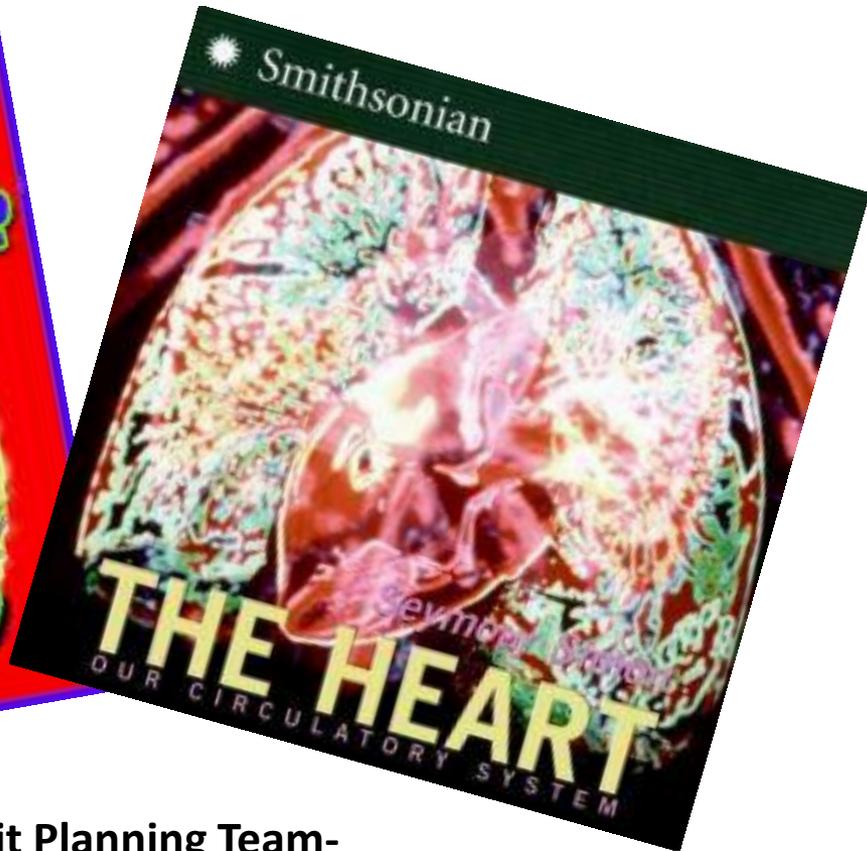


# Tales of the Heart

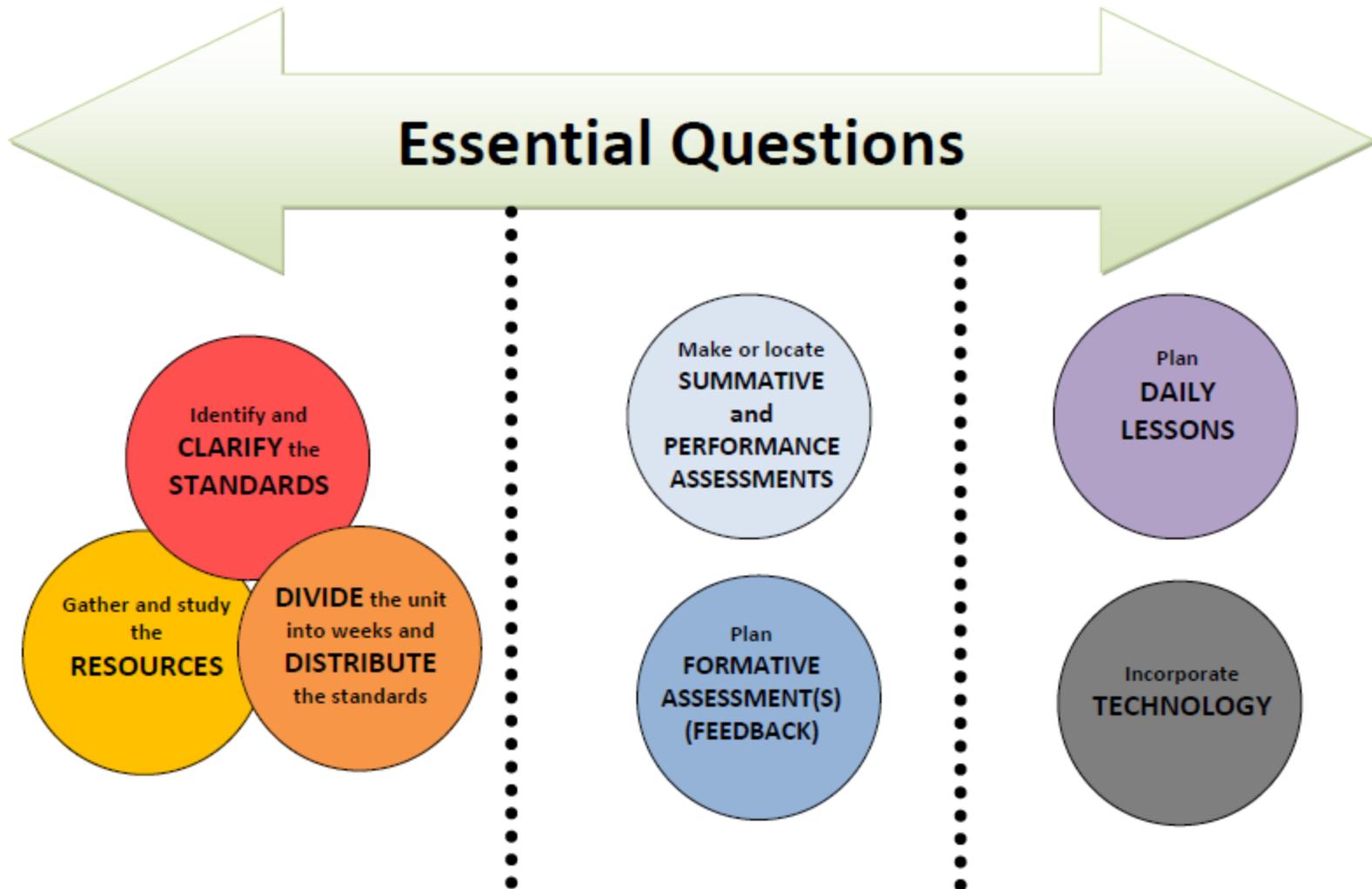
4<sup>th</sup> Grade Unit 1

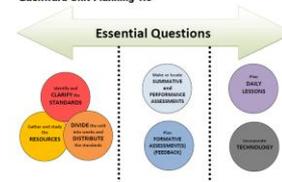


## Unit Planning Team-

Kristy Brown (GF), Della Hutcheson (ES), Carla Gonzalez (ES), Lucy Minardi (GF),  
Jennifer Reddick (NS), Sabrina Sidani, Krista Roth (BG)

# Backward Unit Planning 1.0





## Grade 4: Unit 1 Tales of the Heart

This four-week unit invites students to explore the mixture of emotions that accompany the transition to fourth grade, as well as to learn from informational text about the body.

### Overview

Students examine emotions, beginning with a traditional favorite, Judy Blume's *Tales of a Fourth Grade Nothing*, and continuing with Sharon Creech's *Love That Dog*, Grace Nichols's poem, "They Were My People," and the traditional "Monday's Child Is Fair of Face." *Harriet the Spy* (Louise Fitzhugh) is the suggested read aloud for this unit because, just as Harriet writes everything down in her journal, students keep a journal of what they learn throughout the year. Nonfiction text about body systems is supplemented with nonfiction biographies of doctors. Students summarize fiction and nonfiction texts, write informative/explanatory pieces, and engage in collaborative discussions—all skills that will be used throughout the fourth-grade year. Finally, this unit ends with a class discussion and paragraph response to the essential question.

### Essential Question

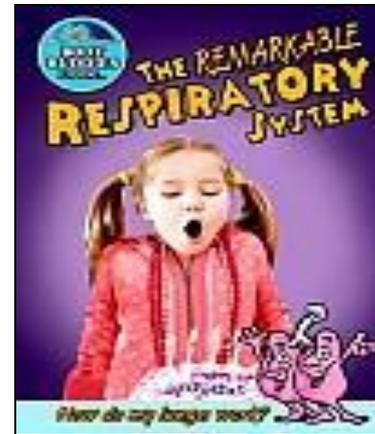
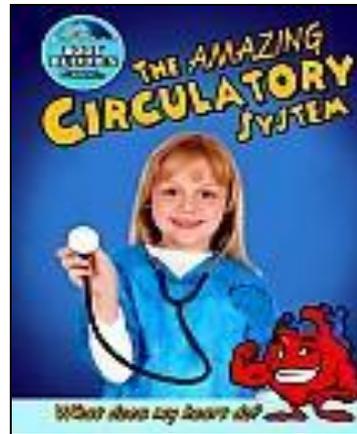
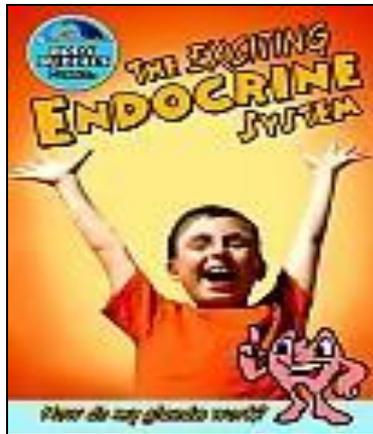


How do stories reveal what we have in common?

## Essential Questions

1. ***How does text reveal what we have in common?***
2. ***How do authors reveal what a text says?***
3. ***Why is summarizing important as a reader and a writer? Why is summarizing important in real life?***

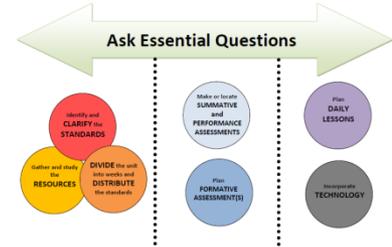
# Additional Texts



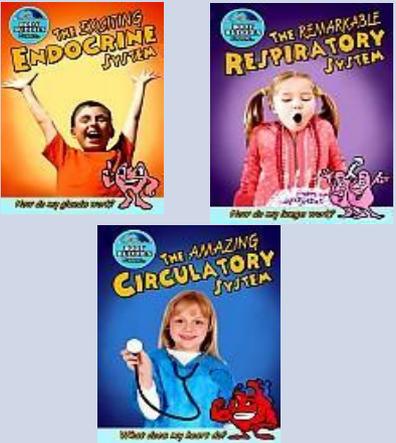
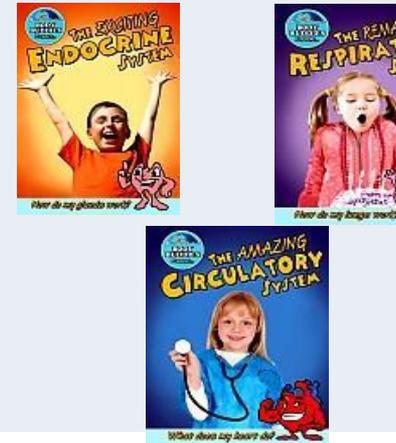
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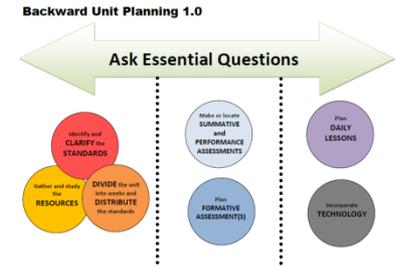
Week	Standards	Texts
1	Refer to details (RL.4.1) Describe <u>character</u> , setting, or events (RL.4.3) Determine meaning of words/phrases (RL.4.4) Produce clear and coherent writing (W.4.4)	
2	Refer to details (RL.4.1) Describe <u>character</u> , setting, or events (RL.4.3) Determine meaning of words/phrases (RL.4.4) Produce clear and coherent writing (W.4.4)	 <p>Sections of</p>

Backward Unit Planning 1.0



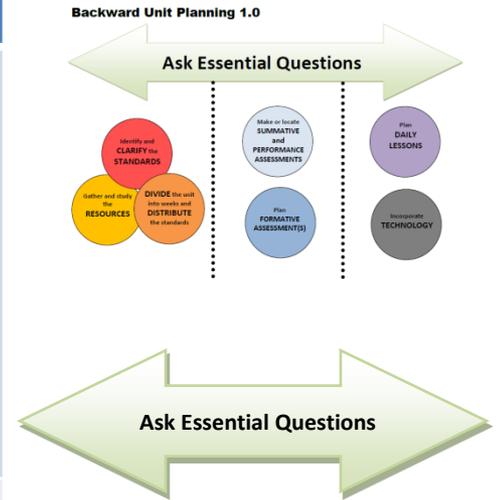
**DIVIDE** the unit into weeks and **DISTRIBUTE** the standards

Week	Standards	Texts
3	<p>Refer to details (RI.4.1)  Determine main idea (RI.4.2)  Determine meaning of words/phrases (RI.4.4)  W.4.2.a,b,d,e  Produce clear and coherent writing (W.4.4)  Planning, revising, editing (W.4.5)  Recall information, gather information, take notes (W.4.8)</p>	
4	<p>Refer to details (RI.4.1)  Determine main idea (RI.4.2)  Determine meaning of words/phrases (RI.4.4)  W.4.2.a,b,d,e  Produce clear and coherent writing (W.4.4)  Planning, revising, editing (W.4.5)  Recall information, gather information, take notes (W.4.8)</p>	



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

Week	Standards	Essential Questions
1	Refer to details (RL.4.1) Describe <u>character</u> , setting, or events (RL.4.3) Determine meaning of words/phrases (RL.4.4) Produce clear and coherent writing (W.4.4)	<i><b>How do authors reveal what a text says?</b></i>
2	Refer to details (RL.4.1) Describe <u>character</u> , setting, or events (RL.4.3) Determine meaning of words/phrases (RL.4.4) Produce clear and coherent writing (W.4.4)	<i><b>How do authors reveal what a text says?</b></i>



Week	Standards	Essential Questions
3	Refer to details (RI.4.1) Determine main idea (RI.4.2) Determine meaning of words/phrases (RI.4.4) W.4.2.a,b,d,e Produce clear and coherent writing (W.4.4) Planning, revising, editing (W.4.5) Recall information, gather information, take notes(W.4.8)	<p><b><i>Why is summarizing important as a reader and a writer?</i></b></p>
4	Refer to details (RI.4.1) Determine main idea (RI.4.2) Determine meaning of words/phrases (RI.4.4) W.4.2.a,b,d,e Produce clear and coherent writing (W.4.4) Planning, revising, editing (W.4.5) Recall information, gather information, take notes(W.4.8)	<p><b><i>Why is summarizing important in real life?</i></b></p> <p><b><i>How does the text reveal what we have in common?</i></b></p>

