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| **Unit Information** |
| **Unit Theme: Unit 6****Reaching for Goals** |  | **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)?** |
| **I can refer to specific examples when explaining the text, making inferences, and drawing conclusions.** |
| **Essential Questions** |
| What does it take to achieve our goals and dreams?How can I prove what I think the text is about to my teacher and peers? |
| **Priority Standards** | **Supporting Standards** |
| **RI.1- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.****RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.** | RI.3- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical texts, including what happened and why, based on specific information in the text.RI.2 Determine the main idea of the text and explain how it is supported by key details: summarize the text.  |
| **Possible Minilessons Statements** |
| *Readers Theater: Breaking the Color Barrier (Have student work in groups to create their own test).*A pep talk from kid President: <http://newsone.com/2173492/kid-president-pep-talk/> (Introduction to dreams and goals)<http://fcstube.fcschools.net/safevideos/Video.aspx?id=_XmqjGvr8fk> <http://player.discoveryeducation.com/index.cfm?guidAssetId=04F18CC3-D7F1-4CC0-8EAF-762E7FEC34F6&blnFromSearch=1&productcode=US> (An example of how a dream can become a reality) |
| **Possible I can statements** |
| **I can refer to specific examples when explaining the text, making inferences, and drawing conclusions.** |
| **Problem-Based / Hands-On Learning Activities** |
| **Langston Hughes: Mother to Son (Discussion questions)**[**Mother to Son by Langston Hughes : The Poetry Foundation**](http://www.poetryfoundation.org/poem/177021)**Questions to answer within the PowerPoint presentation: PowerPoint presentation on an assigned historical figure (Martin Luther King Jr., Rosa Parks, Barack Obama, and Jackie Robinson) using a text to answer specific questions. (Rubric will be used to assess student’s ability to refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.****What dream did your person achieve?****What obstacles did this person face?****What would have happened if they would have given up?****What did you learn about this person’s struggle that could help you achieve your dream?** |
| **Essential Vocabulary** |
|  |  | Character, courage, deny, barrier, achievement, dream, goal, evidence, discrimination, boycott, civil rights, sit-in, infer, conclusions. After viewing the videos we will discuss the vocabulary using a KWL chart in groups. Then we will introduce the poem Mother to son by Langston Hughes to make real world connection using the vocabulary. |  |
| **Resources** |
| **The African-American Inventions Series: “Honoring the Legacy of Great African-Americans”** |
| **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** |
| **Initial discussion after the videos****The Langston Hughes poem questionnaire** | **Teacher observations****Classroom discussions** | **PowerPoint presentation on an assigned historical figure (Martin Luther King Jr., Rosa Parks, Barack Obama, and Jackie Robinson) using a text to answer specific questions.** |