

# Literary Heroes

Fourth Grade Unit 6



## Planning Team

Jennifer Wheeler, Jennifer Bradshaw, Wes Faith, Katie Schuett, Susan Huntington, and  
Jessica Suitor

# Essential Questions

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

Gather and study  
the  
**RESOURCES**

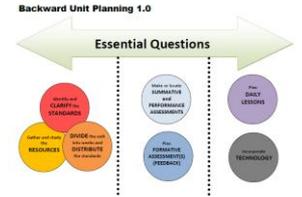
**DIVIDE** the unit  
into weeks and  
**DISTRIBUTE**  
the standards

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

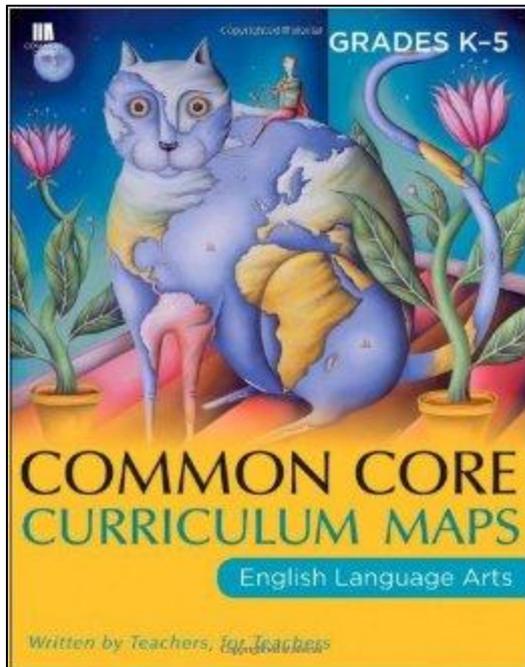
Plan  
**FORMATIVE**  
**ASSESSMENT(S)**  
**(FEEDBACK)**

Plan  
**DAILY**  
**LESSONS**

Incorporate  
**TECHNOLOGY**



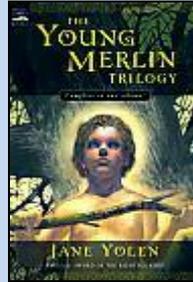
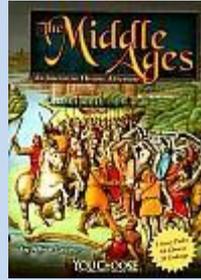
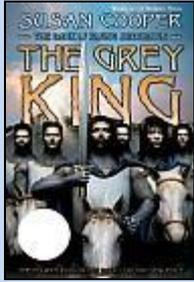
# Literary Heroes



**“How can one person make a difference?”**  
**“How does point of view affect the story (events, tone, narration)?”**

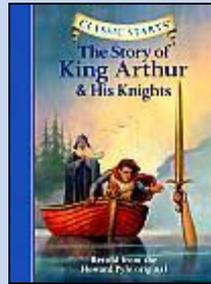
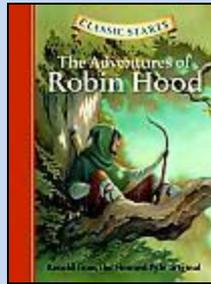
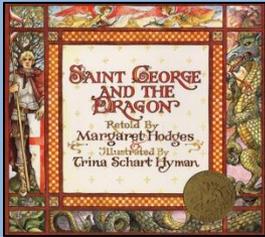
# Literature

## Stories



6 copies

## Read Aloud



15 copies



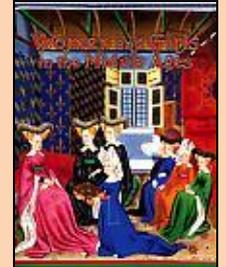
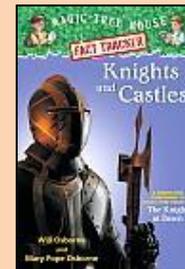
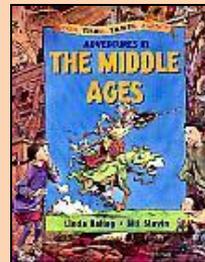
# 4<sup>th</sup> Grade Print Resources Unit 6



## Art



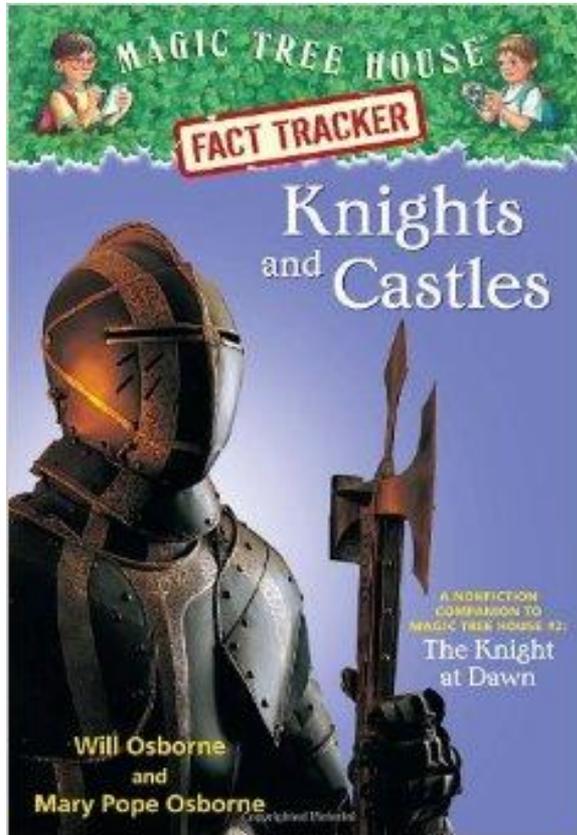
## Informational Text



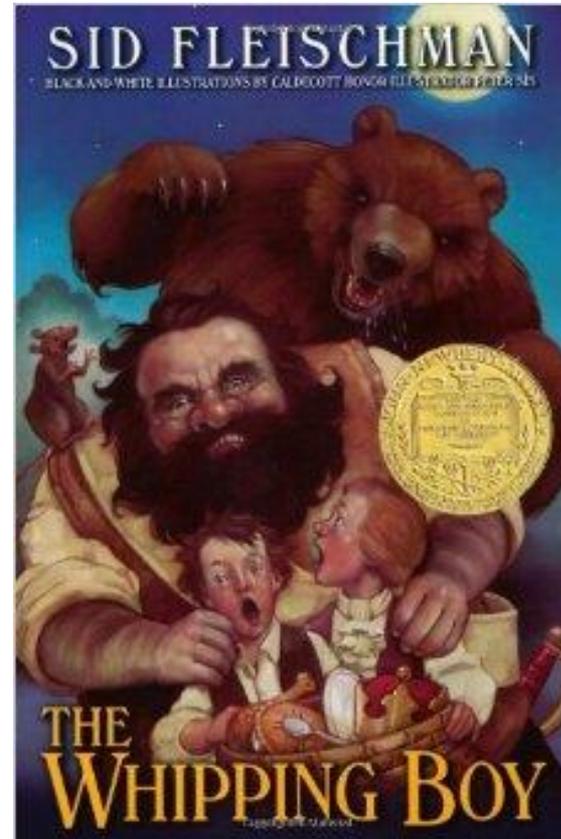
## Poems

- ["Why Dragons?" YouTube](#)
- ["Robin Hood and Little John"](#)
- ["Robin Hood and Maid Marian"](#)

# Additional Texts



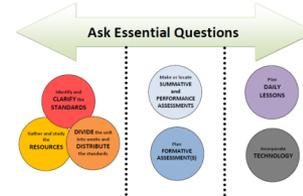
28 additional copies  
(to make a class set of 29)



23 additional copies  
(to make a class set of 29)

# Special Considerations for This Unit

This unit has been planned with end of the year testing, events, etc. in mind. Because of this, we chose just the most important standards and texts. This plan includes 5 weeks of activities and assessments. Feel free to extend and modify for your students.



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

Week	Standards	Texts
------	-----------	-------

1

**RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.

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

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

Supporting Standards:

**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.



Knights and Castles

Fact Tracker

What: \_\_\_\_\_

When: \_\_\_\_\_

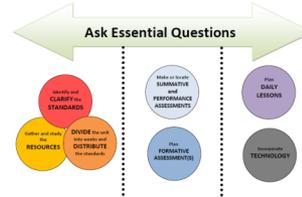
Where: \_\_\_\_\_

Brain POP  
Hyperlinked: "Middle Ages"

On Teacher Created Resources



Read Aloud Options-  
Choose 1  
Allow 3 weeks



## Week

2

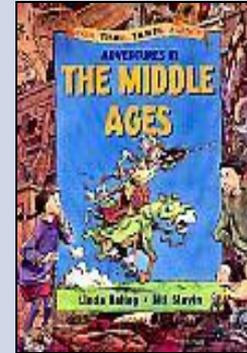
**RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

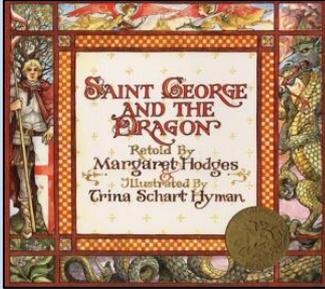
**RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.

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

## Texts



Week	Standards	Texts
3	<p><b>RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>RL.4.5</b> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p><b>RL.4.7</b> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p><b>RL.4.9</b> 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.</p>	  <p>“Why Dragons?” by Jane Yolen on T.C.R.</p>

## Week

## Standards

## Texts

4

**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).

**RL.4.5** Explain major differences between poems, **drama**, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

**RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

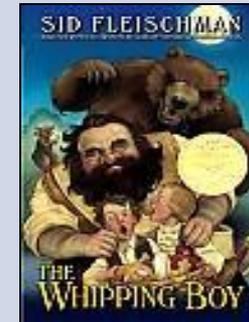
**RF.4.4** Read with sufficient accuracy and fluency to support comprehension. (with Reader's Theater)  
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

**W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (Take a portion of a narrative text, and rewrite as a drama/reader's theater.)

**L.4.2.b** Use commas and quotation marks to mark direct speech and quotations from a text.

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

**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.



### WHIPPING BOY

By Sid Fleischman

Cutwater	Narrator	Betsy
The Whipping Boy, Jemmy	Prince Brat	
Petunia	Captain Nips	Hold Your Nose Billy

SCENE ONE---the bedroom

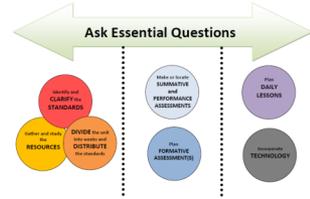
**NARRATOR:** Welcome to our play on the WHIPPING BOY by Sid Fleischman. This play is about a bratty prince who never listened to his tutor, and Jemmy his whipping boy. In this kingdom, it is forbidden to spank the heir to the throne. So an orphan named Jemmy is plucked from living on the streets and taken to the castle to serve as the whipping boy. During this story, the lives of both Prince Brat and Jemmy are changed forever.

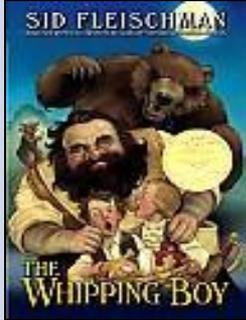
**Narrator:** One night when the moon gazed down like an evil eye, the young prince appeared in Jemmy's chamber.

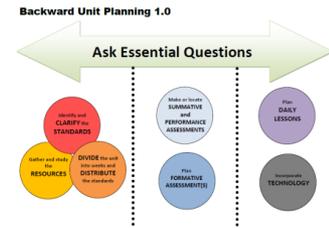
**Prince Brat:** Boy! Tumble out of bed. I need a manservant.

**Jemmy:** What a

Reader's Theater



Week	Standards	Texts
5	Summative Assessments: Reading/Writing point of view Writing Opinion	



Week	Standards	Essential Questions
1		
2		
3		
4		<p><b>“How does point of view affect the story (events, tone, narration)?”</b></p>
5		
6		<p><b>“How can one person make a difference?”</b></p>