

Literature Settings: Weather or Not

4th Grade Unit 2



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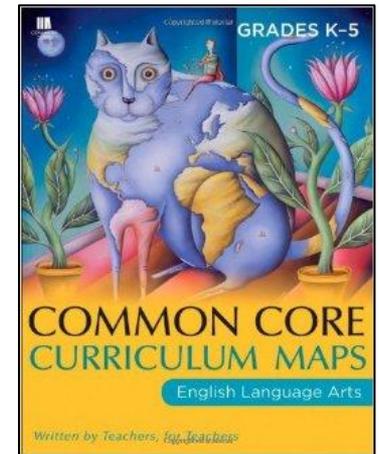


Literature Settings: Weather or Not

Essential Questions

How does the author's use of setting effect a story?

How does the weather effect the environment?



Unit 2 - Social Studies

ELA Unit 2- Literature Settings- Weather or Not

6 Weeks

Geography

Geographic Representations

G.8.4.1 Use *geographic representations* to examine the *spatial organization* of Arkansas citing *relative* and *absolute location*

G.8.4.2 Use thematic maps (e.g., climate, political, topographical) and other *geographic representation* to compare *physical* and human *characteristics* of a region to those of another region in the United States and the interactions that shape them

G.8.4.3 Construct maps and other *geographic representations* of Arkansas and the United States, including *physical* and human *characteristics*, title, legend, compass rose

Spatial Patterns and Movement

G.11.4.2 Analyze ways communities cooperate in providing relief efforts during and after natural and human-made disasters

ELA Standard:

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information in a text or part of a text.

Social Studies Standard:

H.13.4.3 Develop claims in response to compelling questions about Arkansas and United States history using evidence from a variety of primary and secondary sources

Throughout this unit, students will be accessing First & Secondhand Accounts of events as well as Primary and Secondary Sources. The following table illustrates the subtle differences between these terms.

Firsthand Account	Secondhand Account
<p>A firsthand account of an event or topic is based on an author's personal experience. The author uses pronouns such as <i>I, me, and we</i> to describe the event or topic. Diaries, autobiographies, and letters are considered to be firsthand accounts.</p> <p>Examples: autobiographies, some newspaper articles, war journals from soldiers, generals, etc.</p>	<p>A secondhand account of an event or topic is based on an author's research, rather than personal experience. The author uses pronouns such as <i>he, she, and they</i> to describe the event or topic. Encyclopedia entries, biographies, and textbooks are considered to be secondhand accounts.</p> <p>Examples: retelling from a text book or trade book</p>
Primary Source	Secondary Source
<p>A primary source is a document or physical object which was written or created during the time under study. These sources were present during an experience or time period and offer an inside view of a particular event.</p>	<p>A secondary source interprets and analyzes primary sources. These sources are one or more steps removed from the event. Secondary sources may have pictures, quotes or graphics of primary sources in them. Secondary sources are interpretations – often generated by scholars – that are based upon the examination of multiple primary sources.</p>

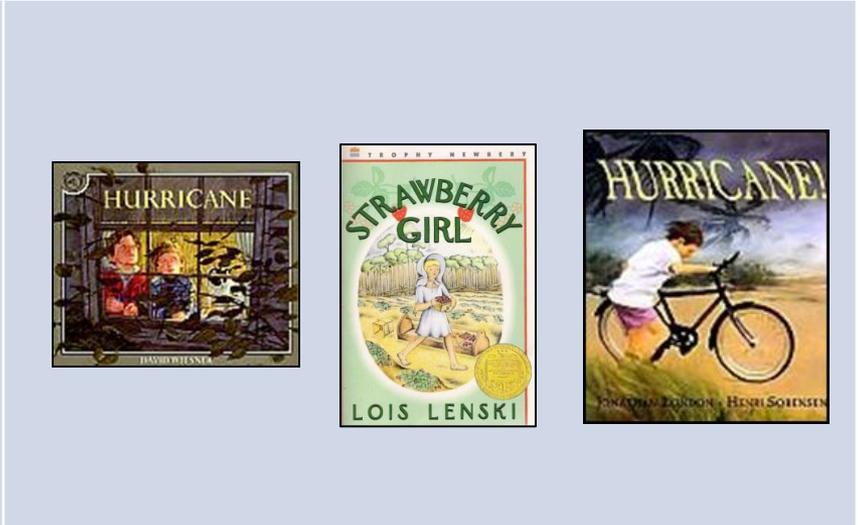
Week	Standards	Texts
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How does the author's use of setting effect a story?

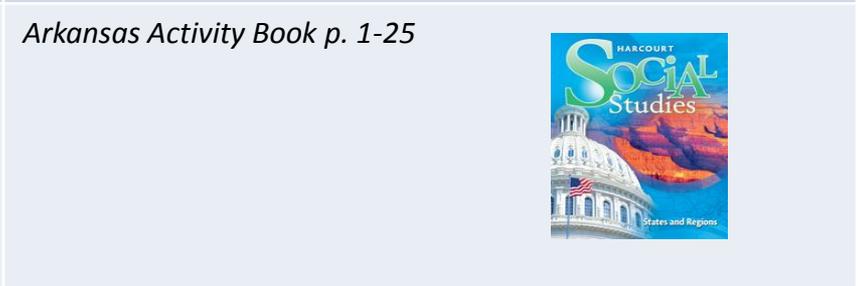
1 **RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).



2 **RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
W.4.9a Apply grade 4 Reading standards to literature (e.g., "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].").



Social Studies **G.8.4.1** Use geographic representations to examine the spatial organization of Arkansas citing relative and absolute location
G.8.4.2 Use thematic maps (e.g., climate, political, topographical) and other geographic representation to compare physical and human characteristics of a region to those of another region in the United States and the interactions that shape them



How does the author's use of setting effect a story?

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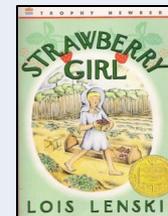
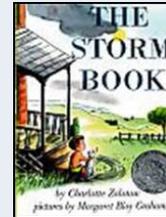
RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

L.3.1e Form and use prepositional phrases.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

W.4.9a Apply grade 4 Reading standards to literature (e.g., “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].”).



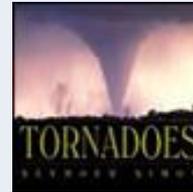
How does the weather effect the environment?

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RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

W.4.9b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

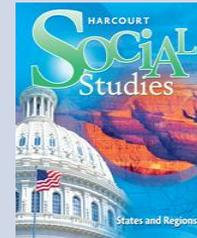


**Video clips of storm survivors for firsthand accounts*

Social Studies

G.8.4.3 Construct maps and other geographic representations of Arkansas and the United States, including physical and human characteristics, title, legend, compass rose

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How does the weather effect the environment?

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RI.4.4 Determine the meaning of general academic and domain -specific words and phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5 Describe the overall structure (e.g., chronologically, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

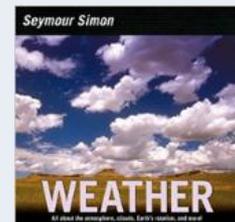
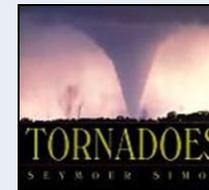
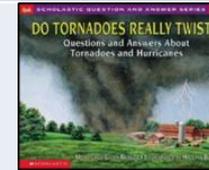
L.4.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

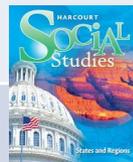
L.4.2a Use correct capitalization.

SS

G.11.4.2 Analyze ways communities cooperate in providing relief efforts during and after natural and human-made disasters



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Backward Unit Planning 1.0

