

# Literature Settings: Weather or Not

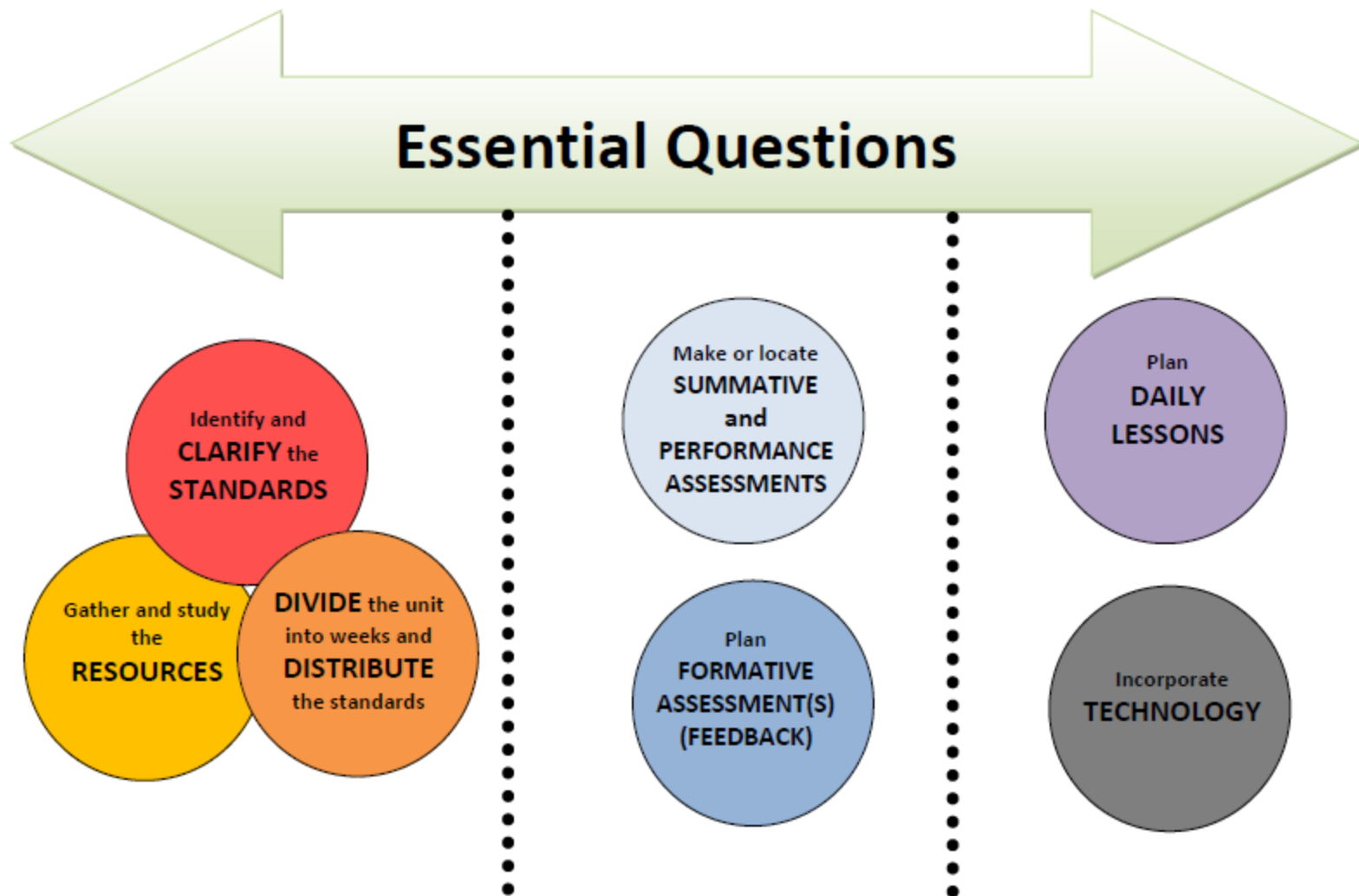
4<sup>th</sup> Grade Unit 2



## **Unit Planning Team-**

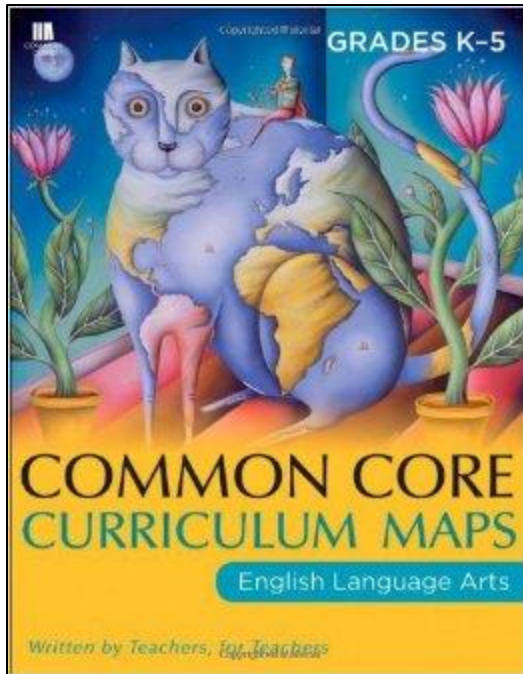
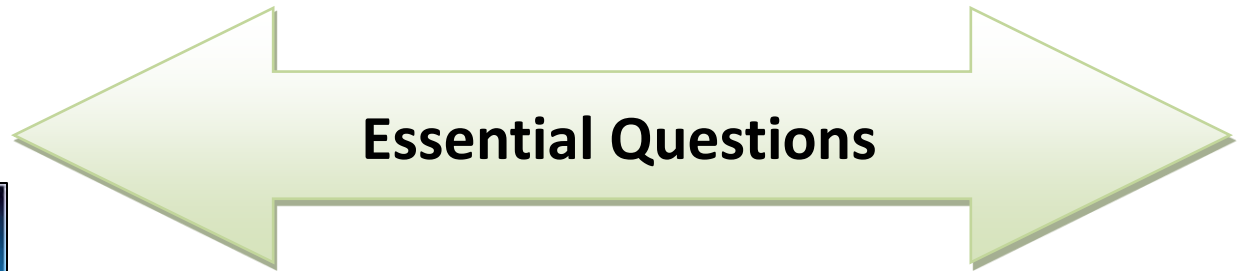
Vickie Bayles (BV), Amy Forte (FT), Renee Simpson (JM),  
Susan Huntington (FT), Kerri Wells (LW)

## Backward Unit Planning 1.0





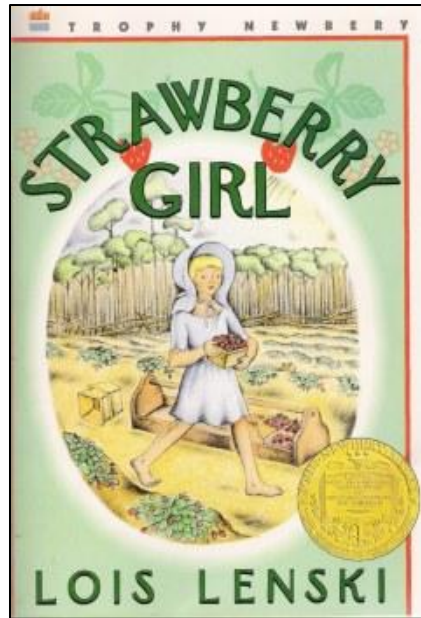
## Literature Settings: Weather or Not



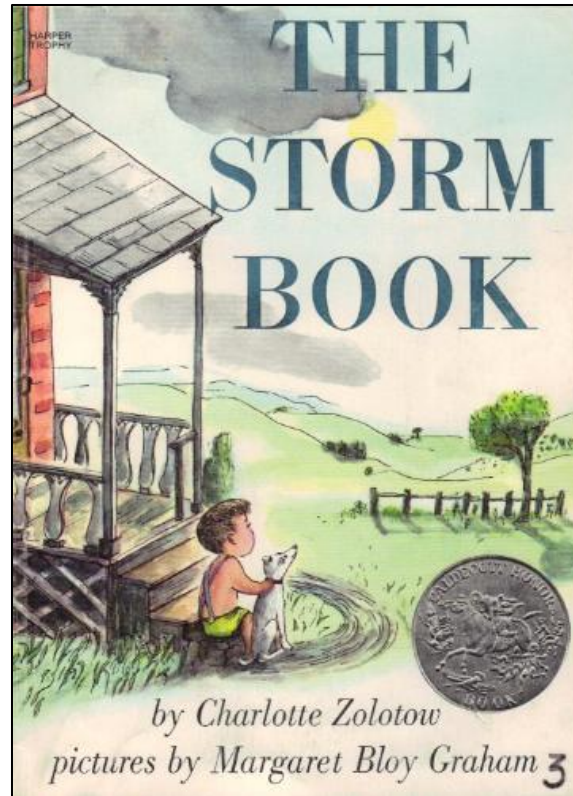
*How does the author's use of setting effect a story?*

*How does the weather effect the environment?*

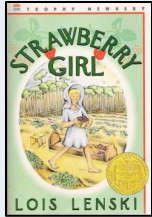
# Additional Texts



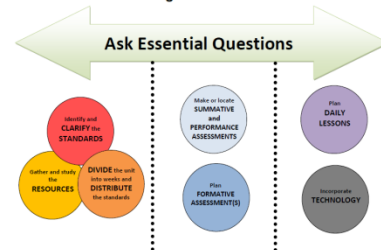
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Week	Standards	Texts
1	<p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.3 Describe in depth a character, <u>setting</u>, or <u>event in a story</u> or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	   <p><i>"Dust of Snow"</i></p>
2	<p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>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).</p> <p>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.</p> <p>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].").</p>	  

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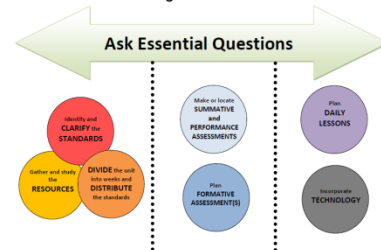


**DIVIDE** the unit  
into weeks and  
**DISTRIBUTE**  
the standards

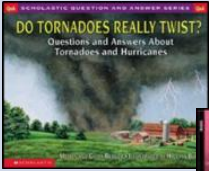




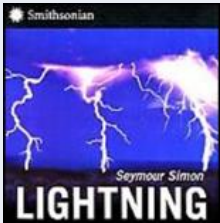


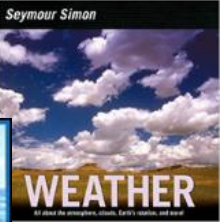


Week	Standards	Texts
3	<p>RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>L.3.1e. Form and use prepositional phrases.</p> <p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>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].”).</p>	
4	<p>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.</p> <p>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.</p> <p>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”).</p>	 <p><i>*Video clips of storm survivors for firsthand accounts</i></p>

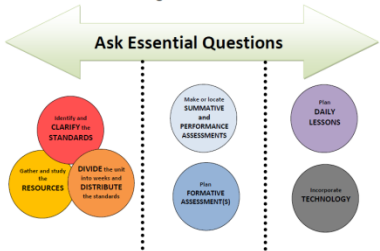
Backward Unit Planning 1.0



**DIVIDE** the unit  
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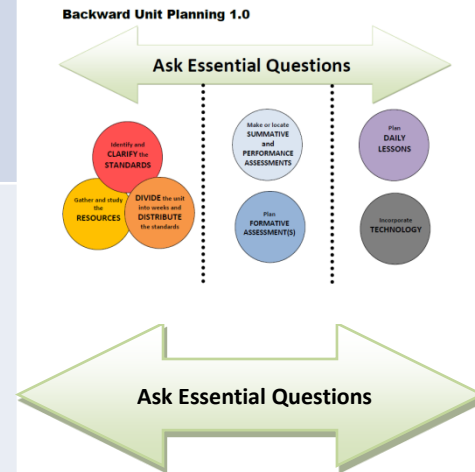
Week	Standards	Texts
5	<p>RI.4.4 Determine the meaning of general academic and domain - specific words and phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.5 Describe the overall structure (e.g., chronologically, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>L.4.1a. Use relative pronouns (who, whose, whom, which, that) and <u>relative adverbs</u> (where, when, why).</p> <p>L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.2a. Use correct capitalization.</p>	        
6	<p>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.</p> <p>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.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably</p> <p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>L.4.1a. Use relative pronouns (who, whose, whom, which, that) and <u>relative adverbs</u> (where, when, why).</p> <p>L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.2a. Use correct capitalization.</p>	

#### Backward Unit Planning 1.0



**DIVIDE** the unit  
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the standards

Week	Standards	Essential Questions
1	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.4.9 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.	
3	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.	How does the author's use of setting effect a story?
4	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.	
5	RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably	
6	RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably	How does the weather effect the environment?





## Big Hope

### A tiny horse helps sick kids.

Kimberly's brother has a **disease**, or an illness, called cancer. He has to stay at a hospital in San Diego. Kimberly, 9, and her parents stay near the hospital at a special house for families of hospital patients. Not every day is a happy day, but recently a tiny visitor made a big difference for Kimberly.

Kimberly met Thumbelina, the world's smallest horse. She met the animal at the Ronald McDonald House in San Diego. "She was amazing," Kimberly told *WR News*. "It is surprising to see such a small horse."



*Courtesy Michael Goessling*

Thumbelina is friends with the dogs that live on their farm in Missouri.

Thumbelina is a **miniature horse**. She is also a dwarf for her breed, making her extra small. Thumbelina is only 17.5 inches tall. She is about the size of a medium-sized dog.

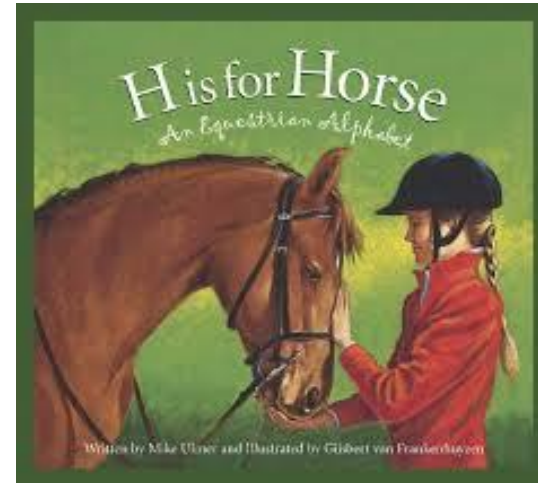
Don't let her size fool you! Thumbelina has a big job to do. The tiny horse is visiting dozens of children's hospitals, camps, and schools. She is helping to

raise \$1 million for sick children like Kimberly's brother, who was too sick to meet her. She will return home to her farm in Missouri to rest.

Thumbelina's owner, Michael Goessling, travels with her. "Thumbelina has the ability to make everything OK for these kids, at least for a little while," he told *WR News*.

It's true—good things really do come in small packages!

## Summative Assessment



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

Integrate Information from "Big Hope" (from Readworks.org) and sections from H is for Horse to write/tell about different kinds of horses. (Info section from A, O, and Q)



Kerri Wells, Vickie Bayles, Susan Huntington, Renee Simpson  
and Amy Forte