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| **Unit Information** | | | |
| **Unit Theme: Unit 2**  **Team Work** |  | **Grade**  **Level:** | **4** |
| **Integrated Subject/Topic:** | **English Language Arts / Science / Social Studies** | | |
| **Length (in weeks/days):**  **1st 2nd 3rd 4th** |  | | |
| **Developers:** |  | | |

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| **What’s The Big Idea (s)?** | | | | | | |
| **By using relevant details from the text, I can identify the main idea.**  **I can draw conclusions by using background knowledge and context clues to find out what is to come in the story.**  **To decode words, I can use word structures such as affixes, word origin, multiple meanings, etc.** | | | | | | |
| **Essential Questions** | | | | | | |
| What is the value of teamwork?  How can I identify the main idea in a text?  How can I draw conclusions from the text?  What strategies can be used to decode words? | | | | | | |
| **Priority Standards** | | | | **Supporting Standards** | | |
| 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.  RF.4.3 – Know and apply grade-level phonics and word analysis skills in decoding words.  RI.4.2 – Determine the main idea of a text and explain how it is supported by key details; summarize the text. | | | | RF.4.4b – Read on-level text with purpose and understanding.  W.4.4 – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (informational).  L.4.2a – Use correct capitalization. | | |
| **Possible Minilessons Statements** | | | | | | |
| Draw conclusions, cause and effect, fact and opinion, main idea/details. | | | | | | |
| **Possible I Can Statements** | | | | | | |
| **I can infer and draw conclusions using details and examples from the text.**  **I can use word decoding strategies to read unfamiliar words.**  **I can determine the main idea of what I read and explain to my teacher or a peer using details from the text. I can create a summary of the information without telling every detail.**  **I can determine the effect(s) the Civil War had on North Carolina.** | | | | | | |
| **Problem-Based / Hands-On Learning Activities** | | | | | | |
| [**http://nanunet.lhric.org/HighviewElementary/Grade4/G4government/governmentstart.htm**](http://nanunet.lhric.org/HighviewElementary/Grade4/G4government/governmentstart.htm) **- The Branches of Government**  **Cause/Effect Smartboard Activity**  **Pink and Say by Patricia Polacco – read aloud (Cause and Effect of the Civil War)**  **Students write their own constitution**  **Reader’s Theater (Freedom on the Menu)**  **Fact/Opinion Smartboard Activity**  **Main Idea Smartboard Activity** | | | | | | |
| **Essential Vocabulary** | | | | | | |
| Drawing Conclusions  Cause and Effect  Main Idea and Details  Fact and Opinion  Inferring  Background Knowledge  Story Structure  Questioning  WebQuest  Monitor and Qualify |  | |  | | |  |
| **Resources** | | | | | | |
| **Cold Read (The Great Gift – Drawing Conclusions)**  **Cause and Effects of Civil War Examples (Pink and Say)**  **Write a Constitution Document (Scholastic)**  **Freedom on the Menu – Readers Theater**  **KWL Chart**  **Smartboard Lessons (Main Idea, Cause/Effect, Fact/Opinion)** | | | | | | |
| **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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