## Fourth Grade - Unit 4
### Revolutionaries from the Past
#### Week 1: ___________________

<table>
<thead>
<tr>
<th>Focus Standards:</th>
<th>RL.4.6</th>
<th>W.4.2</th>
<th>SL.4.1</th>
<th>L.4.4b</th>
<th>MLAF 1b</th>
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<td>W.4.9</td>
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### Core Text:
- "Too Late to Apologize", Rock and Revolution (2010)
- "George Washington" Rosemary and Stephen Vincent Benet

### Tier II Words:

### Guided Reading Texts

### Interactive Read-Aloud Text:
- Song - “Too Late to Apologize”, Rock and Revolution (2010)
- Poem - “George Washington” Rosemary and Stephen Vincent Benet

### Materials:
- Suggested texts
- Various informational and narrative texts
- Chart paper/Anchor Charts
- Markers
- Index Cards
- Ring for Index Cards
- Sticky notes
- Reader’s notebook/Writer’s notebook (journals)
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<tr>
<th>Focus Lesson</th>
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<tr>
<td>*Anchor Matrix/Chart- (On-going activity) Narrative Categories Including --Title/Author, Text Structure, Type of Narration, Characters, What do you learn from the major characters? What information was changed that shows you this is historical fiction?)</td>
<td>Read aloud <em>Too Late to Apologize</em>” Discuss background knowledge of the word revolutionist. Have students turn and talk to partner. Who was George Washington? Who was King George III? Watch video and discuss impacts of historical events on our country. *Students can also keep in their reading response journals</td>
<td>Read aloud George Washington. Discuss Stanza 1 of poem. Introduce point of view. Analyze important events/characters as well as impact on society. Whose point of view is the poem being told? How do you know? Model and Emphasize the importance of citing text-based evidence from the text to justify and support thinking. Record notes on poem/response journal.</td>
<td>Read aloud George Washington. Discuss Stanza 2 of poem. Continue to emphasize point of view. Analyze important events/characters as well as impact on society. Has the point of view changed? How do you know? Model and Emphasize the importance of citing text-based evidence from the text to justify and support thinking. Record notes on poem/response journal.</td>
<td>Read aloud George Washington. Discuss Stanza 3 of poem. Continue to emphasize point of view. Analyze important events/characters as well as impact on society. Has the point of view changed? How do you know? Model and Emphasize the importance of citing text-based evidence from the text to justify and support thinking. Record notes on poem/response journal.</td>
<td>Read aloud George Washington. Discuss Stanza 4 of poem. Continue to emphasize point of view. Analyze important events/characters as well as impact on society. Has the point of view changed? How do you know? Model and Emphasize the importance of citing text-based evidence from the text to justify and support thinking. Record notes on poem/response journal.</td>
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<td>Word Study</td>
<td>Discuss Tier II/Tier III vocabulary words from the focus lesson text. *Unit 4 Index Card File Use common affixes and roots as clues to the meaning of a word. *This will be on-going throughout the Unit.</td>
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**Fourth Grade - Unit 4**  
*Revolutionaries from the Past*  
**Week 1: __________________**

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<td><em>Because all students have varied needs, this section has been left blank. Teachers will need to target specific areas that address these individual needs.</em></td>
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| *Students should have access to a wide variety of books related to Revolutionaries from the past.*  
Jean Fritz is an excellent author of titles to support this topic (e.g., *Can't You Make Them Behave, King George?*). | Students will self-select text based on the Revolutionary time period.  
Students will record self-selected vocabulary words on index cards as well as in response journal.  
Students will record notable people and reasoning of importance.  
Teacher will conference with students daily. | Students will self-select text based on the Revolutionary time period.  
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<td>In response journal, students will record background knowledge (ex. K-W-L) of revolutionary figures such as George Washington.</td>
<td>Teacher will model through a think-aloud how to write an interpretation of Stanza 1 from &quot;George Washington&quot;, read during the focus lesson.</td>
<td>Shared writing - Teacher will guide students through an interpretative walk based on Stanza 2 from &quot;George Washington.&quot; Students will record their quick-write in their response journal.</td>
<td>Shared writing - Teacher will guide students through an interpretative walk based on Stanza 3 from &quot;George Washington.&quot; Students will complete a quick-write in their response journals, including their analysis of the poem.</td>
<td>Students will complete a quick-write in their response journals, including their analysis of Stanza 4 of the poem. *Students will rewrite the poem changing its point of view. or *Students will compose a compare/contrast paragraph comparing George Washington to themselves or King George to themselves. Teacher will conference with students daily.</td>
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<td>W.4.2</td>
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<td>Students will turn and talk about their knowledge of revolutionary figures and what they want to learn about in regards to this time period.</td>
<td>Share interpretation of Stanza 1 from &quot;George Washington&quot; with a partner.</td>
<td>Share interpretation of Stanza 2 from &quot;George Washington&quot; with a partner.</td>
<td>Share interpretation of Stanza 3 from &quot;George Washington&quot; with a partner.</td>
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### Social Studies Connections

*Begin continuous timeline of revolutionary events – Add to throughout entire unit (ongoing activity)

Students can create on legal size paper

Teachers can create life-size timeline in the hall for others to view.

**Monday**

- **Introduction:** What is matter? Create a word splash, etc. to gather students' ideas about the space around them.
- **Lesson:** Students read non-fiction article (on science resources page) about states of matter in pairs or small groups. Add vocabulary to science journal:
  - atom
  - molecule

Watch video linked on resource page about physical properties.

**Tuesday**

- **Introduction:** What are the physical properties of matter? Watch video from science resource page about physical properties.
- **Lesson:** Practice describing different forms of matter using words about their physical properties. Add physical properties to science journal vocabulary page: a characteristic of matter that can be measured or observed without changing the matter into a new substance. Students play "I spy matter" game by describing physical properties of matter in the room and have their group members guess the matter they are describing. Have students match physical descriptions with different items in the room. Show pictures of matter on interactive board and have students state physical properties.

**Wednesday**

- **Introduction:** What are the 3 states of matter? Add states of matter to science journal: solid, liquid, gas.
- **Lesson:** Complete science experiment from science resource page, "Show your students that air has mass." Have students follow the scientific method and form a hypothesis about what will happen to the paper towel in the container of water. Students could work in small groups or pairs, depending on the amount of supplies you have. You could use the scientific method graphic organizer from the resources along with Unit 1. Have students brainstorm ideas as to why the paper towel stays dry in the container, even when it is surrounded by water.

**Thursday**

- **Introduction:** Review states of matter. Watch video linked on resource page.
- **Lesson:** Show students a picture that has all 3 states of matter (for example, a geyser from Yellowstone Park in winter would have all 3). Students should be able to explain how all states of matter are visible in the picture. Discuss properties of molecules:
  - Solids- molecules packed close together; Liquid- molecules slide past each other; no regular pattern; Gas- molecules move quickly and do not stay close together

**Friday**

- **Introduction:** Review vocabulary and states of matter from the week.
- **Lesson:** Review states of matter from the week. Complete class chart comparing the states of matter, their shapes, and size.

"Yes or No?" Print out pictures of solids, liquids and gases. Fasten one picture to the back of each student so that they cannot see it. Students wander around the classroom and ask other classmates "yes" or "no" questions with the goal of guessing the picture that is on their backs. For example, a student could ask, "Am I a solid?" but not "What state am I?" When the student has guessed the object that is on his back, he should sit back at his desk. When all students have guessed, or the time limit is up, create a chart on the board to sort the objects by state.

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### Science Connections

**MS Science Framework Standards:** 2b, 2c, 2g; 1a, 1b, 1d, 1e, 1f, 1g

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**Reflection:** On Earth, water is common in all 3 states of matter. What is one way people use or rely on water in each of the three states?

**Role Play:** The teacher will say a state of matter, and the students will role play molecules in that particular state.
