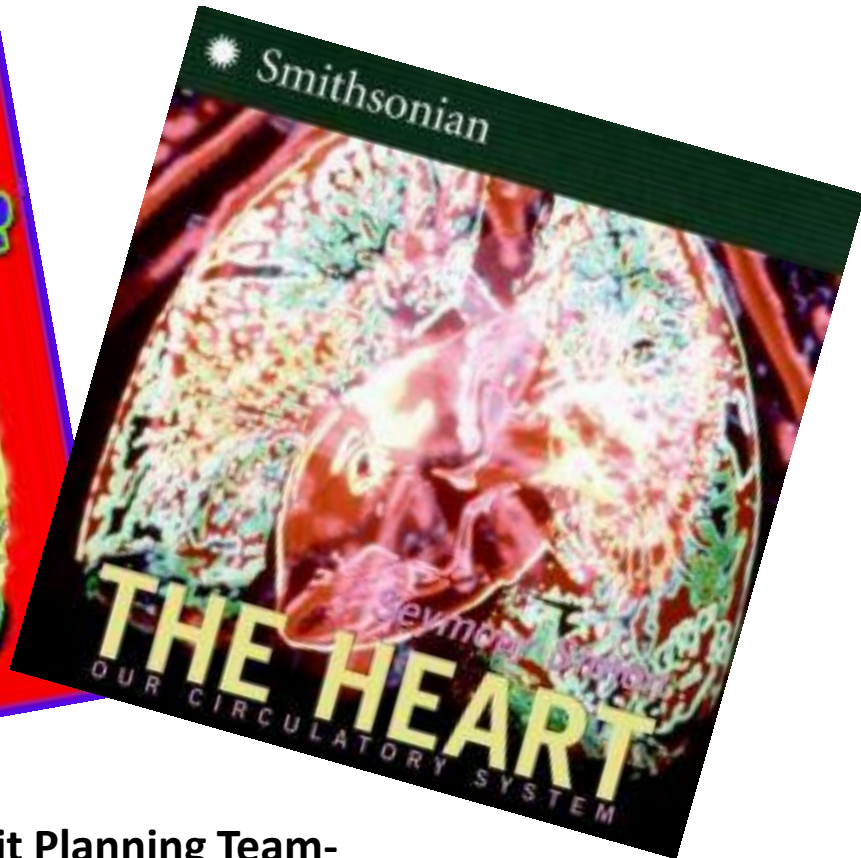


Tales of the Heart

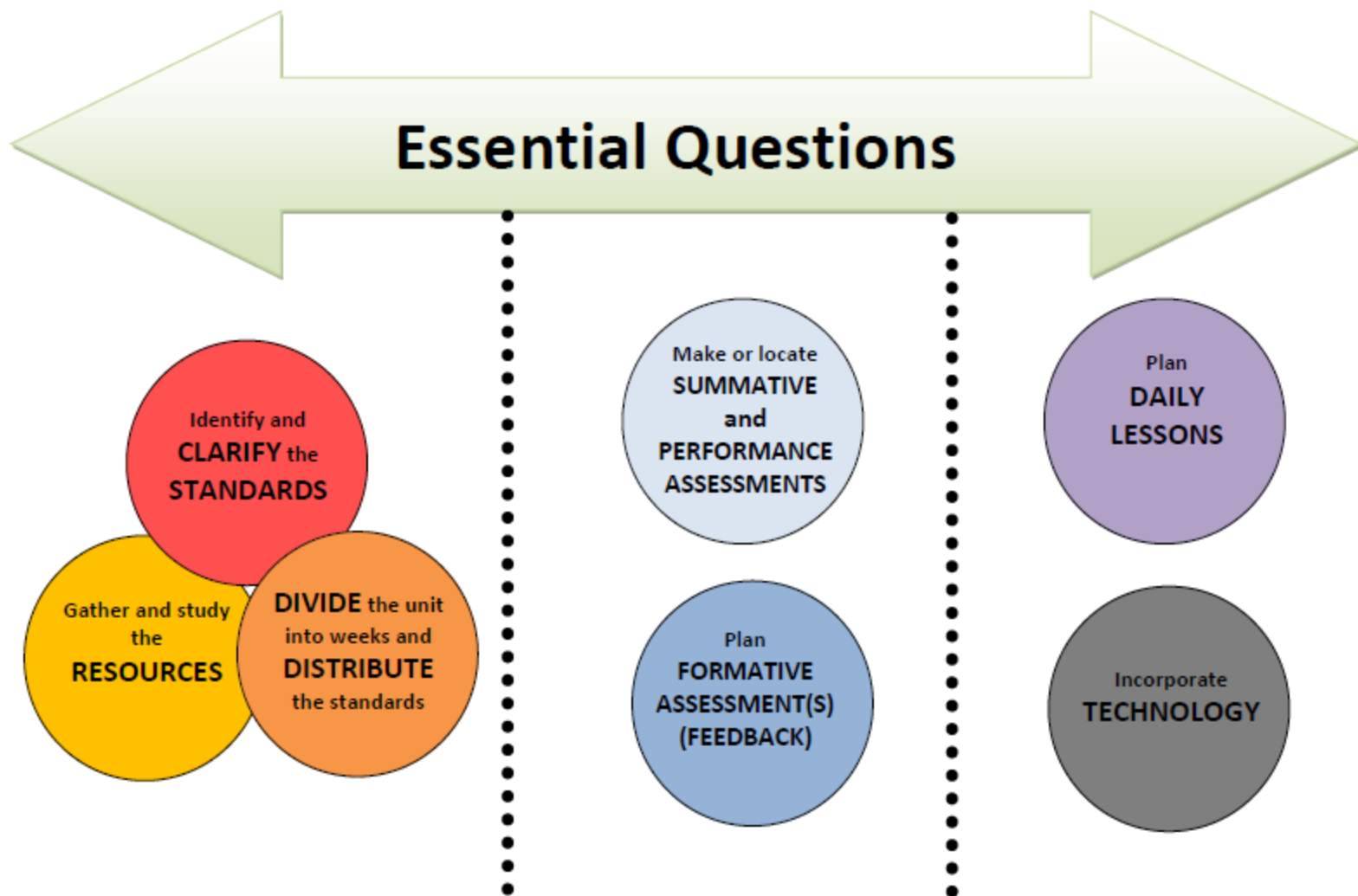
4th Grade Unit 1

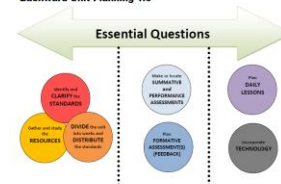


Unit Planning Team-

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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

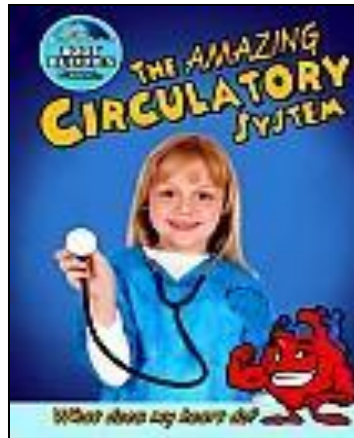
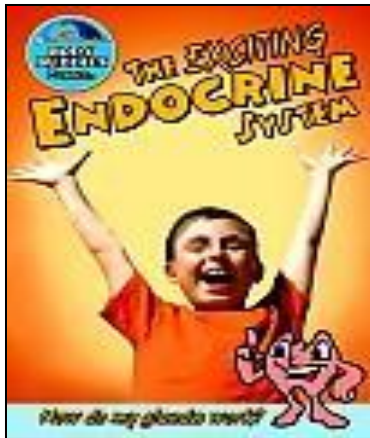


How do stories reveal what we have in common?

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?*

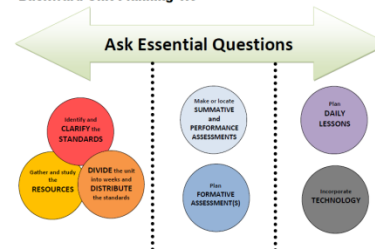
Additional Texts



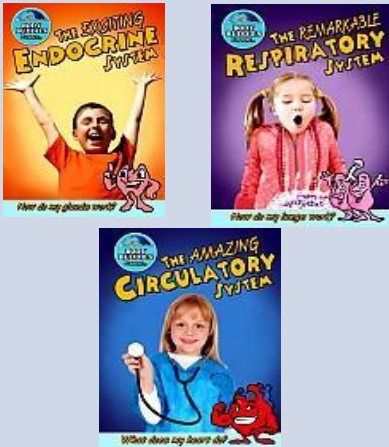
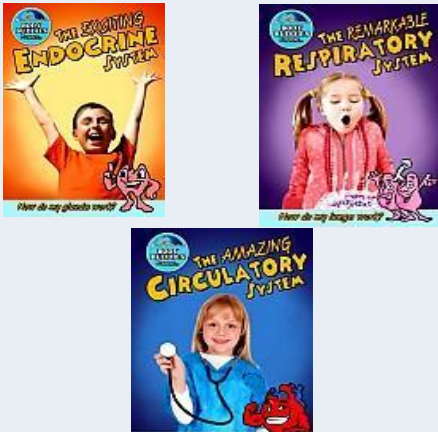
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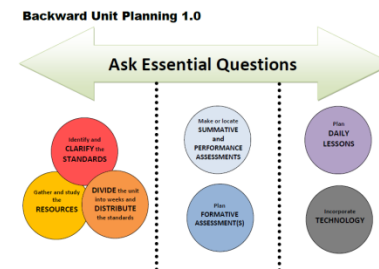
Week	Standards	Texts
1	<p>Refer to details (RL.4.1)</p> <p>Describe <u>character</u>, setting, or events (RL.4.3)</p> <p>Determine meaning of words/phrases (RL.4.4)</p> <p>Produce clear and coherent writing (W.4.4)</p>	
2	<p>Refer to details (RL.4.1)</p> <p>Describe <u>character</u>, setting, or events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

Backward Unit Planning 1.0



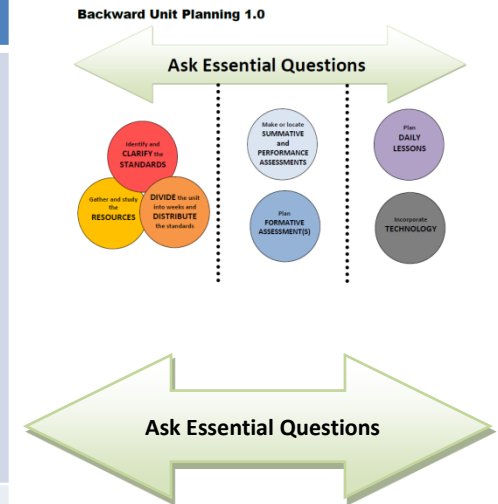
DIVIDE the unit
into weeks and
DISTRIBUTE
the standards

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



DIVIDE the unit
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Week	Standards	Essential Questions
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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)	<i>Why is summarizing important in real life?</i> <i>How does the text reveal what we have in common?</i>

