

Grade Level: 4	Unit/Theme: Theme 6 Lesson 26 “Dragons and Dinosaurs”
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. T26</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, T52-55</p> <p>13.12 Summarize main idea and supporting details. T30-31, T59-59</p> <p>14.2 Identify rhyme and rhythm, repetition, similes and sensory images in poems. T52-55</p> <p>19.9 Write stories that have a beginning, middle and end and contain details of setting</p> <p>19.11 Write brief summaries of information gathered thru research. T 27,51</p> <p>22.4 Use the correct mechanics, usage and sentence structure when writing and editing.</p> <p>22.5 Use the knowledge of letter sounds, word parts, word segmentation and syllabication to monitor and correct spelling.</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 stories in this theme describe exploration? How does exploration change our view of the world?

Focus Skills	Focus Strategies
Main Idea & Detail: T30-31, T58-59	Summarize: T41-43,32-33

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>
Small Group: Main and Paired selection; Small group and partner reading
Small Group: Literacy Centers: T26,27 Leveled Readers T24,25
Whole Group: Build Background: T 34 Web T30, Spelling T66, Vocabulary T35-37, T65

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: Conventions

Writing Form
Write an authentic dialogue – practice in partners, students correct each other to achieve clarity
Summarize: Choose one story from the anthology and summarize in your own words
Personal Narrative: prompts on T71
Research Report: T79-97

Grammar Emphasis
Irregular Verbs: T68-89

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 example of writing with a rubric

Relevant Tradebooks
Come on Rain (Hesse 1999) Oh the Places You'll Go! (Seuss 1990) Allosaurs (Cohen 2003) Tyrannosaurus Was a Beast (Prelutsky 1992) New Dinos: The Latest Finds! The Coolest Dinosaur Discoveries! (Tanaka 2003)

Interdisciplinary Connections
Science: Study of Fossils

Technology Options
Research and summarize careers in paleontology Read biography of Stephen Jay Gould on line and to class. Discover a Dinosaur: T27

Grade Level: 4	Unit/Theme: Theme 6 Lesson 27 “Grand Canyon: A Trail Through Time”
Topic/Content:	Time Frame: one week

Essential Framework Standards:
<p>4.10 Identify the meaning of common Greek and Latin roots to determine the meaning of unfamiliar words. T144-145</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 TT120, 132</p> <p>13.7 Identify and use knowledge of common graphic features. T138-139</p> <p>13.12 Summarize main idea and supporting details. T112,113,122,130,136,13</p> <p>19.9 Write stories that have a beginning, middle and end and contain details of setting</p> <p>19.11 Write brief summaries of information gathered through research. T109</p> <p>19.13 Write an account based on personal experience that has a clear focus and sufficient supporting detail.</p> <p>22.4 Use the correct mechanics, usage and sentence structure when writing and editing.</p> <p>22.5 Use the knowledge of letter sounds, word parts, word segmentation and syllabication to monitor and correct spelling.</p>

Essential Questions: What questions point to the identified themes, skills and understandings? What questions provide a broader intellectual focus to the work? How does exploring the world enrich our lives?

Focus Skills	Focus Strategies
Main Idea and Detail: 112,113,122,130,136,137	Summarize: T114,115,123,125

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; Main and Paired Selection: Small group and Partner reading Small Groups: Literacy Centers T108,109 Leveled Readers T106,107 Whole Group: Build Background : T116, Web T112 Spelling T144,145 Vocabulary T117-,119,143

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 : Conventions

Writing Form
Explanatory Essay: T148,149 Personal Narrative about somewhere you visited or prompts on T149

Grammar Emphasis
Contractions and possessive pronouns: 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 pieces of writing with a rubric

Relevant Tradebooks

Grand Canyon National Park (Hall, 2006)

A Desert Scrapbook: Dawn to Dusk in the Sonoran Desert (Wright-Frierson 2002)

The Last River: John Wesley Powell & the Colorado River Exploring Expedition (Waldman 2005)

Interdisciplinary Connections

Science : Rock Cycle T132-133

Composition of soil

Technology Options

Visit the Grand Canyon via the Web

Locate the Grand Canyon and other natural wonders of the United States i.e., Yosemite, Rushmore, Niagara Falls, Yellowstone, Grand Canyon, Meteor Crater, Death Valley, Big Sur, Mount Rainier, Rocky Mountains, Everglades National Park, Carlsbad Caverns, Hawaii Volcanoes National Park

Research the Grand Canyon: T109

Grade Level: 4	Unit/Theme: Theme 6, Lesson 28 “The Bunyans”
Topic/Content: ELA	Time Frame: One Week

Essential Framework Standards:
<p>4.11 Identify the meaning of common idioms and figurative phrases. T170-171, 200-201</p> <p>4.16 Identify and apply the meaning of the terms antonym, synonym and homophone. T208-209</p> <p>5.6 Identify the four basic parts of speech. (adjective, noun, verb, adverb). T210-211</p> <p>6.2 Recognize dialect in the conversational voices in American Folktales.</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. T17, 196</p> <p>19.9 Write stories that have a beginning, middle and end and contain details of setting</p> <p>19.11 Write brief summaries of information gathered thru research. T167</p> <p>22.4 Use the correct mechanics, usage and sentence structure when writing and editing.</p> <p>22.5 Use the knowledge of letter sounds, word parts, word segmentation and syllabication to monitor and correct spelling.</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 tell stories?
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Focus Skills	Focus Strategies
Figurative Language: T170-171,180,193, 200-201	Monitor Comprehension: Reread 172,173,181,185,189

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: Small group and partner reading</p> <p>Small Group: Literacy Centers: T166 Leveled Readers T164,165</p> <p>Whole Group: Build Background T174, Spelling 208 Vocabulary T175-177, 207, Web T28</p>

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Six Traits: Conventions

Writing Form
<p>Tall Tale; Write and share with the class T199</p> <p>Personal Narrative: prompts on T213</p> <p>Write an advertisement for a National Park</p>

Grammar Emphasis
Adverbs: T211

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 a rubric

Relevant Tradebooks
Tall tale collections Video of American Tall Tales; contrast with the written versions Sally Ann Thunder Ann Whirlwind Crockett (Kellog 1995) Fearless Jack (Johnson 2001) American Tall Tales (Osborne 1991)

Interdisciplinary Connections
Map of the US National Park system Well known wonders of the US (see list at lesson 27)

Technology Options
Use technology in various ways to reinforce acquisition of States and Capitals, Use games online, word searches etc. Research a National Park: T167

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Grade Level: 4	Unit/Theme: Theme 6, lesson 29 “John Muir and Stickeen: An Icy Adventure with a No-Good Dog”
Topic/Content: ELA	Time Frame: One Week

Essential Framework Standards:
<p>3.5 Make informal presentations that have a recognizable organization (sequencing, summarizing)</p> <p>4. 11 Identify the meanings of common idioms and figurative phrases. T234-35, 256, 262-263</p> <p>8.15 Locate facts that answer the reader’s questions. T256</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. T242, 258</p> <p>19.11 Write brief summaries of information gathered thru research. T231</p> <p>22.4 Use the correct mechanics, usage and sentence structure when writing and editing.</p> <p>22.5 Use the knowledge of letter sounds, word parts, word segmentation and syllabication to monitor and correct spelling.</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 we explore our world? What do we gain from exploration?

Focus Skills	Focus Strategies
Figurative Language:T234-35,256, 262-263	Monitor Comprehension Reread L T245,249,253

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: Main and Paired Selection: Small Group and Partner reading Small Group: Literacy Centers T230 Leveled Readers T228,229 Whole Group: Spelling T270, Build Background T238 Web T234-238 Vocabulary T239-241, 269

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: Conventions

Writing Form
Biography: Write a simple time ordered biography of a person of historical significance. Write a letter about the expedition: T261 Personal Narrative: prompts on T275

Grammar Emphasis
Punctuation: T272-273

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 example of writing with a rubric

Relevant Tradebooks
More than Anything Else (Bradby 1995) Biography of Booker T Washington
Alaska: Facts and Symbols (Dubois 2003)
John Muir and Stickeen: An Alaskan Adventure (Koehler-Pentacoff 2003)
Iditarod Dream: Dusty and His Sled Dogs Compete in Alaska's Jr. Iditarod (Wood 2002)

Interdisciplinary Connections
Social Studies: Study the map of Alaska, recognize the land mass

Technology Options
Research additional facts about John Muir online
Research Glaciers
Research a Plant: T231

Grade Level: 4	Unit/Theme: Theme 6 Lesson 30 “Discovering Atocha”
Topic/Content: ELA	Time Frame: One Week

Essential Framework Standards:
<p>4.11 Identify the meanings of common idioms and figurative phrases. T317</p> <p>5.6 Identify the four basic parts of speech. (adjective, noun, verb, adverb). T292</p> <p>13.7 Identify and use knowledge of common graphic features. T310-315, 319</p> <p>13.12 Summarize main idea and supporting details T316</p> <p>17.3 Identify and analyze structural elements particular to dramatic literature in the plays they read, view, write and perform. T300-307</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 criteria to prepare presentations. T300-307</p> <p>22.4 Use the correct mechanics, usage and sentence structure when writing and editing.</p> <p>22.5 Use the knowledge of letter sounds, word parts, word segmentation and syllabication to monitor and correct spelling.</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 you learn from an informational narrative? What did this informational narrative teach you?

Focus Skills	Focus Strategies
Review Figurative Language: T317 Main Idea and supporting details: T316	Summarize: T315 Reread: T313

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: Main and paired selection; Reader’s Theater Small group practice and presentation Small Group Leveled Readers: T270 Literacy Centers T292 Whole Group: Build Background T296, Spelling 322-323, Web 296, Vocabulary 297-298,309

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Six traits: Conventions

Writing Form
Write a Summary: T315 Write sensory poetry

Grammar Emphasis
Review T324-325

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.
Theme test, end of year test, spelling test make portfolio of year's writing

Relevant Tradebooks
Science text

Interdisciplinary Connections
Science: Underwater exploration

Technology Options