

Grade Level: 4	Unit/Theme: Theme two, lesson 6 “On the Banks of Plum Creek”
Topic/Content: ELA	Time Frame: One week

Essential Framework Standards:
<p>4.9 Identify the meaning of common prefixes. T58-59</p> <p>4.14 Recognize and use words with multiple meanings and be able to determine which meaning is intended from the context of the sentence. T27</p> <p>7.10 Read aloud grade-appropriate imaginative/literary and informational/expository text with comprehension. T55, 62</p> <p>9.3 Identify similarities and differences between the characters or events in a literary work and the actual experience in an author’s life. (For example, students read excerpts from a biography of LI Wilder and discuss how she drew upon her personal experiences when she wrote “Little House on the Prairie.”</p> <p>10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing. T38,52</p> <p>12.2 Identify and analyze the character and setting in the stories they read. T30,31,56,57,58</p> <p>19.11 Write brief summaries of information gathered thru research. T 27</p> <p>19.12 Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support. T50, 78</p> <p>23.4 Organize ideas for a brief response to reading. T50, 78</p> <p>23.5 Organize ideas for an account of personal experience in a way that makes sense.</p> <p>26.2 Compare stories in print with their filmed adaptations, describing similarities and differences in the portrayal of characters, plot and setting. T71</p>

Essential Questions: What questions point to the identified themes, skills and understandings? What questions provide a broader intellectual focus to the work?
Why do people work together? How do people resolve conflicts? How are conflicts resolved in a story? What are the features of historical fiction and expository non-fiction?

Focus Skills	Focus Strategies
Plot: Conflict and resolution T30,31,56,57,58	Comprehension : ReRead T32-33

Instructional Techniques that further content understanding, interpretation, application, and perception. What should small group instruction look like in this theme/unit? <i>Small group instruction should take place once to twice per week, at a minimum.</i>
<p>Small Group: Main selection, partner, small groups reading</p> <p>Leveled readers: T24,25</p> <p>Literacy Centers: T27</p> <p>Whole Group : Background T29,34 Spelling T64 ,65 Grammar T66,67 Vocabulary T35,36-37,63</p>

Six Traits Emphasis – Which components of Six Traits (from both the ELA program and the Six Traits kits) should be emphasized in this unit? <i>One lesson from the Six Traits student workbook should be taught every week.</i>
Six traits : Unit 2 Organization

Writing Form

Response/Opinion of Literature: T50, T78
Movie review: T71
Personal Narrative: prompts on T69

Grammar Emphasis

Compound subject and predicates: T66-67

Assessment: What evidence will show that the students understand the Essential Questions?

Describe how students will be assessed to demonstrate understanding of the key theme, skills and strategies in this unit.

Spelling test, Weekly test, Writing project scored with rubric

Relevant Tradebooks

When I was young in the Mountains (Rylant)
Hattie Big Sky (Larson)
Stories of the Westward Expansion
Togo (Blake)
Biography of Laura Ingalls Wilder
Coaching Mrs. Parker (Hill)
Wagon's West! (Gerrad)
Laura's Album: A Remembrance Scrapbook by Laura Ingalls Wilder (Anderson)

Interdisciplinary Connections

Social Studies: Immigration, Westward expansion: trace the journey of the Ingalls Family

Technology Options

Research an author T27

Gr. 3-5 revised version 8-08

Grade Level: 4	Unit/Theme: Theme 2 Lesson 7, “Justin and the Best Biscuits in the World”
Topic/Content: ELA	Time Frame: one week

Essential Framework Standards:
<p>3.5 Make informal presentations that have a recognizable organization. T150</p> <p>4.9 Identify the meaning of common prefixes.T140</p> <p>4.15 Determine meanings of words and alternate word choices using a dictionary or a thesaurus. T102</p> <p>7.10 Read aloud grade-appropriate imaginative/literary and informational/expository text with comprehension. T103,137,142</p> <p>10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing. T114,134</p> <p>12.2 Identify and analyze the character and setting in the stories they read. T106,107,138,139</p> <p>19.9 Write stories the have a beginning, middle and end and contain details of setting. T148</p> <p>19.11 Write brief summaries of information gathered thru research. T103</p> <p>23.5 Organize ideas for an account of personal experience in a way that makes sense.</p>

Essential Questions: What questions point to the identified themes, skills and understandings? What questions provide a broader intellectual focus to the work?
How do the characters in this story “get the job done?” What are the characteristics of realistic fiction, poetry?

Focus Skills	Focus Strategies
Plot: Conflict and resolution T106-107,138-139,312	Comprehension :Reread to clarity T108-109

Instructional Techniques that further content understanding, interpretation, application, and perception. What should small group instruction look like in this theme/unit? <i>Small group instruction should take place once to twice per week, at a minimum.</i>
<p>Small group: Main selection, partner and group reading</p> <p>Literacy centers: T103 , Leveled Readers T98,99</p> <p>Whole Group: Background T110, 104-105 Spelling T145, Vocabulary T111-113, 143 Grammar T146-147</p>

Six Traits Emphasis – Which components of Six Traits (from both the ELA program and the Six Traits kits) should be emphasized in this unit? <i>One lesson from the Six Traits student workbook should be taught every week.</i>
Six Traits: Organization

Writing Form
<p>Poetry about workers: T135</p> <p>Write a recipe and publish to the class: T150-151</p> <p>Personal Narrative: prompts on T149</p>

Grammar Emphasis
Simple and compound sentences: T146-147

Assessment: What evidence will show that the students understand the Essential Questions?
Describe how students will be assessed to demonstrate understanding of the key theme, skills and strategies in this unit.
Weekly test
Spelling test
Publish one piece of writing with rubric

Relevant Tradebooks
The poetry of Walt Whitman, addresses the American worker.
Black Cowboy, Wild Horse: A True Story (Lester)
Cowboy Country (Scott)
Cowboys: Roundup on an American Ranch (Anderson)

Interdisciplinary Connections
Social studies: T117,119
Math word problems: T121

Technology Options
Finding/using reference sources T103

Gr. 3-5 revised version 8-08

Grade Level: 4	Unit/Theme: Unit Two Lesson 8, “Three Little Cyberpigs”
Topic/Content: ELA	Time Frame: one week

Essential Framework Standards:
<p>4.16 Identify and apply the meaning of the terms antonym, synonym and homophone. T166</p> <p>7.10 Read aloud grade appropriate imaginative text fluently, accurately and with comprehension, using appropriate timing, change in voice and expression. T195, 202</p> <p>10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction, and drama and apply this knowledge as a strategy for reading and writing. T178</p> <p>12.2 Identify and analyze the elements of plot, character, and setting in the stories they read and write. T180-186,170,171 196-197</p> <p>16.5 Identify the adventures or exploits of a character type in traditional literature. T188-193</p> <p>17.2 Identify and analyze the elements of plot and character, as presented through dialogue in scripts that are read, viewed, written, or performed. T180-186</p> <p>18.2 Plan and perform readings of selected texts for an audience, using clear diction and voice quality appropriate to the selection, and use teacher-developed assessment criteria to prepare presentations. T180-186, 210</p> <p>19.11 Write brief summaries of information gathered thru research. T 27,51</p> <p>20.2 Students will write for different audiences and purposes- use appropriate language for different audiences T208-209</p> <p>23.5 Organize ideas for an account of personal experience in a way that makes sense.</p>

Essential Questions: What questions point to the identified themes, skills and understandings? What questions provide a broader intellectual focus to the work?
What are the features of a play; how do the characters accomplish their task?

Focus Skills	Focus Strategies
Author’s purpose and perspective: T180-186,170-171, 196-197	Summarize: T172-173 181,183,189

Instructional Techniques that further content understanding, interpretation, application, and perception. What should small group instruction look like in this theme/unit? <i>Small group instruction should take place once to twice per week, at a minimum.</i>
<p>Small Group: Main and paired selection; partner and small group reading T162,212,213</p> <p>Literacy centers: T166</p> <p>Leveled readers: T162,212,213</p> <p>Build Background: T174, Vocabulary T175-177, 203, Spelling T204-205,201</p>

Six Traits Emphasis – Which components of Six Traits (from both the ELA program and the Six Traits kits) should be emphasized in this unit? <i>One lesson from the Six Traits student workbook should be taught every week.</i>
Six traits: Organization

Writing Form
<p>Write an e-mail: T195, T208-209</p> <p>Write a fairy tale from another perspective</p> <p>Personal narrative: prompts on T209</p>

Grammar Emphasis

Prepositional phrases: T206-207

Assessment: What evidence will show that the students understand the Essential Questions?

Describe how students will be assessed to demonstrate understanding of the key theme, skills and strategies in this unit.

Spelling test, Weekly test, publish one piece of writing with a rubric

Relevant Tradebooks

Town Mouse + Country Mouse (Jan Brett)

The Three Little Javelinas (Lowell)

Kate and the Beanstalk (Osborne)

Einstein Anderson, Science Detectives: The On-line Spaceman and Other Cases (Simon)

Interdisciplinary Connections

Science: T196,193

Technology Options

Survey a Website: T167

Gr. 3-5 revised version 8-08

Grade Level: 4	Unit/Theme: Unit two, lesson 9: “Weaving a California Tradition”
Topic/Content: ELA	Time Frame: One Week

Essential Framework Standards:
<p>4.16 Identify and apply the meaning of the terms antonym, synonym and homophone. T226</p> <p>5.7 Identify correct mechanics, correct usage, and correct sentence structure. T268,269</p> <p>7.10 Read aloud grade appropriate imaginative text fluently, accurately and with comprehension, using appropriate timing, change in voice and expression. T259</p> <p>10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction, and drama and apply this knowledge as a strategy for reading and writing. T238, T256</p> <p>13.8 Identify and use knowledge of common organizational structures (chronological order) T238</p> <p>19.11 Write brief summaries of information gathered through research. T227</p> <p>23.5 Organize ideas for an account of personal experience in a way that makes sense.</p>

Essential Questions: What questions point to the identified themes, skills and understandings? What questions provide a broader intellectual focus to the work?
Why is it important to understand how people performed their work in the past? What are the distinguishing features of expository non-fiction?

Focus Skills	Focus Strategies
Author’s purpose and perspective: T 230-231, 260-61	Summarize: T232, 233, 255

Instructional Techniques that further content understanding, interpretation, application, and perception. What should small group instruction look like in this theme/unit? <i>Small group instruction should take place once to twice per week, at a minimum.</i>
<p>Small Group: Main and Paired selection T239-257</p> <p>Literacy Centers: T266</p> <p>Leveled sets: 224-225</p> <p>Whole Group: Spelling T263,266,267, Grammar T268-269 Vocabulary T235-237,265 Background T234</p>

Six Traits Emphasis – Which components of Six Traits (from both the ELA program and the Six Traits kits) should be emphasized in this unit? <i>One lesson from the Six Traits student workbook should be taught every week.</i>
Six traits: Organization

Writing Form
<p>Explanatory paragraph: T270-271</p> <p>Family tradition: T227</p> <p>Personal narrative: prompts on T271</p>

Grammar Emphasis
Clauses and Phrases: complex sentences T268,269

Assessment: What evidence will show that the students understand the Essential Questions?
Describe how students will be assessed to demonstrate understanding of the key theme, skills and strategies in this unit. Spelling test, weekly test, publish one piece of writing using a rubric

Relevant Tradebooks
Eagle’s Shadow (about the Tlinglit people) The Cherokee: Native Basket Weavers (DeAngelis) Sierra (Siebert) Celebrating Pow-Wow (Kalman)

Interdisciplinary Connections
Native Americans; What tribes live in this area, What are their traditions (T249) Science: Native Plants T243 Math Word Problems T247 Art: Impermanent Art Sand Castles, Ice Sculptures, Sidewalk Sam, Orange Gates by Christo and Jean Claude in New York City’s Central Park

Technology Options
To research Native Americans: T227

Gr. 3-5 revised version 8-08

Grade Level: 4	Unit/Theme: Unit 2 Lesson 10; “Emerald’s Eggs”
Topic/Content: ELA	Time Frame: One Week

Essential Framework Standards:
<p>4.9 Identify the meaning of common prefixes. T314</p> <p>10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction, and drama and apply this knowledge as a strategy for reading and writing T296</p> <p>12.2 Identify and analyze the elements of plot, character, and setting in the stories they read and write. T312-313</p> <p>13.7 Identify and use knowledge of common graphic features. T306-311</p> <p>17.2 Identify and analyze the elements of plot and character, as presented through dialogue in scripts that are read, viewed, written, or performed. T296-T303</p> <p>18.2 Plan and perform readings of selected texts for an audience, using clear diction and voice quality appropriate to the selection, and use teacher-developed assessment criteria to prepare presentations. T296-T303,304</p> <p>23.5 Organize ideas for an account of personal experience in a way that makes sense.</p>

Essential Questions: What questions point to the identified themes, skills and understandings? What questions provide a broader intellectual focus to the work?
What can the study of animals tell us about “getting the job done?” What is the purpose of government?

Focus Skills	Focus Strategies
Review: Conflict/Resolution Author’s Purpose and Perspective T312-313	Review: Reread and Summarize

Instructional Techniques that further content understanding, interpretation, application, and perception. What should small group instruction look like in this theme/unit? <i>Small group instruction should take place once to twice per week, at a minimum.</i>
Small Group: Reader’s Theatre, Literacy Centers: T288,289, Leveled readers: T286-278 Whole Group: Build Background T292 Spelling T318-319, Grammar T320-321 Vocabulary T293-294, 305

Six Traits Emphasis – Which components of Six Traits (from both the ELA program and the Six Traits kits) should be emphasized in this unit? <i>One lesson from the Six Traits student workbook should be taught every week.</i>
Six Traits: Organization

Writing Form
Personal Narrative Book Report

Grammar Emphasis
Review: Subjects, predicates, sentences, prepositional phrases, clauses

Assessment: What evidence will show that the students understand the Essential Questions?
Describe how students will be assessed to demonstrate understanding of the key theme, skills and strategies in this unit.
Review assignments for the theme and publish one piece
Theme test
Spelling test
Writing practice test

Relevant Tradebooks
Nim's Island (Orr)

Interdisciplinary Connections
Science: Sea Turtle's adaptations T303
Social Studies

Technology Options
Research Sea Turtles