Dec. Gr 4 Literature Circles Unit plans

Content Area: **English**
Course(s):
Time Period: **December**
Length: **4-6 Weeks**
Status: **Published**

Unit Overview

Students will meet in literature circles to read assigned books.

Enduring Understandings

Strong convictions help characters overcome obstacles.

Essential Questions

What are some of the techniques an author uses to express voice?

What are story elements found in Roald Dahl's books?

How is humor employed in the author's voice?

What common traits do Roald Dahl's characters share?

How are characters used in connection with other characters?

Instructional Strategies & Learning Activities

Using the learned format for literature circles, students will explore the following novels:

Fourth Grade Literature Circle Unit Plan (4-6 weeks)

 Roald Dahl Author Study

 Class Novel:

Matilda

 Leveled Books:

Fantastic, Mr. Fox

The Witches

BFG

Optional books for further independent reading:

Georges Marvelous Medicine

Danny Champion of the World

James and the Giant Peach

The Boy

The Wonderful Story of Henry Sugar

Charlie and the Chocolate Factory

Charlie and the Great Glass Elevator

The Giraffe and the Pelly and Me

Unit Activities:

Class will read Matilda together as teacher models roles and literature circle procedures.

Groups will be developed based on reading level for first round of literature circle books.

Eager readers will choose independent books to further study the author.

Reading & Writing Objectives:

- Utilize literature circle roles.
- Understand the distinguishing features of the genre, fantasy.
- Explore character development through character sketcher.
- Identify and learn new vocabulary.
- Compare characters within books and across books.
- Illustrate scenes from books.
- Summarize book chunks.
- Analyze quotations from the text.
- Connect conflicts to four basic types of conflict (Character vs. Character, Character vs. Nature, Character vs. Self, and Character vs. Laws or Customs of Society)
- Discuss or describe writing style of author.
- Identify and implement the voice trait.
- Attempt to mimic author's voice.
- Identify own voice in writing.

Project Options are offered.

RAFT Prompt for Matilda:

RAFT Prompt for James and the Giant Peach

RAFT Prompt for BFG (after Dreamer chapter)

RAFT Prompt for any of the Roald Dahl books

RAFT Prompt Charlie and the Chocolate Factory

Roald Dahl Website: www.roalddahl.com

Integration of Career Readiness, Life Literacies and Key Skills

Students will be introduced to a variety of professions through their reading.

	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.
9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
	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).
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Technology and Design Integration

SmartBoard Technology

Google Applications (Docs, Presentation, Classroom)

	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.

Interdisciplinary Connections

The novels have connections to science and social studies.

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:

Literature is leveled to students reading ability.

Modifications & Accommodations

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

Modifications and Accommodations used in this unit:

Grouping

504 and IEP accommodations will be utilized.

In class support

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

AIMS Web

Linkit testing 3 times a year.

Formative Assessments

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

Franklin, 2010, p. 151).

Formative Assessments used in this unit:

- Role sheets
- Reading Response activities
- Group discussion
- Group projects

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:

- Role sheets
- Reading Response activities
- Group discussion
- Group projects

Instructional Materials

See book list 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.
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).
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.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.
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.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.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
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	Read with sufficient accuracy and fluency to support comprehension.
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.SL.4.1	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.