

# Animals are Characters, Too: Characters Who Gallop, Bark and Squeak

4<sup>th</sup> Grade Unit 3



## Planning Team

Vickie Bayles, Jessica Suito, Kara Davis, Anne Saullo, Gail Fenix and Megan Fawley

# Essential Questions

Identify and  
**CLARIFY** the  
**STANDARDS**

Gather and study  
the  
**RESOURCES**

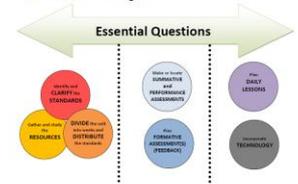
**DIVIDE** the unit  
into weeks and  
**DISTRIBUTE**  
the standards

Make or locate  
**SUMMATIVE**  
and  
**PERFORMANCE**  
**ASSESSMENTS**

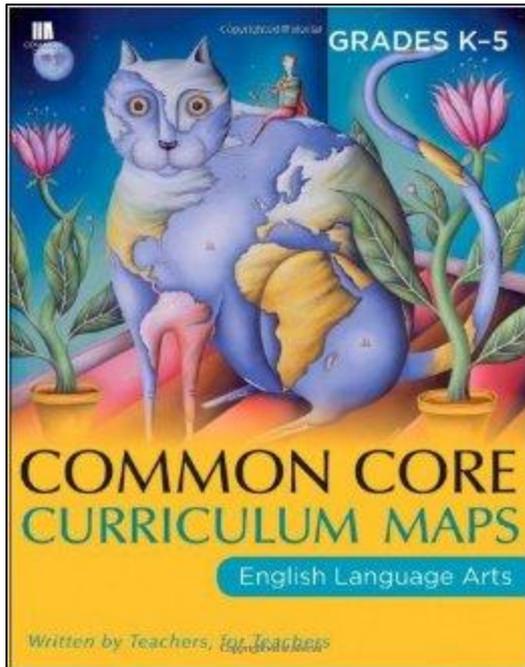
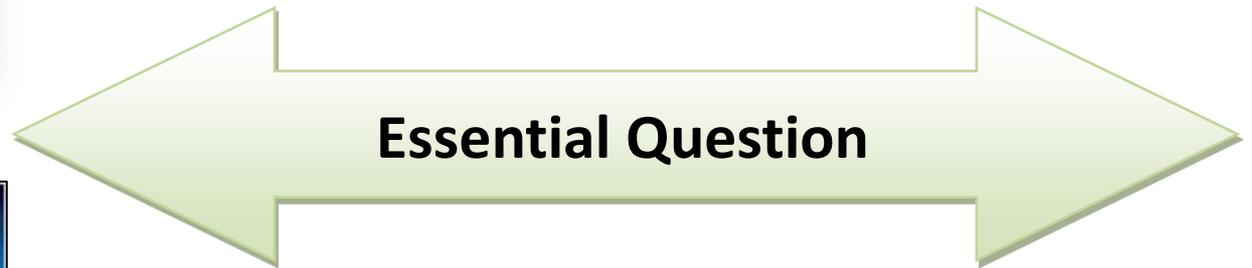
Plan  
**FORMATIVE**  
**ASSESSMENT(S)**  
**(FEEDBACK)**

Plan  
**DAILY**  
**LESSONS**

Incorporate  
**TECHNOLOGY**

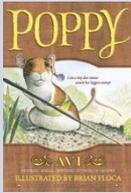
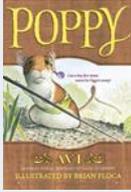
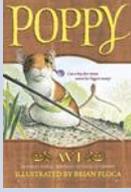
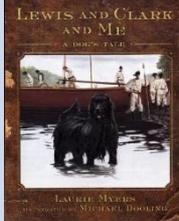


# Animals are Characters, Too: Characters Who Gallop, Bark, and Squeak

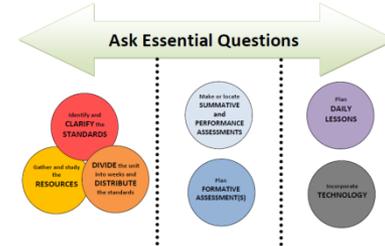


*Why do authors use animals as characters?*

*How do authors use animals in fiction and non-fiction differently?*

Week	Standards	Texts
1	<ul style="list-style-type: none"> <li>Refer to details and examples in a text when explaining what the text says (RL.4.1)</li> <li>Describe in depth a character, setting, or event, drawing on specific details (RL.4.3)</li> <li>Determine the meaning of words and phrases (RL.4.4) (L.4.4a)</li> <li>Write narratives (W.4.3) *Focus: a, c</li> <li>Form and use progressive verb tenses (L.4.1b)</li> </ul>	 <p>*19 more copies are ordered</p>
2	<ul style="list-style-type: none"> <li>Determine the theme of a story from details in the text (RL.4.2)</li> <li>Describe in depth a character, setting, or event, drawing on specific details (RL.4.3)</li> <li>Determine the meaning of words and phrases (RL.4.4)</li> <li>Write narratives (W.4.3) *Focus: b</li> <li>Order adjectives (L.4.1d)</li> <li>Choose words (L.4.3a)</li> <li>Choose punctuation for effect (L.4.3b)</li> </ul>	
3	<ul style="list-style-type: none"> <li>Introduce the difference between first- and third-person narrations (RL.4.6)</li> <li>Describe in depth a character, setting, or event, drawing on specific details (RL.4.3)</li> <li>Determine the meaning of words and phrases (RL.4.4)</li> <li>Write narratives (W.4.3) *Focus: b, d</li> <li>Use quotation marks (L.4.2b)</li> <li>Prepositional Phrases (L.4.1e)</li> </ul>	  <p>*Use sections from Poppy to refer back to</p>

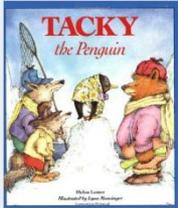
Backward Unit Planning 1.0



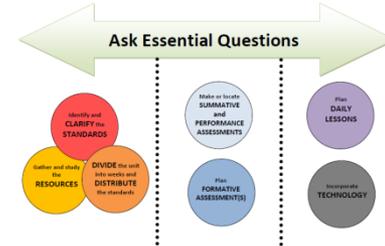
**DIVIDE** the unit into weeks and **DISTRIBUTE** the standards

**Ongoing Standards**

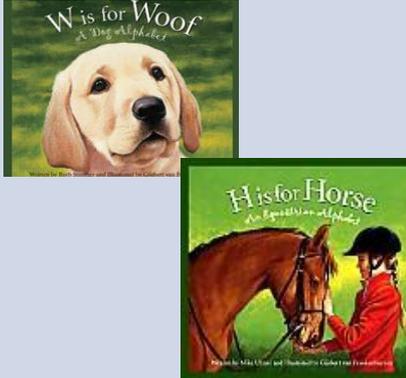
- Produce clear writing (W.4.4)
- Planning, revising, editing (W.4.5)
- Spelling (L.4.2d)

Week	Standards	Texts
4	<ul style="list-style-type: none"> <li>Determine the theme of a story from details in the text (RL.4.2)</li> <li>Describe in depth a character, setting, or event, drawing on specific details (RL.4.3)</li> <li>Make connections between the text of a story and a visual presentation, identifying specific descriptions (RL.4.7)</li> <li>Determine the meaning of words and phrases (RL.4.4)</li> <li>Write narratives (W.4.3) Focus: e</li> <li>Correctly use words (L.4.1g)</li> </ul>	 <p>*Read parts of <i>Winn Dixie</i> or <i>Black Stallion</i> and show video clips to compare  <a href="#">Link to Winn Dixie Clip</a>  <a href="#">Link to Black Stallion clip</a></p> <p>*Note: Copy Black Stallion link in <a href="#">View Pure</a> to view without ads.</p>
5	<ul style="list-style-type: none"> <li>Describe a theme of a drama (RL.4.2)</li> <li>Explain structural elements of drama (RL.4.5)</li> <li>Determine the meaning of words and phrases (RL.4.4)</li> <li>Write narratives (W.4.3) Focus: all</li> <li>Produce clear writing (W.4.4)</li> <li>Planning, revising, editing (W.4.5)</li> <li>Use comma before coordinating conjunction (L.4.2c)</li> </ul>	 <p><a href="#">Tacky the Penguin Reader's Theater</a>  <b>Why do authors use animals as characters?</b></p>

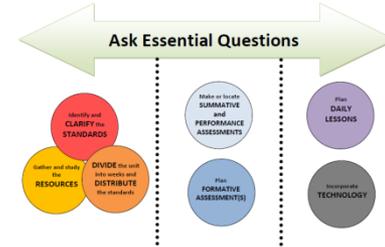
Backward Unit Planning 1.0



**DIVIDE** the unit into weeks and **DISTRIBUTE** the standards

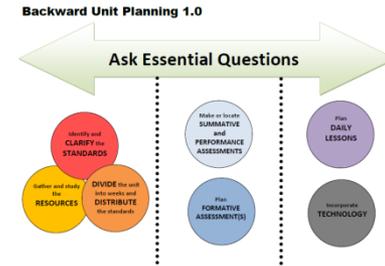
Week	Standards	Texts
6	<ul style="list-style-type: none"> <li>Determine main idea; summarize (RI.4.2)</li> <li>Determine the meaning of words and phrases (RL.4.4)</li> <li>Conduct short research (W.4.7)</li> <li>Take Notes and categorize info (W.4.8)</li> <li>Recognize idioms (L.4.5)</li> </ul>	
7	<ul style="list-style-type: none"> <li>Explain how an author uses reasons and evidence (RI. 4.8)</li> <li>Integrate information from two texts (RI.4.9)</li> <li>Determine the meaning of words and phrases (RL.4.4)</li> <li>Conduct short research (W.4.7)</li> <li>Take Notes and categorize info (W.4.8)</li> <li>Paraphrase portions of a text (SL.4.2)</li> </ul>	 <p data-bbox="1008 816 1387 896"><a href="#">Link to online text about mice</a></p>
8	<ul style="list-style-type: none"> <li>Explain how an author uses reasons and evidence (RI. 4.8)</li> <li>Integrate information from two texts (RI.4.9)</li> <li>Determine the meaning of words and phrases (RL.4.4)</li> <li>Conduct short research (W.4.7)</li> <li>Take Notes and categorize info (W.4.8)</li> <li>Report on a topic (SL.4.4)</li> <li>Add visual displays (SL.4.5)</li> <li>Differentiate between formal and informal (SL.4.6) (L.4.3c)</li> </ul>	 <p data-bbox="1008 1320 1420 1413"><b>Why do authors use animals as characters?</b></p>

Backward Unit Planning 1.0



**DIVIDE** the unit into weeks and **DISTRIBUTE** the standards

Week	Standards	Texts
1		
3		
3		
4		
5		<i>Why do authors use animals as characters?</i>
6		
7		
8		<i>How do authors use animals in fiction and non-fiction differently?</i>



**DIVIDE** the unit into weeks and **DISTRIBUTE** the standards