Unit 2: Amazing Animals

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Belleville Public Schools

Curriculum Guide

Fourth Grade ELA/Writing

Unit 2: Amazing Animals

Belleville Board of Education

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Unit Overview

Within Unit Two, students will explore the world of animals within genres, such as folktakes, dramas, narrative nonfiction, expository text, lyric poetry, and haiku. Through these texts, the students will learn how to take care of animals as well as understand how animals survive in nature. Additionally, the students will examine how authors can be inspired by animals and then create stories about them.

The students will focus on various reading strategies during Unit 2, such as Asking and Answering Questions and Summarizing. Comprehension skills will also be addressed, which focus on Theme and Main Idea and Details. Over the course of this unit, students will develop one to two longer informative texts. Students will work through the stages of the writing process, allowing them time to revise and edit their writing, and conference with peers and teacher.

Enduring Understandings

Students will understand that...

- animals can teach us many things like how to be patient, how to care for another living thing, and how to be responsible.
- sometimes stories use animal characters that we are familiar with to teach us lessons on how we should think, act, or feel about something.
- ecosystems describe all relationships between living things in an area. Imbalance in an ecosystem can harm the living things in it.
- the survival of animals depends on how they meet their needs for food, water, shelter, and air.
- writers watch and listen. Then they are inspired to write about their experiences. Animals have inspired writers throughout the centuries. Many poems and stories tell about animals in descriptive detail.

Essential Questions

- What can animals teach us?
- What are some messages in animal stories?
- How do animal characters change familiar stories?
- How are all living things connected?

- What helps an animal survive?
- How are writers inspired by animals?

Exit Skills

By the end of Unit 2: Amazing Animals, students should be able to...

- ask and answer questions about a text.
- demonstrate understanding of text structure.
- cite relevant text evidence.
- determine the theme of a text.
- demonstrate knowledge of taught skills and strategies of the unit.
- expand on knowledge of vocabulary.
- use key details to find the main idea.
- use context clues to understand the meaning of a word.
- describe how the author supports opinions in the text.
- write informative text and understand the various parts of the writing process.
- conduct extended research on various topics.
- write sentences/complete paragraphs about the topic/text that has been read.
- write with few grammatical errors that are connected to the learning.
- paraphrase portions of the texts throughout the unit.
- engage in collaborative discussion about literary lessons.

New Jersey Student Learning Standards (NJSLS)

LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LA.RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LA.RF.4.4.A	Read grade-level text with purpose and understanding.
LA.RF.4.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.W.4.9.A	Apply grade 4 Reading standards to literature (e.g., “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].”).

LA.W.4.9.B	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
LA.SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
LA.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
LA.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.
LA.L.4.4.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
LA.L.4.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LA.L.4.5.C	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Interdisciplinary Connections

- Science (Life Sciences): "Natural Connections"
- Science (Life Sciences): "Adaptations"

SCI.4-ESS3-2	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
SCI.4-LS1-2	Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
SOC.6.1.4.B.CS2	Places are jointly characterized by their physical and human properties.
SOC.6.1.4.B.CS3	The physical environment can both accommodate and be endangered by human activities.
SOC.6.1.4.B.CS6	Advancements in science and technology can have unintended consequences that impact individuals and/or societies.
SOC.6.3.4.B.1	Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
SOC.6.3.4.CS3	Are aware of their relationships to people, places, and resources in the local community and beyond.

Learning Objectives

In Unit 2: Amazing Animals, students will be able to...

- devise ideas and 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. Follow agreed-upon rules for discussions and carry out assigned roles.
- 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.
- paraphrase portions of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

- compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- determine a theme of a story, drama, or poem from details in the text; summarize the text.
- create and build background on lessons from stories.
- produce dialogue and description to develop experiences and events or show the responses of characters to situations.
- create a variety of transitional words and phrases to manage the sequence of events.
- develop and use concrete words and phrases and sensory details to convey experiences and events precisely.
- produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- form and use regular and irregular plural nouns.
- choose punctuation for effect (distinguish sentences and sentence fragments, identify sentence types, capitalize and punctuate sentences correctly).
- justify how details and examples in a text explain what the text says explicitly when drawing inferences from the text.
- combine knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- 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).
- orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- develop experiences and events or show the responses of characters to situations using dialogue and description.
- predict future events using text clues and illustrations within a selection and identify events that confirm or challenge predictions.
- 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.
- determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 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 (listen for a purpose and identify characteristics of narrative nonfiction).
- explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- provide a concluding statement or section related to the information or explanation presented.
- 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.
- 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.
- compose a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- link ideas within categories of information using words and phrases (e.g. *another, for example, also, because*).
- develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Suggested Activities & Best Practices

Inquiry Space:

Informative Performance Task - Each week students will complete one level of a six-week informative performance task in a digital environment. Via a game like interface, students are assigned a task and work independently to: plan and conduct research; synthesize information; and communicate ideas in writing and a presentation. At each level, a toolkit of resources is available to students. These point-of-use resources include a variety of animated tutorials, videos, and slide presentations that students can view (and review) to help them at each level. Tools are designed to be viewed independently, with the option to be utilized in small group instruction if needed.

Assessment Evidence - Checking for Understanding (CFU)

Each week within Wonders!, Selection Tests and Weekly Assessments are available to monitor students' understanding of the skills and strategies taught. There are also multiple points within the week where specific questions can lead to flexible grouping opportunities. At the end of the unit, the Summative Assessment will provide information on the following areas: Comprehension; Vocabulary; English Language Conventions; and Writing. Additionally, teachers may decide to conduct fluency assessments and running records to help determine the reading levels of each child which can then dictate independent book choice for the Reader Writing Workshop model.

- Wonders Assessments (Units Tests, Fluency, etc.) (Summative)
- Wonders Weekly Assessments (Summative)
- Explanatory Essay & How-To Writing (Summative)
- Common Benchmark #1 (Summative)
- DRA2 Results (Benchmark)
- Anecodotal Records (Formative)

In addition to the assessments listed above, the following assessments can be used to track progress:

- Anticipation Guide (Formative)
- Common Benchmarks (Benchmark)
- Create a Multimedia Poster (Alternative)
- Entrance Tickets (Formative)
- Exit Tickets (Formative)
- Fist- to-Five or Thumb-Ometer (Formative)
- Illustration (Alternative)
- KWL Chart (Formative)
- Learning Center Activities (Formative)
- Multimedia Reports (Alternative)
- Newspaper Headline (Alternative)
- Outline (Formative)
- Quickwrite (Formative)
- Quizzes (Summative)
- Readers/Writers Notebooks (Formative/Summative)
- Red Light, Green Light (Formative)
- Self-Assessments (Formative)
- Socratic Seminar (Formative/Alternative)
- Study Guide (Formative)
- Surveys (Formative)
- Think, Pair, Share (Formative)
- Think, Write, Pair, Share (Formative)

- Top 10 List (Formative)
- Unit Tests (Summative)
- Web-Based Assessments (Alternative)
- Written Reports (Alternative)

Primary Resources & Materials

- Wonders Anthology
- Reading/Writing Workshop
- Close Reading Companion
- Your Turn Practice Book
- High Frequency Word Cards
- Photo Cards
- Visual Vocabulary Cards
- Retelling Cards
- Sound Spelling Cards
- Leveled Workstation Activity Cards
- Leveled Readers
- Interactive Read Aloud Cards

Ancillary Resources

- SmartTV or SmartBoard
- Student laptops
- Decodable readers
- Leveled readers
- Literacy centers

Technology Infusion

- ConnectEd Platform
- Google Classroom
- Interactive digital ebooks
- Adaptive learning software
- Wikipedia and digital research platforms
- GSuite
- Shared documents
- Shared digital presentations
- Educational videos and tutorials



Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.

CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
CAEP.9.2.4.A.2	Identify various life roles and civic and work related activities in the school, home, and community.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.5.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.5.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.5.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.5.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Content:Content will be differentiated through use of multilevel readers for Basic Skills students, Special Education students, Talented and Gifted students, as well as ELL students. The readers are all focused upon the same content, however the lexiles differ depending upon the abilities of the student.

Process:The process will be differentiated through supplying three tiers of questioning for basic, intermediate, and advanced learners. Additionally, students will be supplied with sentence stems and differentiated student workbooks to foster student success of the established goals.

Product:The product will be differentiated because student work will be based upon their reading levels and lexiles. Students will be given choice for projects that appeal to their various learning styles to promote confidence and success amongst the students.

Additional Methods of Differentiation Is As Follows:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Teachers should utilize the Quick Checks to assess students' needs and select the appropriate small group instructional focus.

The following in an example within Unit 2:

Comprehension Strategy: Ask and Answer Questions T83

Comprehension Skill: Theme T85

Genre: Drama T87

Vocabulary Strategy: Context Clues T89

Phonics/Fluency: Digraphs T91

Reteaching Pages: Approaching Levels T104-T111

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Small Group Instruction: Use the ELL small group lessons in the Wonders Teacher's Edition to provide focused instruction.

Language Development: Vocabulary preteaching and review, additional vocabulary building, and vocabulary strategy lessons

Close Reading: Interactive Question-Response routines for scaffolded text dependent questioning for reading and rereading the Shared Read and Leveled Reader

Writing: Focus on the weekly writing trait, grammar skills, and spelling words

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Teachers should utilize the Quick Checks to assess students' needs and select the appropriate small group instructional focus.

The following in an example within Unit 2, Week 2:

Comprehension Strategy: Ask and Answer Questions T83

Comprehension Skill: Theme T85

Genre: Drama T87

Vocabulary Strategy: Context Clues T89

Phonics/Fluency: Digraphs T91

Reteaching Pages: Approaching Levels T104-T111

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

If students can read their leveled text fluently and answer comprehension questions, then work with the next level up to accelerate students' reading with more complex text. Utilizing the Green Leveled readers will expose students to higher lexile levels and textual questions that will challenge the students.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit

- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Lesson Focus: Good readers can identify the narrator's point of view.

Unit of Study: Grade 4, Unit 3: That's the Spirit! Lesson #: Week 1

Connection (1 minute)	"Remember when we learned stories are told with narrators being in first-person or third-person narrative. You all did a great job in finding the pronouns in the story to help identify first or third person narrative. As you know, good readers do many things while they read."
Teaching (5 min)	"Today I'm going to teach you how good readers identify the narrator's point of view to better understand what they're thinking and feeling." Give Students a Brief Description of Strategy and Why It's Important • "Boys and girls, whenever I read a text, I know that there's a narrator or a person that tells a story. The narrator's point of view tells how the narrator feels or thinks about the characters or events. If a narrator uses pronouns such as I, we, and me, the story has a first-person narrator." • "Also, if the narrator uses pronouns such as he, she, or they, the story has a third-person narrator. I keep that in my mind while I'm reading so that I can focus on the narrator's point of view and understand what they are thinking and feeling."

Let me show you what I mean ……

- Teacher: Use the story from the Literature Anthology book called, "The Cricket in Times Squares." Display page 180 (T25C).

- Teacher: Reread the first paragraph from page 180 to point out the pronouns.

- "Hmmm...What are some of the pronouns that are used? I see that the narrator uses the pronouns he and they to describe the characters. We can tell from this that this story has a third-person narrator."

- "I can also use the details to help identify the narrator's point of view."

- Continue to read page 180 (T25C).

- "Hmmm...I know that the character is eavesdropping or listening in on humans which is what he enjoyed the most. I know that Tucker likes to explore the Times Square Subway Station. I also know that Tucker asks Chester who he is and introduces himself. These details tell me that Tucker is curious and social."

Model additional examples as needed i.e. pages 182 (T25E); 185 (T25G-H); etc...

Recap ….. Did you see what I did?

"Did you see how I used pronouns to identify that the narrator was third-person and used the details from the story to figure out the narrator's point of view?"

Active Engagement (3 min) Now it's your turn to try this…..

Allows for guided practice

Teacher: Instruct students to turn to page 167 in Reader's/Writer's Workshop, "At the Library" (T21):

Teacher: "Read page 167 to find some pronouns and details to figure out the narrator's point of view? Turn and talk to your partner."

After 2 minutes, purposefully choose two readers to share the pronouns and details that they identified as the narrator being third-person and their point of view which was he understands that Rick misses his old friends and wants new friends.

"Today, I just taught you how good readers identify the narrator's point of view."

Link (1 min)

"When you go off to read today, you're going to practice

Linking mini lesson to their independent work

identifying the narrator's point of view in your own independent books. Now that you know this is something that good readers do, you can use this skill whenever you read."

*Note: Add this strategy to your Unit anchor chart.

Independent Reading

- Students are reading independently.

Suggested time: Build to 30 minutes over the school year.

- Teacher is differentiating instruction by pulling students for conferencing/ small group instruction.

End of workshop - Whole Group Share

Options:

Share

- Have students share how they were able to identify the narrator's point of view by using pronouns and details from the story while reading their books independently.

- Praise behaviors that were observed during students' independent reading.

Sample talk: "Suzie, I really loved how you quickly identified

the narrator's point of view while reading your story. I could tell that you were hard at work! Way to go!"

- Review previously taught strategies and skills.

Sample talk: "You all did such a great job identifying the narrator's point of view today. I want to remind all of you that good readers continue to practice all of the skills and strategies that they have learned such as…."