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| **Unit Information** |
| **Unit Theme: Unit 3****Patterns in Nature** |  | **Grade****Level:** | **4** |
| **Integrated Subject/Topic:** | **English Language Arts / Science / Social Studies** |
| **Length (in weeks/days):****1st 2nd 3rd 4th**  | **4-6 weeks** |
| **Developers:** | Karla Webber, Jill Joyner, Kirstyn Alford |

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| **What’s The Big Idea (s)?** |
| When expressing or explaining an idea, it is important to provide factual evidence from credible resources.The changes between day and night are due to the tilt and continual rotation of the Earth on its axis.The moon appears in different phases based on its location relative to the Earth and sun.Knowledge of context clues, roots and affixes, and reference materials help me figure out the meaning of unknown words.Adding special effects can help me present ideas more effectively. |
| **Essential Questions** |
| How can I show proof that supports my ideas?What causes the changes between day and night and the different phases of the moon?How can I figure out the meaning of words that I don’t know?How can I make a presentation more interesting? |
| **Priority Standards** | **Supporting Standards** |
| Science 4E.1 **Explain** the causes of day and night and phases of the moon.RI4.8 **Explain how** an author uses reasons and evidence to support particular points in a text.L4.4 **Determine or clarify** the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, **choosing flexibly** from a range of strategies.SL4.5 **Add** audio recordings and visual displays to presentations when appropriate **to enhance the development** of main ideas or themes. | Science 4E.1.1, and 4E1.2RI4.1-7, 9 and 10L4.1-3, 5 and 6SL4.1-4, and 6 |
| **Possible Minilessons Statements** |
| 1. Science--Understanding the pattern of the moon; day and night, moon phases.
2. Identify the point of view of an author based on the author’s word choice and text structure.
3. Identifying the main idea and supporting details of a passage/selection.
4. Add appropriate graphics and other visuals to a power point presentation to enhance the theme.
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| **Possible I Can Statements** |
| I can use multimedia and visual effects to support my ideas.I can use a range of strategies to help me determine the meaning of unknown words.I can connect supporting facts and details with an author’s main idea. |
| **Problem-Based / Hands-On Learning Activities** |
| 1. Applying: Over the course of the month, students will keep a “moon journal” drawing what the moon looks like each night. Students will attempt to label the phases they see.
2. Evaluate: Students will justify the author’s purpose for each unit story and include their reasoning.
3. Understanding: Students will find unfamiliar words from a selection determined by teacher. Students should use context clues to understand the meaning of the word, and then create a picture dictionary.
4. Create: Draw a picture/make a model to present and explain why the Sun appears to rise and set each day.
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| **Essential Vocabulary** |
| Author’s Purpose Main idea/detailDrawing conclusionMultiple-meaning wordsMoon phaseWaningWaxingGibbous CrescentRevolvingrotate |  |  |  |
| **Resources** |
| [**http://mrscienceut.net/phasesofthemoonwebquest.html**](http://mrscienceut.net/phasesofthemoonwebquest.html) **-Moon Phase webquest****Leveled Readers: Earth’s Closest Neighbor, Apollo 11, One Giant Leap, Day for Night, To the Moon, Moonscape, and Darkness Into Light.****Author’s Purpose sort from Florida Center for Reading Research****Main idea foldable activity****Multiple-meaning words PowerPoint**  |
| **Achievement Targets- Assessment****What are the tasks implied by the verbs in the standards? What will the student be able to do?** |
| **Diagnostic** | **Informal** | **Formal** |
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