Jan. Matilda Novel Study Grade 4

Content Area: **English**
Course(s):
Time Period: **January**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Using the novel "Matilda" By Roald Dahl, students will expand thier reading and vocabulary skills and use critical thinking skills to analyze the details of the story.

Enduring Understandings

Close reading reveals many ways in which an author develops a story and allows the reader to make connections to thier own life.

Essential Questions

What is the author's purpose for writng the book "Matilda"?

How can close reading help me better understand the author's purpose?

What skills do good readers use to make sense of text?

Instructional Strategies & Learning Activities

Objective: Students will participate in a variety of pre-reading activities.

Materials: books

Assessment: discussion

Objective: Make vocabulary cards to introduce the vocabulary for chapters 1-4.

Materials: vocabulary sheet, index cards

Assessment: completed index cards

Objective: Read chapters 1 and 2 and discuss what it means to be honest.

Materials: "How Can You Tell If Someone Is Honest?"

Assessment: journal writing, "How Can You Tell If Someone Is Honest?"

Objective: Review chapters 1-4.

Materials: "Quiz Time!"

Assessment: responses to questions

Objective: Make vocabulary cards to introduce the vocabulary for chapters 5-8.

Materials: vocabulary lists, index cards

Assessment: index cards, question responses

Objective: List the qualities of a good teacher and discuss what makes Miss Honey a good teacher.

Materials: "What makes a Good Teacher?"

Assessment: "What Makes a Good Teacher?", character trait lists

Objective: Review chapters 5-8 and make vocabulary cards to introduce the vocabulary for chapters 9-12.

Materials: "Quiz Time!", vocabulary lists, index cards

Assessment: responses to questions, index cards

Objective: Read chapters 9 and 10 and make connections with the text.

Materials: *Thank You, Mr. Falker,* By Patricia Polacco, "Making Connections"

Assessment: student connections to text

Objective: Read chapters 11 and 12.

Review chapters 9-12.

Materials: "Quiz Time!"

Assessment: "Quiz Time"

Objective: Students will create their own "Bill of Rights".

Materials: construction paper

Objective: Students will create personal goals.

Materials: BrainPop, "Reaching a Goal"

Assessment: Personal Goals

Objective: Read chapters 17 and 18 and write about helping others.

Materials: "Helping Others Journal"

Assessment: "Helping Others Journal"

Objective: Finish reading *Matilda* and assign end of book project.

Materials: Tic-Tac-Toe project board, "Quiz Time"

Assessment: "Quiz Time"

Objective: Students will demonstrate their knowledge of the book *Matilda*.

Materials: Test

Activities: Administer test

Assessment: Test results

Integration of Career Readiness, Life Literacies and Key Skills

Students will learn about the career of a teacher through the study of Miss Honey.

	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

Technology and Design Integration

- SMARTBoard Technology
- Google Applications (Documents, Classroom Presentation, Digital Tools and Resources, Search Engines)
- Learning Ally

	Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information).
8.1.5.CS.2	Model how computer software and hardware work together as a system to accomplish tasks.
	Shared features allow for common troubleshooting strategies that can be effective for many systems.
8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

Interdisciplinary Connections

6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.

6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
6.1.5.CivicsPR.4	Explain how policies are developed to address public problems.
6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Use different resources to match the readiness levls of students when working on the same task.

Use tiered assignments to adjust tasks to accommocate student needs.

Use questioning prompts to promote student interaction.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Follow IEP's as required.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

End of Unit Assessment

Comprehension Questions

Reflections and personal connections

Text to text connections

Linkit testing 3 times a year.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussion. Individual tasks that are delineated in the above lesson plans.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Quizzes and tests throughout the unit as specifiec above.

Instructional Materials

See in lesson plans above.

Standards

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.
CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text 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.4.3	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).
CCSS.ELA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CCSS.ELA-Literacy.RL.4.3	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.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.

CCSS.ELA-Literacy.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 mythology (e.g., Herculean).
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.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
LA.RL.4.7	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
CCSS.ELA-Literacy.RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
LA.RL.4.8	(Not applicable to literature)
LA.RL.4.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
LA.RF.4.3.A	Use combined 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.
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.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.SL.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.4.1.C	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.