### Fourth Grade - Unit 2
#### Literature Settings: Weather or Not
Week 1: ________________

<table>
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<tr>
<th>Focus Standards:</th>
<th>RL.4.1</th>
<th>W.4.3</th>
<th>SL.4.1c</th>
<th>L.4.5</th>
<th>MLAF 4c1</th>
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<tr>
<td></td>
<td>RL.4.3</td>
<td></td>
<td>SL.4.1d</td>
<td>L.4.5a</td>
<td>MLAF 4c2</td>
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**Core Text:**
- Night of the Twister
- Thunder Cake

**Tier II Words:**

**Guided Reading Texts**

**Interactive Read-Aloud Text:**
- Night of the Twister

**Materials:**
- Suggested texts
- Various picture books
- ReadWriteThink lesson
- Chart paper
- Markers
- Sticky notes
- Reader’s/Writer’s notebook
<table>
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<tr>
<th>Focus Lesson</th>
<th>Monday</th>
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<td>Introduce the book by creating an anchor chart with various narrative elements. Add to the chart throughout the unit. (title, author, characters, traits, type of literature, setting, conclusion)</td>
<td>Continue to model the reciprocal reading strategy: predicting. Discuss with students the intensity of the story including descriptive words used by the author to make the story realistic. Model and emphasize the importance of citing text-based evidence. (“The author shows...”) Add narrative elements to the anchor chart.</td>
<td>Continue to model the reciprocal reading strategy: predicting. Discuss with students the intensity of the story including descriptive words used by the author to make the story realistic. Emphasize citing text-based evidence. Make inferences to determine certain narrative elements - add to anchor chart.</td>
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**Word Study**

*Create an anchor chart with new vocabulary learned throughout Unit 2. Group words based on appropriate categories.*

| | Monday | Tuesday | Wednesday | Thursday | Friday |
| | | | | | |
| Discuss Tier II and Tier III words from the focus text. Refer to *W is for Wind: A Weather Alphabet* throughout the unit to acquire new vocabulary. Begin a class ABC book to document new learning. | Discuss Tier II and Tier III words from the focus text. *W is for Wind: A Weather Alphabet*. Add to class ABC book. | Discuss Tier II and Tier III words from the focus text. *W is for Wind: A Weather Alphabet*. Add to class ABC book. | Discuss Tier II and Tier III words from the focus text. *W is for Wind: A Weather Alphabet*. Add to class ABC book. | Discuss Tier II and Tier III words from the focus text. *W is for Wind: A Weather Alphabet*. Add to class ABC book. |

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<td>Before students begin reading independently, show many different books related to weather that are available in the classroom library. Get kids excited about reading informational text!</td>
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<td>Students will apply the reciprocal reading strategy of predicting, tracking their thinking on sticky notes or in their reader’s notebook.</td>
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Fourth Grade - Unit 2
Literature Settings: Weather or Not
Week 1: ___________________
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<td><strong>Writing &amp; Language</strong></td>
<td><strong>Review discussion stems with students. Notice when students begin to use them during conversations with peers. Praise students for demonstrating appropriate speaking and listening skills.</strong>&lt;br&gt;SL.4.1c, SL.4.1d</td>
<td><strong>Grammar mini-lesson: Compose sentences with varied sentence structure</strong>&lt;br&gt;W.4.3, L.4.5, MLAF 4c2</td>
<td><strong>Continue writing a narrative story, focusing on the development of the setting.</strong>&lt;br&gt;<strong>Topic idea:</strong> Write a Narrative story, real, or imagined about a weather event focusing on the three elements of a setting, etc. Teacher will model an example first.&lt;br&gt;Grammar mini-lesson: Compose sentences with varied sentence structure W.4.3, L.4.5, MLAF 4c2</td>
<td><strong>Teacher will revisit her example to revise parts of the setting that may need more description.</strong>&lt;br&gt;<strong>Students will finish their short narrative and share with a partner or small group. While others are listening, they will visualize and illustrate the student’s writing.</strong></td>
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<td><strong>Grammar mini-lesson:</strong> Analyze sentence structure W.4.3, L.4.5, MLAF 4c1</td>
<td><strong>Continue to focus on setting, using the ReadWriteThink lesson and Thunder Cake.</strong>&lt;br&gt;<strong>Grammar mini-lesson:</strong> Analyze sentence structure W.4.3, L.4.5, MLAF 4c1</td>
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<td><strong>Speaking &amp; Listening</strong></td>
<td><strong>Students will be posing and responding to specific questions by making comments that contribute to the discussion and link to the remarks of others. (SL.4.1c)</strong>&lt;br&gt;Refer to the resources attached for sample discussion stems. Introduce a few at a time to students.&lt;br&gt;Create an anchor chart for students to use as a reference. SL.4.1c, SL.4.1d</td>
<td><strong>Students will rehearse their narrative story with a partner before writing. Remind students that telling their story aloud first will help them to elaborate upon ideas with more detail, supporting them once they begin writing.</strong>&lt;br&gt;SL.4.1c, SL.4.1d</td>
<td><strong>Students will participate in a class discussion about the effects of a well-developed setting.</strong>&lt;br&gt;SL.4.1c, SL.4.1d</td>
<td><strong>Students will share their narratives with a partner or small group, demonstrating the visualization strategy as they listen to one another share.</strong></td>
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**Notes:**
- Refer to the ReadWriteThink lesson attached, "Using Picture Books to Teach Setting Development in Writing Workshop."
- Read aloud *Thunder Cake* and follow the attached lesson.
- Continue to focus on setting, using the ReadWriteThink lesson and *Thunder Cake*.
- **Topic idea:** Write a Narrative story, real, or imagined about a weather event focusing on the three elements of a setting, etc. Teacher will model an example first.
- **Grammar mini-lesson:** Compose sentences with varied sentence structure W.4.3, L.4.5, MLAF 4c2
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<td><strong>Social Studies Connections</strong>&lt;br&gt;MS Social Studies Framework - 1c, 5f</td>
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<td>Discuss tornadoes and locate areas in MS that have been affected recently by them.</td>
<td>Refer to science resources page to find videos to begin today's lesson. Learn360 or Brain Pop are both good places to start.</td>
<td>Refer to science resources page of videos to begin today's lesson on the seasons. Learn360 and Bill Nye are both good resources.</td>
<td>Refer to science resources page for a video or non-exemplar resources page in the unit packet for a read-aloud to begin the lesson.</td>
<td>Read aloud The Moon Book by Gail Gibbons. Stop as you read to help students ask questions and draw conclusions.</td>
</tr>
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<td><strong>Science Connections</strong>&lt;br&gt;Mississippi Science Framework Objective: 4e, 4f</td>
<td>Introduction: Start a KWL chart with students about today's topic: day and night. Ask students what they already know about day and night. Then complete the W part of the chart, asking students what they would like to know or any questions they might have about what makes day and night.</td>
<td>Lesson: Discuss the different time zones in the US: eastern, central, mountain, and pacific. Refer to science resources page for “The World Clock” link to show students live times for any city in the world.</td>
<td>Introduction: Refer to science resources page for a video or non-exemplar resources page on the seasons. Learn360 and Bill Nye are both good resources.</td>
<td><strong>Lesson:</strong> Today we will be reviewing all we have talked about this week: what makes day and night, time zones, and the different seasons. Look on your science resources page to find a printed copy of the activity “Earth Mallow Models.” Students should focus on using the academic vocabulary from the week that they have been recording in their science journals. You might wrap up with some questions to check understanding: Tell how Earth's tilt changes the number of daylight hours in summer. Use the Northern Hemisphere as your example. In what season do the days have the fewest hours of daylight?</td>
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<td><em>Stock the classroom library with books related to the history of weather and natural disasters that have occurred around the world.</em></td>
<td><em>You might also need to define words to their science journals. You might block any exceptions to the time zones, and the different time zones, and the different time zones.</em></td>
<td><em>You might also do a Google search to find articles about the concepts for week 1. These could be a great resource to students throughout the week.</em></td>
<td><strong>4e:</strong> day and night&lt;br&gt;<strong>4f:</strong> time zones&lt;br&gt;- Waxing moon&lt;br&gt;- Waning moon&lt;br&gt;- Quarter moon&lt;br&gt;- New moon&lt;br&gt;- Crescent moon&lt;br&gt;- Full moon&lt;br&gt;- Eclipse&lt;br&gt;- Crater moon&lt;br&gt;<strong>4f:</strong> phases of the moon</td>
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<td>The more books available for students, the more sources they will have for research at the end of the unit.</td>
<td>A variety of genres and reading levels should be included. The goal is to hook and engage kids on the topic of study!</td>
<td>A detailed step-by-step instruction is given on the resources page. You will need a ball and toothpick for every group of students to complete the activity. Students should include vocabulary in their science journals: equator, revolve, and season. Questions to consider as you reflect with the students about the lesson: What causes seasons? What season is it where you live then the Northern Hemisphere is tilted toward the sun? Why do the Northern and Southern Hemispheres appear to be “opposites” when it comes to seasons?</td>
<td><strong>4e:</strong> day and night&lt;br&gt;<strong>4f:</strong> time zones&lt;br&gt;- Waxing moon&lt;br&gt;- Waning moon&lt;br&gt;- Quarter moon&lt;br&gt;- New moon&lt;br&gt;- Crescent moon&lt;br&gt;- Full moon&lt;br&gt;- Eclipse&lt;br&gt;- Crater moon&lt;br&gt;<strong>4f:</strong> phases of the moon</td>
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#### Literature Settings:

**Weather or Not**

**Week 1: __________________**

- **Monday:** Introduction: Start a KWL chart with students about today's topic: day and night. Ask students what they already know about day and night. Then complete the W part of the chart, asking students what they would like to know or any questions they might have about what makes day and night.
- **Tuesday:** Lesson: Discuss the different time zones in the US: eastern, central, mountain, and pacific. Refer to science resources page for “The World Clock” link to show students live times for any city in the world. Talk about exceptions to the time zones (Hawaii and Alaska). Divide students into 6 groups to make a drawing on paper of the states in their time zones. Some should make (unless pre-made) a paper plate clock. Put all the time zones together on one bulletin board or science focus wall. Put the classroom library with books related to the history of weather and natural disasters that have occurred around the world.

**Relevant Framework Objective:**

- **1c:** day and night
- **5f:** time zones

**Social Studies Connections**

- **Social Studies Framework Objective:**
  - 4e: day and night
  - 4f: time zones

**Science Connections**

- **Mississippi Science Framework Objective:**
  - 4e: day and night
  - 4f: time zones

**Additional Resources:**

- **Learn360**
- **Brain Pop**
- **The Moon Book** by Gail Gibbons
- **Earth Mallow Models**

**Activities:**

- **Moon Phases Activity**
- **Earth Mallow Models**
- **Weather and Natural Disasters Research**

**Questions for Discussion:**

- What causes seasons?
- What season is it where you live then the Northern Hemisphere is tilted toward the sun?
- Why do the Northern and Southern Hemispheres appear to be “opposites” when it comes to seasons?