

<b>Grade Level:</b> 4	<b>Unit/Theme:</b> Unit 1 lesson 1”Hot & Cold Summer”
<b>Topic/Content:</b>	<b>Time Frame:</b> One Week

<b>Essential Framework Standards:</b>
<p>4.16 Identify and apply the meaning of the terms antonym, synonym and homophone. T 62-63</p> <p>8.14 Students will make judgments about setting, character and events and support them with evidence from the text. T30-31</p> <p>12.2 Students will Identify and analyze the elements of plot, character, and setting in the stories that they read.T 30-31</p> <p>14.2 Identify rhyme and rhythm in poems. T56 -57</p> <p>Writing</p> <p>19.13 Write an account based on personal experience that has a clear focus and sufficient supporting detail. T 56-57</p> <p>21.2 Revise and improve the level of detail after determining what could be added or deleted. T 82-85</p> <p>22.4 Use knowledge of correct mechanics, usage and sentence structure when writing and editing T 90-91.</p>

<b>Essential Questions:</b> What questions point to the identified themes, skills and understandings? What questions provide a broader intellectual focus to the work?
What are the qualities that help people successfully face the challenges in their lives when the odds are against them?

<b>Focus Skills</b>	<b>Focus Strategies</b>
Character’s traits and motivations T30,31 T39,49	Use story structure; how does understanding the story structure contribute to understanding the text?

<b>Instructional Techniques</b> 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>
Whole group: Build Background T28,29 Vocabulary:T35,36,37,67 Spelling T68,69 Small Group: Literacy Centers T22,23 Guided Readers T22,23 Response activities

<b>Six Traits Emphasis</b> – 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: An introduction to Six Traits; Unit 1 Ideas

**Writing Form**

Choose from: Personal Narrative: What I did on my Summer Vacation or Expository Non-Fiction description of place visited during the summer

Additional projects:

Character Description T72,73                      Journal Entry

Review friendly letter

Sensory Poetry Haiku, Tanka

**Grammar Emphasis**

Declarative and interrogatory sentences T70,71

Identify and use declarative and interrogative with correct capitalization and end marks

**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 lesson test, Spelling test. Observation, Choose one previous writing assignment and publish using rubric.

**Relevant Tradebooks**

Cliff Hanger (George)

The Disappearing Island (Demas)

Chang and the Bamboo Flute (Hill)

My Side of the Mountain (George): read excerpts for personal narrative and expository non-fiction.

**Interdisciplinary Connections**

Math: word problems, pizza fractions T45,49

**Technology Options**

Use on line capabilities to read and analyze the “Summer’s Song” by John Ciardi.; and “If Once You Have Slept on an Island” by Rachel Field

*Gr. 3-5 version 6-22-07*