

**FAMILY FOUNDATIONS
ACADEMY CHARTER SCHOOL
CURRICULUM READING LESSON
WITH ASSESSMENT**

Unit 1

A Fourth Grade Learning Focused Unit



Key Learning(s) Good readers use comprehension skills that help them understand what they read.

Unit Essential Question(s): How do readers use comprehension skills to help them understand what they read?

Concepts:

Making Inferences	Identify Character, Setting, and Plot	Compare and Contrast	Identify Character Traits	Sequence Events
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Lesson Essential Questions:

What details helped you make inferences about the characters?	How does the setting affect the characters and the main and future events of the plot?	How can recognizing comparison help you to describe the relationships between ideas in the text?	How can looking at a person's thoughts, words, feelings, and actions help you identify character traits?	How can placing the main events of this story in sequence help you to determine future events?
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Vocabulary:

Infer, inference, clue	Character, setting plot, events	Compare, contrast, Venn Diagram, relationship	Character traits	Sequence, events
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Common Core Standards:

- 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.
- 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.
- R.L.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).
- L.4.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- L.4.4c 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.
- L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.4.3a 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.
- RF.4.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.

UNIT EXPECTATIONS

Know	Understand	Do
<ul style="list-style-type: none"> • Vocabulary 	<ul style="list-style-type: none"> • Students will understand comprehension strategies. 	<ul style="list-style-type: none"> • Make Inferences • Identify Character, Setting, and Plot • Compare and Contrast • Identify Character Traits • Sequence Events

Launch Activity: Watch a video version of Goldilocks and the Three Bears available on Discovery Education. Discuss how the character's experiences have caused her to change from the beginning to the end of the story.

Culminating Activity: Summative Assessment

Essential Question of the Culminating Activity:

What experiences can cause a person to change?

Paragraph Description of Culminating Activity:

Students will gather information on people who have gone through life-changing experiences. Choose 1 person to focus your research on, and then create a short biography. This person can be famous, historical, or someone close to you. Use time lines and other graphic aids to illustrate your biography on a poster. Dress like the person you research. Present your research to the class using a report and index cards.

Steps for Completing the Culminating Activity:

1. Students will choose someone who has gone through life changing experiences.
2. Students will conduct research about that person on their own.
3. Students will create a poster and a 2-page report explaining what they learned about the person they researched and why they chose them.
4. Students will present their posters to the class using index cards to assist their presentation.

Resources:

Criteria	4	3	2	1
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Poster	• Shows 1 person with 7 or more details	• Shows 1 person with 5-6 details	• Shows 1 person with 3-4 details	• Shows 1 person with 1-2 details
	• Includes 4 or more different pictures of the person	• Includes 2-3 different pictures of the person	• Includes 1 picture of the person	• Includes no pictures of the person
	• Neatness is exceptional	• Neatness is satisfactory	• Neatness is acceptable	• Neatness is unacceptable
Written Report (<u> </u>X2)	• 2 pages	• Between 1.5 and 2 pages	• Between 1 and 1.5 pages	• 1 page or less
	• Neat handwriting	• Legible handwriting	• Mostly legible handwriting	• Sloppy handwriting or typed
	• Less than 3 spelling or grammatical errors	• 3-5 spelling or grammatical errors	• 5-10 spelling or grammatical errors	• More than 10 spelling or grammatical errors
Presentation	• Can easily be heard from the back of the room	• Can be heard from the back of the room	• Needs 1-2 reminder to speak louder	• Needs several reminders to speak louder
	• Has several note cards to use for presentation	• Has 2-3 note cards to use for presentation	• Has 1 note card to use for presentation	• Reads report for presentation
	• Is able to answer any questions about the person	• Is able to answer most questions about the person	• Is able to answer some questions about the person	• Is unable to answer questions about the person

Comprehension Strategy: Analyze Story Structure

Comprehension Skill: Make Inferences

Essential Question

What details helped you make inferences about the characters?

Activating Strategies: (Learners Mentally Active)

Day 1 – Students will look at the picture prompt on pg. 6 & 7. The teacher will introduce the vocabulary words *location*, *moving*, and *pack* using the define/example/ask routine. Students will talk with a neighbor about how they feel about new people, places, and things. Volunteers will share.

Day 2 – Visual Vocabulary PowerPoint to review the vocabulary words.

Day 3 – The teacher will define the words *peer*, *pedestal*, and *super* using the define/example/ask routine. Read from the Read-Aloud Anthology “The Present from France” (pg. 31-34). Discuss Before/During/After reading strategies and Think and Respond questions as listed in the anthology.

Day 4 – Students will work in small groups to act out skits demonstrating the meaning of the vocabulary words.

Day 5 – Students will play \$25,000 Pyramid to review the vocabulary words.

Teaching Strategy:

Day 1 – Read aloud Mexico: My New Home on pg. 8 & 9. Have students use context clues to determine the meanings of highlighted (vocabulary) words. Introduce vocabulary words using the define/example/ask model. Students will re-read the story with a partner. The teacher will model analyzing story structure as we read and making inferences using the graphic organizer. Students will complete a vocabulary graphic organizer.

Day 2 – Introduce My Diary from Here to There by reviewing the bookmark on pg. 10. Ask students to preview and predict the story. Volunteers will share their predictions with the class. Volunteers and the teacher will read aloud My Diary from Here to There. The teacher will pause periodically to ask students the comprehension questions in the margins of the TE. Students will answer the extended response Comprehension Check questions at the end of the story with their partner. Students will share their answers with the class.

Day 3 – The teacher will play the read aloud for My Diary from Here to There on the ConnectED website. The students will work in groups to identify the clues and make character inferences on their graphic organizers. The students will reconvene and share their responses with the class. The teacher will record correct responses on a chart of the graphic organizer.

Day 4 – The teacher will read aloud César Chávez on pg. 32-35. Students will work with a partner to answer the Connect and Compare questions. Volunteers will share their responses with the class.

Day 5 – The teacher will complete the weekly assessment with the students and review test taking skills. The teacher will also go over the expectations for the short answer section of the test.

Summarizing Strategies: Learners Summarize and Answer EQ

Day 1 – Students will tell a neighbor how to make an inference (use clues from the story).

Day 2 – Students will think-pair-share why story structure is important.

Day 3 – Exit Ticket – Students will tell 3 things they know about inferring, 2 things they wondered about inferring, and 1 thing they are confused about with inferring.

Day 4 – Exit Ticket – Students will explain how to identify which details from the story are needed when making an inference.

Day 5 – Exit Ticket – Students will answer the EQ and explain their answers.

Extended Thinking Strategies

Day 1 – Inductive Reasoning – Inferring throughout the lesson

Day 2 – Inductive Reasoning – Inferring throughout the lesson

Day 3 – Inductive Reasoning – Inferring throughout the lesson

Day 4 – Inductive Reasoning – Inferring throughout the lesson

Day 5 – Constructing Support – Students will explain how they knew the answer to the EQ.

Resources

Computer, Projector, 3 charts with inferring about characters graphic organizers, Read Aloud Anthology, Practice Book, Student edition, Teacher edition, exit tickets

Differentiation:

- Modified vocabulary graphic organizers
- Differentiated level practice book
- Differentiated level homework
- Modified Weekly Assessments

Comprehension Strategy: Analyze Story Structure

Comprehension Skill: Character, Setting, and Plot

Essential Question

How does the setting affect the characters and the main and future events of the plot?

Activating Strategies: (Learners Mentally Active)

Day 1 – Students will look at the picture prompt on pg. 38 & 39. The teacher will introduce the vocabulary words *growth*, *mature*, *individuality*, and *measure* using the define/example/ask routine. Students will talk with a neighbor about the ways we change as we grow older (physically, abilities, etc.). Volunteers will share.

Day 2 – Visual Vocabulary PowerPoint to review the vocabulary words.

Day 3 – The teacher will define the words *bout*, *tussle*, *tonic*, and *trip-hammer* using the define/example/ask routine. Read from the Read-Aloud Anthology “The Case of the Muscle Maker” (pg. 9-13). Discuss Before/During/After reading strategies and Think and Respond questions as listed in the anthology.

Day 4 – Students will work in small groups to act out skits demonstrating the meaning of the vocabulary words.

Day 5 – Students will play \$25,000 Pyramid to review the vocabulary words.

Teaching Strategy:

Day 1 – Read aloud The Surprise on pg. 40 – 41. Have students use context clues to determine the meanings of highlighted (vocabulary) words. Introduce vocabulary words using the define/example/ask model. Students will re-read the story with a partner. The teacher will model analyzing story structure as we read and completing a story flow-chart graphic organizer.

Day 2 – Introduce The Adventures of Ali Baba Bernstein by reviewing the bookmark on pg. 42. Ask students to preview and predict the story. Volunteers will share their predictions with the class. Volunteers and the teacher will read aloud The Adventures of Ali Baba Bernstein. The teacher will pause periodically to ask students the comprehension questions in the margins of the TE. Students will answer the extended response Comprehension Check questions at the end of the story with their partner. Students will share their answers with the class.

Day 3 – The teacher will play the read aloud for The Adventures of Ali Baba Bernstein on the ConnectED website. The students will work in groups to identify the story elements on their graphic organizers. The students will reconvene and share their responses with the class. The teacher will record correct responses on a chart of the graphic organizer.

Day 4 – The teacher will read aloud One Thousand Nights and a Night on pg. 60 – 63. Students will work with a partner to answer the Connect and Compare questions. Volunteers will share their responses with the class. If time allows, the students will complete a story flow-chart using this story. The teacher will review test taking skills.

Day 5 – Weekly Assessment

Summarizing Strategies: Learners Summarize and Answer EQ

Day 1 – 3/2/1 – 3 story elements (character, setting, plot), 2 things you learned today, 1 thing you're still confused about

Day 2 – Exit Ticket – Students will write a letter to an absent student explaining how to make predictions.

Day 3 – Exit Ticket – Students will write a 3-2-1 based off the text. The three most important plot points, two text to self connections and one question they have for the author.

Day 4 — Students will write an alternative ending to the story.

Day 5 – Exit Ticket – Students will answer the EQ and explain their answers.

Extended Thinking Strategies

Day 1 – Inductive Reasoning – Inferring questions for the story “The Surprise” TE 59B.

Day 2 – Inductive Reasoning – Inferring questions for the story “The Adventures of Ali Baba Bernstein” TE 44, 48

Day 3 – Analyzing Perspectives – Author’s Purpose question for the story “The Adventures of Ali Baba Bernstein” TE 58

Day 4 – Inductive Reasoning – Inferring questions for the story “One Thousand Nights and a Night” TE 61.

Resources

Computer, Projector, 3 charts with story flow-chart graphic organizers, Read Aloud Anthology, Practice Book, Student edition, Teacher edition, exit tickets

Differentiation:

- Modified vocabulary graphic organizers
- Differentiated level practice book
- Differentiated level homework
- Modified Weekly Assessments

Acquisition Lesson Plan 3

Sept. 22-26, 2014

Title: Kid Reporters at Work

Comprehension Strategy: Analyze Text Structure

Comprehension Skill: Compare and Contrast

Essential Question

How can recognizing comparison help you to describe the relationships between ideas in the text?

Activating Strategies: (Learners Mentally Active)

Day 1 – Students will look at the picture prompt on pg. 66 & 67. The teacher will introduce the vocabulary words *volunteer*, *community*, *career*, and *business* using the define/example/ask routine. Students will talk with a neighbor about what kids can do to achieve their own goals and also help others. Volunteers will share.

Day 2 – Visual Vocabulary PowerPoint to review the vocabulary words.

Day 3 – The teacher will define the words *flurries*, *accumulation*, and *vast* using the define/example/ask routine. Read from the Read-Aloud Anthology “The Get Rich Quick Club” (pg. 55 – 58). Discuss Before/During/After reading strategies and Think and Respond questions as listed in the anthology.

Day 4 – Students will work in small groups to act out skits demonstrating the meaning of the vocabulary words.

Day 5 – Students will play \$25,000 Pyramid to review the vocabulary words.

Teaching Strategy:

Day 1 – Read aloud Their Way All the Way on pg. 68 – 69. Have students use context clues to determine the meanings of highlighted (vocabulary) words. Introduce vocabulary words using the define/example/ask model. Students will re-read the story with a partner. The teacher will model analyzing text structure as we read and completing a Venn diagram graphic organizer to compare Gidget’s and Jhordan’s ways to help others.

Day 2 – Introduce Kid Reporters at Work by reviewing the bookmark on pg. 70. Ask students to preview and predict the story. Volunteers will share their predictions with the class. Volunteers and the teacher will read aloud Kid Reporters at Work. The teacher will pause periodically to ask students the comprehension questions in the margins of the TE. Students will answer the extended response Comprehension Check questions at the end of the story with their partner. Students will share their answers with the class.

Day 3 – The teacher will play the read aloud for Kid Reporters at Work on the ConnectED website. The students will work in groups to compare and contrast the World Children Organization with the United Nations on their graphic organizers. The students will reconvene and share their responses with the class. The teacher will record correct responses on a chart of the graphic organizer.

Day 4 – The teacher will read aloud Child Labor in the U.S. on pg. 74 – 75. Students will work with a partner to answer the Test Practice questions and locate the answers or clues in the text. Volunteers will share their responses with the class. The teacher will review test taking skills and may preview the weekly assessment with the students.

Day 5 – Weekly Assessment

Summarizing Strategies: Learners Summarize and Answer EQ

Day 1 – Exit Ticket – Students will write the most important thing about summarizing.

Day 2 – Exit Ticket – Students will write a two dollar summary of Kid Reporter at work.

Day 3 – – Students will write about which organization helps more students. They will need to justify their answer using evidence from the text.

Day 4 – 3/2/1 – 3 Types of Questions, 2 Types of Text Features, 1 Test Taking Tip

Day 5 – Exit Ticket – Students will answer the EQ and explain their answers.

Extended Thinking Strategies

We will spend a lot of time Comparing and Contrasting the different stories this week.

Resources

Computer, Projector, 3 charts with Venn diagram graphic organizers, Read Aloud Anthology, Practice Book, Student edition, Teacher edition, exit tickets

Differentiation:

- Modified vocabulary graphic organizers
- Differentiated level practice book
- Differentiated level homework
- Modified Weekly Assessments

Acquisition Lesson Plan 4
Title: The Astronaut and the Onion
Comprehension Strategy: Summarize
Comprehension Skill: Character

Sept. 29 – Oct. 2, 2014

Essential Question

How can looking at a person's thoughts, words, feelings, and actions help you identify character traits?

Activating Strategies: (Learners Mentally Active)

Day 1 – Students will look at the picture prompt on pg. 78 & 79. The teacher will introduce the vocabulary words *mentor* and *leader* using the define/example/ask routine. Students will talk with a neighbor about how people in your community can help you learn new things. Volunteers will share.

Day 2 – Visual Vocabulary PowerPoint to review the vocabulary words.

Day 3 – The teacher will define the words *file*, *engineer*, and *persistence* using the define/example/ask routine. Read from the Read-Aloud Anthology "Persistence" (pg. 20 - 23). Discuss Before/During/After reading strategies and Think and Respond questions as listed in the anthology.

Day 4 – Students will play \$25,000 Pyramid to review the vocabulary words.

Teaching Strategy:

Day 1 – Read aloud Astronaut Adventure on pg. 80 – 81. Have students use context clues to determine the meanings of highlighted (vocabulary) words. Introduce vocabulary words using the define/example/ask model. Students will re-read the story with a partner. The teacher will model completing a character web graphic organizer summarize character traits.

Day 2 – Introduce The Astronaut and the Onion by reviewing the bookmark on pg. 82. Ask students to preview and predict the story. Volunteers will share their predictions with the class. Volunteers and the teacher will read aloud The Astronaut and the Onion. The teacher will pause periodically to ask students the comprehension questions in the margins of the TE. Students will answer the extended response Comprehension Check questions at the end of the story with their partner. Students will share their answers with the class.

Day 3 – The teacher will play the read aloud for The Astronaut and the Onion on the ConnectED website. The students will work in groups to identify character traits for Gloria and Dr. Street on their graphic organizers. The students will reconvene and share their responses with the class. The teacher will record correct responses on a chart of the graphic organizer.

Day 4 – Weekly Assessment

Summarizing Strategies: Learners Summarize and Answer EQ

Day 1 – Exit Ticket – Students will identify one character trait of the main character and use evidence from the text to support their answer.

Day 2 – Exit Ticket – Students will write their own text based question for The Astronaut and The Onion. They will exchange the question with a classmate.

Day 3 – Exit Ticket – Students will compare and contrast Gloria and Dr. Street using evidence from the text.

Day 4 – Exit Ticket – Students will answer the EQ and explain their answers.

Extended Thinking Strategies

We will compare and contrast the different characters in the stories. We will also compare and contrast the characters at the beginning and end of the stories.

Resources

Computer, Projector, 3 charts with character web graphic organizers, Read Aloud Anthology, Practice Book, Student edition, Teacher edition, exit tickets

Differentiation:

- Modified vocabulary graphic organizers
- Differentiated level practice book
- Differentiated level homework
- Modified Weekly Assessment

Acquisition Lesson Plan 5

Oct. 6-10, 2014

Title: Because of Winn-Dixie

Comprehension Strategy: Summarize

Comprehension Skill: Sequence

Essential Question

How can placing the main events of this story in sequence help you to determine future events?

Activating Strategies: (Learners Mentally Active)

Day 1 – Students will look at the picture prompt on pg. 104 & 105. The teacher will introduce the vocabulary words *generation*, *relationship*, and *companionship* using the define/example/ask routine. Students will talk with a neighbor about how friends learn from each other. Volunteers will share.

Day 2 – Visual Vocabulary PowerPoint to review the vocabulary words.

Day 3 – The teacher will define the words *stoop*, *crooks and hollows*, and *pamphlets* using the define/example/ask routine. Read from the Read-Aloud Anthology "Reading and Riding" (pg. 86 - 89). Discuss Before/During/After reading strategies and Think and Respond questions as listed in the anthology.

Day 4 – Students will work in small groups to act out skits demonstrating the meaning of the vocabulary words.

Day 5 – Students will play \$25,000 Pyramid to review the vocabulary words.

Teaching Strategy:

Day 1 – Read aloud A Library Card for Emilio on pg. 106 – 107. Have partners use context clues to determine the meanings of highlighted (vocabulary) words. Introduce vocabulary words using the define/example/ask model. Students will re-read the story with a partner. The teacher will model completing a sequencing graphic organizer.

Day 2 – Introduce Because of Winn-Dixie by reviewing the bookmark on pg. 108. Ask students to preview and predict the story. Volunteers will share their predictions with the class. Volunteers and the teacher will read aloud Because of Winn-Dixie. The teacher will pause periodically to ask students the comprehension questions in the margins of the TE. Students will answer the extended response Comprehension Check questions at the end of the story with their partner. Students will share their answers with the class.

Day 3 – The teacher will play the read aloud for Because of Winn-Dixie on the ConnectED website. The students will work in groups to sequence the main events on their graphic organizers. The students will reconvene and share their responses with the class. The teacher will record correct responses on a chart of the graphic organizer.

Day 4 – The teacher will read aloud I Love the Look of Words on pg. 122 – 123. Students will work with a partner to answer the Connect and Compare questions and locate the answers or clues in the text. Volunteers will share their responses with the class. The teacher will review test taking skills (focus on answering short answer using TAG) and may preview the weekly assessment with the students. If time allows, students will complete pg. 43 in the practice books (stanza, simile, line break).

Day 5 – Weekly Assessment

Summarizing Strategies: Learners Summarize and Answer EQ

Day 1 – Students will write the signal words used in sequencing.

Day 2 – Students will write a letter to an absent student identifying the steps in sequencing.

Day 3 – Students will make two text to self connections they made while reading.

Day 4 – Students will write a text based question and exchange the question with a classmate.

Day 5 – Exit Ticket – Students will answer the EQ and explain their answers.

Extended Thinking Strategies

We will use abstracting to develop analogies and similes.

Resources

Computer, Projector, 3 charts with sequencing graphic organizers, Read Aloud Anthology, Practice Book, Student edition, Teacher edition, exit tickets

Differentiation:

- Modified vocabulary graphic organizers
- Differentiated level practice book
- Differentiated level homework
- Modified Weekly Assessment

Acquisition Lesson Plan 6

Oct. 13 – 17, 2014

Review Unit 1 & Assess

Title: A Walk on the Beach and Diamonds for the Taking

Comprehension Strategies: Analyze Story Structure; Analyze Text Structure; Summarize

Comprehension Skill: Make Inferences; Character, Setting, Plot; Compare and Contrast; Sequence

Essential Question

How can I show what I have learned?

Activating Strategies: (Learners Mentally Active)

Day 1 – Have students get into 5 groups. Assign each group one of the topics in the bookmark on the top of pg. 126. Have students review their notes to “become experts” and share the reviewed topic with their classmates.

Day 2 – Have students work with a partner to identify the text features in Diamonds for the Taking on pg. 128. Share.

Day 3 – Give clues about comprehension skills and have students guess what you are talking about (when the author tells how two things are alike and different → compare and contrast)

Day 4 – Review literary elements (stanza, simile), text features (maps, timelines, electronic catalog), sentences, and punctuation.

Day 5 – Review the important features of a narrative writing piece (told in 1st person, events are in chronological order, includes details so we can picture the events, etc.)

Teaching Strategy:

Day 1 – Preview and predict A Walk on the Beach. Volunteers will share their predictions. Choral read/Listen on ConnectEd to A Walk on the Beach. Complete “Show What You Know” page, then share with a partner. Discuss which answers are correct and why. Share correct answers with the class. Practice writing analogies.

Day 2 – Preview and predict Diamonds for the Taking. Volunteers will share their predictions. Choral read/Listen on ConnectEd to Diamonds for the Taking. Complete “Show What You Know” page, then share with a partner. Discuss which answers are correct and why. Share correct answers with the class. Practice writing similes.

Day 3 – Unit Assessment questions 1-16

Day 4 – Unit Assessment 17-30

Day 5 – Unit Assessment Writing Portion

Summarizing Strategies: Learners Summarize and Answer EQ

Day 1 – Exit Ticket – Explain how sequencing helps you summarize a text.

Day 2 – Exit Ticket – Explain what it means to compare & contrast and why it's useful.

Day 3 – Discuss how students felt they did after the assessment / what they struggled with.

Day 4 – Discuss how students felt they did after the assessment / what they struggled with.

Day 5 – Discuss how students felt they did after the assessment / what they struggled with.

Extended Thinking Strategies

We will use abstracting to develop analogies and similes.

Resources

Computer, Projector, Student edition, Teacher edition, Unit Assessment Book, Exit tickets

Differentiation:

- Differentiated level homework