

Unit 4 - December

Content Area: **English Language Arts**
Course(s): **English Language Arts 4**
Time Period: **December**
Length: **4 weeks**
Status: **Published**

Unit Overview

The topic of the month: Immigration/Maps (for Reading)

Essential Questions

Writer's Workshop:

When should you use abbreviations? (Abbreviations should be used in informal writing.)

Why is it important to clearly explain your ideas through your writing? (It is important to clearly explain your ideas so that the reader will understand your point of view.)

Why would a writer use a persuasive essay? (A writer would use a persuasive essay to convince someone to agree with the author's opinion.)

How do rules of language affect communication? (Rules, conventions of language, help readers understand what is being communicated.)

Reading

How does understanding a text's structure help me better understand its meaning?

What do readers do when they do not understand everything in a text?

Why do readers need to pay attention to a writer's choice of words?

How do readers construct meaning from text?

How do narrative elements help you understand a story?

How do readers use clues from the text to draw inferences?

How can we understand the text better by determining the author's purpose and point of view?

Content

Writing: Abbreviations; Persuasive essay; Test Prep; Standard English conventions of writing; Apostrophe for possession; Comma.

Reading: Features that support text meaning (e.g., maps, charts, illustrations); Identifying comprehension difficulties

and seek clarification; Word meanings in context; Developing Inferences; Identifying Author's Purpose and Point of View

Language: Abbreviations; Spelling rules to form plural nouns; Prefixes: con-, non-, un-; Suffixes: -ous, -tion, -en, -ing, -ant, -able; Silent letters; Homophones; Ck, dge, tch; /ou/ = ou, ow; Syllabication; Long u and oo = oo, ew, ue, u-consonant-e; Soft syllable endings: le, al, el

Skills

Writing:

Identify the complete meaning of abbreviations.

Write a persuasive essay convincing the reader to agree with your point of view.

Write poem linked prompt essay.

Use Standard English conventions that are appropriate to the grade level, such as sentence structure, grammar and usage, punctuation, capitalization, spelling and handwriting.

Review use of apostrophe for possession.

Review use of comma.

Reading:

Identify and locate features that support text meaning (e.g., maps, charts, illustrations).

Identify specific words or passages causing comprehension difficulties and seek clarification.

Infer specific word meanings in the context of reading passages.

Identify author's purpose of writing the text.

Recognize an author's point of view

Inferences

Language:

Identify the complete meaning of abbreviations.

Apply the correct spelling rules to form plural nouns.

Assessments

Writer's Workshop:

Test Prep-Expository (poem-linked) Writing Prompt: Assess using poem *The Horn I Scorn* by Jill

In "The Horn I Scorn," the poet Jill Esbaum writes about a problem that comes from having to share. At one time or another, most of us have to share something with someone else. Write a composition about the difficulties of having to share something you value. In your composition, be sure to:

- Describe what it is you have to share.
- Discuss the problems that come from having to share it.
- Explain how you solved the problem

Reading:

Class discussion

Student Participation

Heritage Doll Project

Student created postcard from Ellis Island

Evaluating charts, graphs, and tables to make inferences using evidence from the text

Integrating various types of sources to form connections, venn diagrams, and form inferences

Movie Notes

Seymour Rechtzeit Foldable Project

Song interpretation using evidence from song

KWL Chart

Word Works:

Sitton cloze assessments

Lessons/Learning Scenarios

Writer's Workshop:

Student review of exemplar essays

Student editing of sample essays

Demonstration of understanding through student writing and explicit instruction when needed

Openings/Closings: Review character introduction

Reading:

Instructional Period 1:

Objective: Develop inferences from using direct support or context clues from text and scenarios.

Procedure: K-W-L in small groups on the topic of immigration. Discuss as a whole group some thoughts for the "K" and the "W". Students will each receive a brown paper bag that represents their suitcase. Explain to students that they will take on role as immigrant and give them post it notes. On the post it notes they will write the names of items they will bring with them on their voyage but remember the actual item needs to be able to fit inside of the bag. Discuss what they decided to bring. Tape off a 3x5foot box on the floor and have students see how much space they would have on the voyage. Students give feelings of what they think the immigrants would feel. Explain the concept of making inferences and using support or context clues to support their claims.

Materials: Masking Tape, Brown Bags, Post It Notes, Pencils, KWL Charts, Laptop, Projector, Whiteboard, LUNA

Assessment: KWL (F), Teacher Observation (F), Student Discussion/Participation (F), Student Suitcase Items (F)

Instructional Period 2:

Objective: Develop inferences based on text clues and scenarios (citing proof)

Procedure: Think-Pair-Share where student family members came from (ancestry)- discuss as whole group. Shared Reading- "Where Did Your Family Come From?" by Melvin and Gilda Berger. Chart each character in book- name, country came from, why they came to US, how they came, hardships, things they learned to do in the US. Discuss immigrants feelings using inference skills based on clues in the book. Students will be divided into groups of 3/4 and each group will be given same craftlike materials. Each group will have approx. ten minutes to create a "creature" together but they cannot speak. They can use gestures or facial cues. Discuss pros and cons of working in a group that can't communicate and relate to immigrant life in USA. Provide to students directions for Heritage Doll project and explain.

Materials: Book "Where Did Your Family Come From?", Craftlike Materials for Each Group (index cards, scissors, construction paper, etc.)

Assessment: Student Discussion/Participation (F), Teacher Observation (F), Group Work (F)

Instructional Period 3:

Objective: Compare and contrast presentation of same topic through two different formats- text and movie

Procedure: Set purpose for the activity. Students will view Safari Montage video- "Immigration to the US" and take down notes on points they find interesting, confusing or that they have a connection to. Upon conclusion of the movie- discuss similarities and differences between how the topic was presented in the text from yesterday and the movie from today.

Materials: Safari Montage, Internet, Projector, Laptop, Whiteboard, Paper, Pencils

Assessment: Student Notes (F), Student Participation (F), Teacher Observation (F)

Instructional Period 4:

Objective: Use support from text and audio visuals to support inferences pertaining to the immigration process and to create a timeline and identify places on a map. Summarize a text and develop connections.

Procedure: Students will listen to Neil Diamond's song- "Coming to America"- students will create in small groups- picture representation(s) of what song is about and the people's feelings. Students will present their interpretations to the class and use support from the lyrics as how they used their inferences to develop the interpretations. Students will then work in pairs on the story "Relive a Boy's Journey"

<http://www.scholastic.com/teachers/article/relive-boys-journey>. Students will highlight important information. Students will then begin foldable about Seymour Rechtzeit (the male in the story)- students will develop a summary, identify character traits that encompasses him with support from the text, develop a connection, identify on a map his voyage to the US and create a timeline from his life.

Materials: Paper, Pencils, Maps, Stories, Lyrics, CD Paper, Song

Assessment: Student Picture Posters (F), Student Participation/Discussion (F), Teacher Observation (F), Student Foldable (F)

Instructional Period 5:

Objective: Use support from text and audio visuals to support inferences pertaining to the immigration process and to create a timeline and identify places on a map. Summarize a text and develop connections.

Procedure: Students will continue to work in pairs on the story "Relive a Boy's Journey"

<http://www.scholastic.com/teachers/article/relive-boys-journey>. Students will highlight important information. Students will then begin foldable about Seymour Rechtzeit (the male in the story)- students will develop a summary, identify character traits that encompasses him with support from the text, develop a connection, identify on a map his voyage to the US and create a timeline from his life.

Materials: Paper, Pencils, Maps, Stories

Assessment: Student Participation/Discussion (F), Teacher Observation (F), Student Foldable (F)

Instructional Period 6:

Objective: Use support from text and audio visuals to support inferences pertaining to the immigration process and to create a timeline and identify places on a map. Summarize a text and develop connections.

Procedure: Students will continue to work in pairs on the story "Relive a Boy's Journey"

<http://www.scholastic.com/teachers/article/relive-boys-journey>. Students will highlight important information. Students will then begin foldable about Seymour Rechtzeit (the male in the story)- students will develop a summary, identify character traits that encompasses him with support from the text, develop a connection, identify on a map his voyage to the US and create a timeline from his life.

Materials: Paper, Pencils, Maps, Stories

Assessment: Student Participation/Discussion (F), Teacher Observation (F), Student Foldable (F)

Instructional Period 7:

Objective: Compare and contrast presentation of same topic through two different formats- text and movie

Procedure: Set purpose for the activity. Students will view Safari Montage video- "Dear America: Dreams in the Golden Country" and take down notes on points they find interesting, confusing or that they have a connection to. Upon conclusion of the movie- discuss similarities and differences between how the topic was presented in the text from yesterday and the movie from today.

Materials: Safari Montage, Internet, Projector, Laptop, Whiteboard, Paper, Pencils

Assessment: Student Notes (F), Student Participation (F), Teacher Observation (F)

Instructional Period 8:

Objective: Use text support to support conclusions when making connections between two different types of texts and comparing and contrasting story structure

Procedure: Think-Pair-Share if we still have immigrants coming today. Student generated discussion of how they come here and why they came here. Point out that although that immigration station is closed, hundreds of thousands of immigrants continue coming into the country each year. Students will work with a partner to read stories of recent immigrations. http://teacher.scholastic.com/activities/immigration/young_immigrants/ Students will create connections between the stories. As a class, discuss the differences between their stories and the stories of Seymour Rechtzeit- students will work in small groups to create poster paper size Venn Diagrams to compare the different types of stories.

Materials: Laptop Cart, Poster Paper, Markers

Assessment: Think-Pair-Share (F), Teacher Observation (F), Partner Work (F), Venn Diagram (F)

Instructional Period 8:

Objective: Use support from text to support inferences.

Procedure: Think-Pair-Share what students already know about Ellis Island and share as whole group. Have student identify Ellis Island on the map. Show students YouTube clip from movie about Ellis Island simulation. Students generate questions about what they want to know about Ellis Island. Students will work with a partner on the Ellis Island virtual tour <http://teacher.scholastic.com/activities/immigration/tour/> and answer inference questions based on the tour. Student generated discussion of what they learned and inferences made.

Materials: Laptop Cart, Ellis Island Site, Inference Questions, Pencils

Assessment: Think-Pair-Share (F), Teacher Observation (F), Student Generated Discussion (F), Student Inferences with Support (F)

Instructional Period 9:

Objective: Analyze and interpret various data presented in charts, graphs and tables. Use direct support from the text to support conclusions.

Procedure: Look over the various charts, graphs, tables.

http://teacher.scholastic.com/activities/immigration/immigration_data/ Volunteers to describe the kind of

information each one is showing. Ask them about ways they could use the data. Ask your students to compare a table with a chart or graph that shows the same information. How are they similar and different? Have students state the advantages and disadvantages to using each one. Divide the class into small groups and assign each group one of the questions or projects (listed beneath the tables, charts, and graphs). Have them work independently to answer the question or complete the project. Discuss their findings as a class. Have each small group reform, and then ask each group to compose three questions to challenge another group. Have the groups swap questions and write down their answers. Discuss their findings as a class.

Materials: Laptop cart, Scholastic Website, Paper, Pencils

Assessment: Student Participation/Discussion (F), Partner Work (F), Challenge Questions (F), Teacher Observation (F)

Instructional Period 10:

Objective: Draw upon inference strategies to write from the perspective of an immigrant.

Procedure: Students will create a postcard from Ellis Island. The postcard will be written from the prospective of an immigrant who traveled here and is writing to a family member back from their home land. Students will tell about their voyage and what life is like for them in the USA.

Materials: Construction Paper, Pencils, Crayons/Markers/Colored Pencils

Assessment: Postcard Writing (S), Teacher Observation (F)

Instructional Period 11:

Objective: Draw upon inference strategies to write from the perspective of an immigrant.

Procedure: Students will create a postcard from Ellis Island. The postcard will be written from the prospective of an immigrant who traveled here and is writing to a family member back from their home land. Students will tell about their voyage and what life is like for them in the USA.

Materials: Construction Paper, Pencils, Crayons/Markers/Colored Pencils

Assessment: Postcard Writing (S), Teacher Observation (F)

Instructional Period 12/13:

Objective: Compare and contrast presentation of same topic through two different formats- fiction movie and non fiction movie

Procedure: Set purpose for the activity. Students will view video- "American Tail" and take down notes on points they find interesting, confusing or that they have a connection to. Upon conclusion of the movie- discuss similarities and differences between how the topic was presented in the fiction text to nonfiction text.

Materials: "American Tail", Internet, Projector, Laptop, Whiteboard, Paper, Pencils

Assessment: Student Notes (F), Student Participation (F), Teacher Observation (F)

Instructional Period 14:

Objective: Report on a topic, to the class, that students inquired about within their own families.

Procedure: Students will present their "Heritage Dolls" to the class. They will explain their dolls and where

their ancestors are from. Students will show on the map where their ancestors are from.

Materials: Student Heritage Dolls, Map

Assessment: Heritage Dolls (S), Student Speech (F), Teacher Observation (F)

****Students will also participate in "Book Club" this month and read books pertaining to immigration (carried over from November's guided reading). See below for list of books that are being used.**

Standards

CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CCSS.ELA-Literacy.W.4.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
CCSS.ELA-Literacy.W.4.1.b	Provide reasons that are supported by facts and details.
CCSS.ELA-Literacy.W.4.1.c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
CCSS.ELA-Literacy.W.4.1.d	Provide a concluding statement or section related to the opinion presented.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RF.4.4.a	Read grade-level text with purpose and understanding.
CCSS.ELA-Literacy.RF.4.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
CCSS.ELA-Literacy.RF.4.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCSS.ELA-Literacy.RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

CCSS.ELA-Literacy.RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
CCSS.ELA-Literacy.RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
CCSS.ELA-Literacy.RI.4.10	By the end of year, read and 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.
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).
CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Resources

Word Works:

Sitton Units 13 – 16

Reading:

- KWL Chart
- Post It Notes/ Brown Paper Bags/ Masking Tape
- Book "Where Did Your Family Come From?", Craftlike Materials for Each Group (index cards, scissors, construction paper, etc.)
- Safari Montage video "Immigration to the US"
- Neil Diamond's song "Coming to America" with lyrics
- <http://www.scholastic.com/teachers/article/relive-boys-journey>
- Seymour Rechtzeit- Foldable Project
- Safari Montage video "Dear America: Dreams in the Golden Country"
- http://teacher.scholastic.com/activities/immigration/young_immigrants/
- You Tube Ellis Island Simulation video
- <http://teacher.scholastic.com/activities/immigration/tour/>
- Heritage Doll Directions
- http://teacher.scholastic.com/activities/immigration/immigration_data/
- Ellis Island Postcard Project Directions
- "Americal Tail" Movie

Book Club/ Guided Reading Groups. Immigration Unit:

Start guided reading (in November) by reading the first couple chapters of their book club book and review skills:

- Main idea & supporting detail

- Summarizing

Books being used are:

1. Germany: 3rd Grade Level (M-O)

"German Immigrants in America" by Elizabeth Raum

ISBN-10: 1429617632

2. Irish: 3rd Grade Level (M-O)

"Irish Immigrants in America: An Interactive History Adventure" by Elizabeth Raum

ISBN-10: 1429611804

3. Chinese: 3rd Grade Level (M-O)

"Chinese Immigrants in America: An Interactive History Adventure" by Kelley Hunsicker

ISBN-10: 1429617624

4. Europe: 3rd Grade Level (M-O)

"Hannah's Journal: The Story of an Immigrant Girl" by Marissa Moss

ISBN-10: 0152163298

5. British: 4th Grade Level (P-S)

"Dear America: A Journey to the New World" by Lasky, Kathryn

ISBN: 978-0-54-523801-4

6. Various Countries: 4th-6th grade level (Q-Y)

"Immigrant Kids" by Scott Foresman

ISBN-10: 0140375945

