text, envisioning, and tracking thinking about character, Partner talk focuses on this.</p> <p><i>RL4.1, RL4.3, SL4.1</i></p> | <p>Lesson 16: Authors have ways to help us envision the story (similes/metaphors).</p> <p>-Use a particular page from The Night of the Spadefoot Toads engage students in noticing the ways author's help readers envision.</p> <p>-Students read independent texts, with teaching point in mind, tracking thinking about what the author does to make certain scenes vivid. Share thinking with partner.</p> <p><i>RL4.3, RL4.6, RL4.MA.8a</i></p> | <p>Lesson 17: Readers prepare to talk to their partners by writing about their thoughts before discussion.</p> <p>-Use notes you have starred as important or worthy of discussing in a previous focus lesson. Model how to put the sticky notes at the top of a page in a reading response notebook, and then fill the page with more thoughts about that idea as a way of preparing for discussion. Engage students by having them try it with another starred note that the class has previously determined as talk-worthy.</p> <p>-Students read independent texts (self-selected just-right or literature circle books), tracking thinking about character. Before partner share, provide time for lesson strategy.</p> <p><i>SL4.1, W4.4</i></p> | <p>Lesson 18: Readers notice characters' motivations and how it impacts the story events.</p> <p>-Teacher models</p> <p>-Students read independent texts, with the teaching point in mind, tracking thinking. Partner talk focuses on how a character's motivation impacts the story events.</p> <p><i>RL4.3</i></p> | <p>Lesson 19: Readers notice how character motivations affect the character.</p> <p>-Engage students in thinking about how the character's actions have an impact on the character's own life and reactions.</p> <p>-Students read independent texts, with the teaching point in mind. Partner talk focuses on character motivation and how it impacts the character.</p> <p>-Writing: What motivated the character to do what he/she did? Use evidence from the text to support your thinking.</p> <p><i>RL4.3, W4.1, W4.4, W4.9</i></p> |

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Unit 1: Readers' Workshop Trajectory > Understanding Characters and Theme > Page 3

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| <p>Lesson 20: Readers learn lessons from our characters.</p> <p>-Use one character to model and another to support students in trying it out (engage). - Students read independent texts, tracking thinking about lessons learned from characters. Share with partner. <i>RL4.2, RL4.3</i></p> | <p>Lesson 21: Readers notice how setting contributes to the development of theme.</p> <p>-Model using familiar picture books and engage students with another scene or another familiar text. -Students read independent texts, jotting notes about setting as they read. Partner share. <i>RL4.2, SL4.1</i></p> | <p>Lesson 22 (Day 1): Readers determine the theme of a text by asking:</p> <p>-Why did the author write the story? -What is this story really about? -What is the message of the story? <i>RL4.1, RL4.2</i></p> | <p>Lesson 22 (Day 2): Readers determine the theme of a text by asking:</p> <p>-Why did the author write the story? -What is this story really about? -What is the message of the story? <i>RL4.1, RL4.2</i></p> | <p>Lesson 23: Review</p> |
| <p>Lesson 24: Review</p> | <p>CEPA</p> | <p>CEPA</p> | <p>CEPA</p> | <p>CEPA</p> |

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Lesson #: Title

Brief Overview of Lesson (what this lesson is about):

Prior Knowledge Required:

Estimated Time (minutes):

Resources for Lesson (list resources and materials):

By the end of this lesson students will know and be able to (write out clear and concise objectives for this lesson):

Essential Question(s) addressed in this lesson:

Standard(s)/Unit Goal(s)/Practice(s) to be addressed in this lesson (type each standard/goal exactly as written in the framework):

Instructional Tips/ Strategies/Notes for Teacher (Use this section to provide additional information or suggestions not included in the Lesson Sequence such as: teacher notes (...*be sure to watch students for evidence of misunderstanding of...* “*The focus of the Word Splash is to ...; Use the KWL chart to collect ... etc.*) or descriptions/explanations of specific instructional strategies (e.g. .discussion protocols (e.g. Think-Pair-Share or Fishbowl).

Anticipated Student Preconceptions/Misconceptions (please specify whether they are preconceptions or misconceptions)

Lesson Sequence (Provide enough information and direction about the underlying content, instructional strategies, grouping structures, guiding questions, opening and closing messages/activities, suggestions for differentiation, etc..)

Formative assessment(s):

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Preview outcomes for the next lesson:

Summative Assessment (delete this section if there is no summative assessment until the CEPA):

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Curriculum Embedded Performance Assessment (CEPA)

Grade 4

Unit 1: Home is Where the Heart Is

Writing a Letter to the Author

The author is planning a visit to your school. Prior to the visit, he/she has requested that the fourth graders share with him/her their thoughts on the book and respond to the following in letter format:

Choose one character from the book to write about what you thought was interesting, you admired, or one you did not like. Tell the author why you feel that way, stating evidence from the book in your opinion, what is the most important message of the book and what evidence did the author provide to support your thinking?

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CEPA Rubric for Teacher Grade 4 Unit 1: Home is Where the Heart Is

| Criteria | 1-Emerging | 2-Developing | 3-Meets Expectations | 4-Exceeds Expectations |
|--|---|--|--|---|
| Student clearly identifies character they are writing about | Student does not identify a specific character | Student identifies character but not clearly | Student clearly identifies character they are writing about | Student clearly identifies character with added details |
| Student clearly states why they chose the specific character | Student does not identify reason why they chose the character | Student identifies a reason why they chose the character but not clearly | Student clearly states why they chose the specific character | Student clearly states why they chose the specific character with added details |
| Student uses accurate evidence from the text to support their reasoning | Student does not state accurate evidence from the text or does not state any evidence | Student does state some accurate evidence | Student uses accurate evidence from the text to support their reasoning | Student uses accurate evidence with added details |
| Student identifies the most important message | Student does not identify a relevant message | Student does identify a message but is not that important to the text | Student identifies the most important message | Student identifies the most important message with added details |
| Student uses accurate evidence to support their thinking of the most important message | Student does not state accurate evidence to support thinking or does not state any evidence | Student does state some accurate evidence | Student uses accurate evidence to support their thinking of the most important message | Student uses accurate evidence with added details |

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