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| **Unit Information** | | | |
| **Unit Theme: Unit 4**  **Puzzles and Mysteries** | **Created by 4th Grade Teachers of Laurel Mill Elementary** | **Grade**  **Level:** | **4** |
| **Integrated Subject/Topic:** | **English Language Arts / Science / Social Studies** | | |
| **Length (in weeks/days):**  **1st 2nd 3rd 4th** |  | | |
| **Developers:** | **N. VonKlingler, Sheldon, Saleeby, Strenka, Denton** | | |

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| **What’s The Big Idea (s)?** | | | | | | |
| **Readers will be able to determine the main idea, locate the literary elements, and be able to draw conclusions based on text and experiences,** | | | | | | |
| **Essential Questions** | | | | | | |
| Is there an explanation for everything?  What detail from the test supports the inference of…..  How would you summarize the text?  Describe character \_\_\_\_\_\_ using details from the story  How could you describe the character using details from the story? | | | | | | |
| **Priority Standards** | | | | **Supporting Standards** | | |
| **R.L.4.3**  **R.I.4.2**  **R.I.4.1** | | | | **R.L.4.5**  **L.4.5.C**  **R.F.4.4.B**  **W4.3D**  **W4.3D**  **L.4.1**  **L.4.C**  **RI.4.5**  **W4.4**  **L4.4**  **RL.4.1**  **R.I.4.7**  **RL.4.4B**  **W4.1A, B** | | |
| **Possible Minilessons Statements** | | | | | | |
| Look in section below, “problem-based/hands-on learning activities”. | | | | | | |
| **Possible I Can Statements** | | | | | | |
| * **RL4.1 I can infer USING DETAILS AND TEXT** * **RL4.2 I can determine the theme of a story and summarize** * **RL4.3 I can describe characters, settings and the sequence of a story** * **RL4.7 I can make connections between text** * **RI4.1 I can refer to examples and make inferences** * **RI4.2 I can determine the main idea and summarize** * **RF4.3 I can use decoding strategies to read unfamiliar words** * **W4.1 I can write an opinion piece with reasons and organize structure** * **W4.3 I can write a narrative which includes a beginning, character, setting, and an ending that is logical.** * **W4.7 I can research and investigate a topic to gain knowledge** * **L4.1 conventions** | | | | | | |
| **Problem-Based / Hands-On Learning Activities** | | | | | | |
| **WEEK 1: Compare and Contrast**  [**http://www.welcometonc.com/category/Hauntings**](http://www.welcometonc.com/category/Hauntings)  **research changes in adaptations (4.L.1)**  **Scientific process (magnets 4.p.1)**  **Writing a mystery (w4.3)**  **Kidspiration (Venn Diagrams)**  **WEEK 2: Compare and contrast. Summarizing.**  **Adaptations (4.l.1)**  **Research global awareness and the rain forest**  [**http://www.aupairinamerica.com/resources/kids/culture\_corner/**](http://www.aupairinamerica.com/resources/kids/culture_corner/)  [**http://www.blueplanetbiomes.org/amazon.htm**](http://www.blueplanetbiomes.org/amazon.htm)  [**http://www.rainforest-alliance.org/kids**](http://www.rainforest-alliance.org/kids)  **Discovery education videos: keyword rainforest**  **Haiku poetry**  **Describing the pink dolphin**  **WEEK 3: Sequence and important ideas**  [**http://www.cerias.purdue.edu/education/k-12teaching\_resources/lessons\_presentations/cryptology.html**](http://www.cerias.purdue.edu/education/k-12teaching_resources/lessons_presentations/cryptology.html)  **Discovery education videos: keyword code talkers**  **SS 4.h.1.4 NC involvement in WW2**  **SS 4.g.1.4 changes in technology**  **Pen pal letters- write their own code**  **Interview someone that knows about WW2**  [**www.Navajocodetalkers.com**](http://www.Navajocodetalkers.com)  **WEEK4: Graphic sources.**  **Egyptian numbers using hieroglyphics**  [**www.chiddingstone.kent.sch.uk/homework/egypt/writing.htm**](http://www.chiddingstone.kent.sch.uk/homework/egypt/writing.htm)  **Discovery education videos: keyword Rosetta Stone**  **Research Napoleon and the Battle of Waterloo**  [**www.egypt.mrdonn.org**](http://www.egypt.mrdonn.org)  **timeline (ri.4.5)**  [**www.ducksters.com**](http://www.ducksters.com)  [**http://kids.discovery.com/games/just-for-fun/hierogenerator**](http://kids.discovery.com/games/just-for-fun/hierogenerator)  **create pyramids (4.oa.5 patterns) & mummification process**  **global awareness**  **life in Egypt for kids**  **WEEK 5: Literary elements**  **4.l.1 ecosystems**  **Crime connections: career relations (4.c&g2.2)**  **Police officer come in fingerprint the children. Explain how they solve mysteries.**  [**http://kids.mysterynet.com**](http://kids.mysterynet.com)  **research salamanders, amphibians, etc. on Discovery Education**  **writing project on endangered animals**  **WEEK 6: Review week and assess as necessary**  **Read aloud: Bunnicula** | | | | | | |
| **Essential Vocabulary** | | | | | | |
| Reference Teacher Manual UNIT 4  SMART Notebook games  Page XVI (entire unit)  Week 1: research, hypothesis, experiment, data, results, mystery.  Week 2: adaptations, Haiku, rain forest.  Week 3: interview, interviewee, code, pen pal, decipher.  Week 4: Egypt, hieroglyphics, mummy, pyramid, timeline, Rosetta Stone, Napoleon, Waterloo.  Week 5:  Ecosystems, endangered, research. |  | |  | | |  |
| **Resources** | | | | | | |
| * **Internet** * **Discovery Education** * **Reading Street text** * **Leveled books** * **Bunnicula** * **SMART Notebook games** | | | | | | |
| **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** | |
| Recall  Recognize  Identify  State  List | | Recall  Recognize  Identify  State  List  Analyze  Cite  Explain  Compare  Specify  Infer  Apply | | | WEEK 1: Compare and Contrast  WEEK 2: Compare and contrast. Summarizing.  WEEK 3: Sequence and important ideas  WEEK4: Graphic sources.  WEEK 5: Literary elements  Create  Organize  Apply  Analyze  Illustrate  Evaluate  Cite evidence | |