

Unit 2: Amazing Animals

Content Area: **English Language Arts**
Course(s): **Generic Course**
Time Period: **1st Marking Period**
Length: **6 Weeks**
Status: **Not Published**

Unit Overview

It is recommended that each Wonders Unit be instructed on a two week cycle. This allows the teacher to thoroughly instruct all materials in the Unit.

Each lesson in the unit will include:

- Building background
- Vocabulary
- Comprehension
- Fluency
- Writing
- Phonics
- Grammar
- Spelling

Transfer

Transfer is the ability to apply key skills and strategies in a variety of academic and real-life situations.

Across the curriculum, students should be able to:

- Apply various comprehension strategies to connect and make meaning with text.
- Cite evidence from the text to support meaning.
- Acquire and utilize vocabulary across content areas.
- Apply grammar, spelling and vocabulary skills in writing across content areas
- Apply grammar, spelling and vocabulary skills in real life writing tasks

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that:

Reading:

- There is specific information in the text that helps identify the theme
- Asking and answering questions can help identify critical content in the text.
- The text can be summarized to help aid understanding.
- The reader should differentiate between main idea and key details.

Writing:

- Writing is a process that takes time to develop.
- Certain writing strategies can be used based on the writer's audience and purpose for writing.
- Writing strategies can be transferred and applied across content areas.

Essential Questions

Students will keep considering:

What can animals teach us?

- Week 1: What are some messages in animal stories?
- Week 2: How do animal characters change familiar stories?
- Week 3: How are all living connected?
- Week 4: What helps an animal survive?
- Week 5: How are writers inspired by animals?

Application of Knowledge and Skill

Students Will Know

Students will know:

Reading:

- The different types and uses of nouns
- How to summarize a given text
- How to differentiate between main ideas and supporting details

Writing:

- The correct elements and structure of a sentence.
- How to use the writing process to construct an explanatory essay.
- How to use the writing process to respond to a test prompt.
- Writing strategies should be transferred and applied across content areas.

Students will be skilled at...

Students will be skilled at:

Comprehension Skills:

- Ask and answer questions
- Summarizing
- Main idea and key details
- Point of view

Vocabulary Skills:

- Context clues
- Antonyms
- Root words
- Prefixes
- Figurative language

Conventions:

- Noun usage (i.e. common, proper, singular, plural, irregular, possessive, etc)
- Combining sentences

Writing:

- Writing traits (i.e. organization, voice, ideas, word choice. etc)
- Responding to a Test Prompt
- Transferring and applying writing strategies across content areas

Academic Language

Week 1

Genre - Folktale

ask and answer questions, fiction, theme, message, lesson, symbolism, root words, context clues,
expression, outline, character, setting, plot, and moral, narrative, sequence

Week 2

Genre - Drama

ask and answer questions, theme, details, clues,
characters, setting, acts, scenes, stage directions, dialogue
context clues, antonyms, intonation, characteristics, traditional, contemporary
informal, purpose, mystery

Week 3

Genre -Narrative Nonfiction

summary, ecosystem, imbalance, summarize
main idea, details, headings, flow chart, context clue
food web, categorize, details, topic, support

Week 4

Genre - Expository Text

predators, camouflage, summarize
main idea, details, headings, photographs, captions

prefix, outline, analyze, sequence, text structure

Week 5

Genre - Poetry

creative, descriptive, haiku, ask and answer questions
metaphor, simile, rhyme, meter, lyric poetry
point of view, rhythm, meter
simile, metaphor, expression, phrasing
plagiarism, precise

Learning Goal

Reading Comprehension Strategies & Skills:

Students will select and apply a relevant reading strategy (*i.e. rereading, context clues, making predictions, etc.*) in order to comprehend a grade appropriate text.

Writing:

Students will write grade-appropriate responses to examine a topic and convey ideas and information clearly.

Conventions:

Students will demonstrate command of grammar, spelling, and sentence structure in their written and spoken communication.

Daily Targets: Reading Comprehension Strategy

SWBAT:

Week 1: Ask and answer (T18-19)

- Ask and answer questions about sections of text to increase understanding.

Week 2: Ask and answer (T82-83)

- Reread difficult sections to increase understanding.
- Find evidence in the text.

Week 3 & 4: Summarize (T146-147), (T210-211)

- Reread section and cite text evidence.

Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

LA.RL.4	Reading Literature Text
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.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a 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.RI.4.3	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.

Daily Targets: Reading Comprehension Skills

SWBAT:

Week 1 & Week 2: Theme (T20-21), (T84-85)

- Reread difficult sections to increase understanding.
- Find evidence in text

Week 3 & 4: Main Idea and Key details (T148-149), (T212-213)

- Determine which details are most important and how they are connected.

Week 5: Point of View (T89Q), (T276-277)

- Identify and classify important details.
- Find evidence in text.

Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

LA.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LA.RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a 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.RI.4.3	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.
LA.RI.4.7	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.

Daily Targets: Genre

SWBAT:

Week 1: Folktale (T22-23)

- Recognize the characteristics of a folktale.

Week 2: Drama (T86-87)

- Recognize the characteristics of a drama.

Week 3: Narrative Nonfiction (T150-151)

- Recognize the characteristics of narrative nonfiction.

Week 4: Expository Text (T214-215)

- Recognize the characteristics and text features of expository text.

Week 5: Lyric Poetry and Haiku (T274-275)

- Identify features of lyric poetry and Haiku.

Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

LA.RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
LA.RL.4.7	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.RI.4.7	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.

Daily Targets: Vocabulary Strategies

Week 1: Root words (T24-25)

Week 2: Context Clues (T88-89)

Week 3: Context Clues (T152-153)

Week 4: Prefixes (T216-217)

Week 5: Figurative Language (T280-281)

Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

LA.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 literature.
LA.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
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.A	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

Summative Assessment

Opportunities for Summative Assessment Include:

- Unit 2 Assessment in Wonders
- Unit 2 Fluency Assessment
- Weekly Story Tests
- Completed Explanatory writing piece for portfolio

21st Century Life and Careers

Select all applicable standards from the Standards tab.

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly

make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP.K-12.CRP7.1

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP.K-12.CRP10.1

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

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.3

Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

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.

Formative Assessment and Performance Opportunities

Opportunities for Formative Assessment Include:

- Question and Answering
- Conferencing
- Self evaluation
- Monitoring
- Exit ticket
- White board
- Group discussion
- Turn and talk
- Journaling

Accommodations/Modifications

Accommodations

- Small Group instruction to preview/review content
- Repeated Reading of Text
- Exposure to text (Not Cold Read)
- Slow pacing of instruction
- Vocabulary/Content Resource Sheet
- Visual and digital display as well as explanation of domain specific and academic vocabulary
- Use of highlighting tape to draw attention to key words and phrases
- Provide Graphic Organizer/Post it notes during close reading/Highlighters
- Print Text so students can write/highlight directly on text
- Extra time for assessments
- Read questions to students aloud
- Provide Divider for Focus
- Provide Reading Tracker
- Provide phonics linked alphabet (Foundations Strip)
- Provide Reading Phone
- Scoop fluency passages
- Have student provide a retelling

For Grammar/Writing

- Sentence Strips
- Provide sentence starters
- Provide list of transition words, sight words, and commonly misspelled words
- Provide examples of grammatical concept
- Larger grid writing paper
- Graphic organizers for paragraph/essay structure

Modifications

- Interactive Text
- Utilize Approaching Level Assessments
- Provide at home access to classroom resources
- Use eAssessment tool to eliminate multiple choice answers
- Read story to students aloud or allow students to utilize Wonders website to read
- Provide simpler vocabulary words for unit (See Approaching Level Vocabulary Words)
- Change Reading Level for individual students within ConnectEd
- ELL: Place picture cues near unknown words

For Grammar/Writing

- Fill in the blank or multiple choice grammar questions
- Provide definitions of grammatical concept
- Submit answers in outline form rather than sentence/paragraph form
- Allow students to type answers rather than write answers
- Slant board
- Raised line paper

ELL Modifications: Application of SIOP teaching strategies put in place including a slower pace of verbal instruction, various representations of directions, repetition of difficult content sentences and vocabulary, visual and digital display as well as explanation of domain specific and academic vocabulary. Verbal communication of not only concept but also language goals. Written and verbal examples given of these goals. Concepts evaluated for age level as well as cultural appropriateness based on the student's background

- e Books
- interactive activities
- interactive texts
- leveled reader search
- leveled readers
- listening library

Interdisciplinary Connections

- Week 1: Literary Lessons
- Week 2: Animals in Fiction
- Week 3: Natural Connections (Science Standards)
- Week 4: Adaptations
- Week 5: Animals All Around
- Week 6: Amazing Animals

SCI.4-LS1-1

Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

SCI.4-LS1

From Molecules to Organisms: Structures and Processes

Unit Resources

- Centers
- Leveled Readers
- eBooks
- ConnectED
- Smartboard Activities
- Visual Vocabulary Cards
- Graphic Organizers
- Online Resources
- High Frequency Word Cards
- Workstation Activity Cards
- Literature Anthology
- Reading/Writing Workshop Book
- Tradebooks