## Fourth Grade - Unit 4
### Revolutionaries from the Past
#### Week 7: ____________________

### Focus Standards:

<table>
<thead>
<tr>
<th>RI.4.5</th>
<th>W.4.1</th>
<th>SL.4.1</th>
<th>L.4.1e</th>
<th>MLAF 1b</th>
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<td>W.4.7</td>
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### Core Text:

- How Ben Franklin Stole the Lightning (Rosalyn Schanzer)
- Supplemental reading material (attached)

### Tier II Words:

### Guided Reading Texts:

### Interactive Read-Aloud Text:

- How Ben Franklin Stole the Lightning (Rosalyn Schanzer)
- Additional resource: Heroes of the Revolution (David Adler and Donald A. Smith)

### Materials:

- Suggested texts
- Various informational and narrative texts
- Chart paper/Anchor Charts
- Markers
- Index Cards
- Sticky notes
- Reader's notebook/Writer's notebook (journals)
<table>
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<tr>
<th>Focus Lesson</th>
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<tbody>
<tr>
<td><em>Add to Informational Categories Chart</em></td>
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<tr>
<td><em>Add to timeline of revolutionary events</em></td>
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**Monday**
- **Focus Lesson**
  - Read aloud *How Ben Franklin Stole the Lightning*, pointing out problem and solution examples. Discuss the text structure of the story. Use an anchor chart to organize details from the story based on the text structure.
  - Make inferences to determine character traits that describe Ben Franklin.
  - **RI.4.5**

**Tuesday**
- **Focus Lesson**
  - Read aloud *How Ben Franklin Stole the Lightning*, pointing out problem and solution examples. Discuss the text structure of the story. Use an anchor chart to organize details from the story based on the text structure.
  - Continue to make inferences to determine characters traits that describe Ben Franklin.
  - **RI.4.5**

**Wednesday**
- **Focus Lesson**
  - Read aloud *How Ben Franklin Stole the Lightning*, pointing out problem and solution examples. Discuss the text structure of the story. Use an anchor chart to organize details from the story based on the text structure.
  - Continue to make inferences to determine characters traits that describe Ben Franklin.
  - **RI.4.5**

**Thursday**
- Attached supplemental article(s)
  - Teacher will select a nonfiction article or passage from the “teachmagazine.com” resource. (attached)
  - **RI.4.5**

**Friday**
- Attached supplemental article(s)
  - Continue a close reading of the article from yesterday, or introduce another passage based on Ben Franklin.
  - **RI.4.5**

**Word Study**
- As an individual and a class, keep an index card file of Tier II & III words learned in the unit. Students will record the word, attach pictures/illustrations, and 3 facts/notes to help remember the word and its importance.
  - **Unit 4 Index Card File**
  - Use common affixes and roots as clues to the meaning of a word.
  - **L.4.4b, MLAF 1b**

**Thursday**
- Attached supplemental article(s)
  - Choose a passage that will most likely engage students.
  - Model the process of using reciprocal reading strategies. Highlight key words that signal the text structure used to organize the information.
  - **Unit 4 Index Card File**
  - Use common affixes and roots as clues to the meaning of a word.
  - **L.4.4b, MLAF 1b**

**Friday**
- Attached supplemental article(s)
  - Continue a close reading of the article from yesterday, or introduce another passage based on Ben Franklin.
  - Compare and contrast the book, *How Ben Franklin Stole the Lightning* with the supplemental reading material. Discuss point of view, text structure, connections among text, etc.
  - **Unit 4 Index Card File**
  - Use common affixes and roots as clues to the meaning of a word.
  - **L.4.4b, MLAF 1b**
### Guided Reading
*Because all students have varied needs, this section has been left blank. Teachers will need to target specific areas that address these individual needs.*

### Independent Reading
*Students should have access to a wide variety of books related to Revolutionaries from the past.*

Jean Fritz is an excellent author of titles that support this topic (e.g., *Can’t You Make Them Behave King George?*).

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**Revolutionaries from the Past**
**Week 7: ________________**

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<tr>
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<tr>
<td><em>Students should have access to a wide variety of books related to Revolutionaries from the past.</em></td>
<td>Students will self-select text based on the Revolutionary time period.</td>
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<td>Jean Fritz is an excellent author of titles that support this topic (e.g., <em>Can’t You Make Them Behave King George?</em>).</td>
<td>Students will record self-selected vocabulary words on index cards as well as in response journal.</td>
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<td>Teacher will conference with students daily.</td>
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<td>Monday</td>
<td>Students will select a person from the Revolutionary time period whom they believe was the most important figure. Students will state their opinion, giving reasons for their choice, using supporting evidence, including a personal reaction/connection, and providing a concluding statement. Students will begin to brainstorm different individuals to determine who their opinion piece will feature.</td>
<td>Students will research information about their individual to support their opinion. Teacher will conference with students to monitor progress.</td>
<td>Students will continue to research information to support their opinion piece. Teacher will conference with students to monitor progress and provide mini-lessons as needed.</td>
<td>Teacher will model an example of how to write an opinion piece by integrating knowledge about an influential person and adding a personal opinion as to why this person is most influential. Students will begin drafting their opinion piece.</td>
<td>Students will continue to draft their opinion piece. Teacher will conference with students to monitor progress.</td>
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<td>W.4.1, W.4.7</td>
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<td>Students will discuss their ideas for writing with a partner. Teacher will emphasize appropriate conversation techniques.</td>
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| **Social Studies**   | *Continue to add to 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. |                                                                         |                                                                         |                                                                         |                                                                         |
| **Science Connections** | **Mississippi Science Framework Objective:** 2b, 2c, 2g; 1a, 1b, 1d, 1e, 1f, 1g | **Introduction:** Choose a video from science resource page on the laws of motion.  
Take a few minutes to discuss what a law of science means and Newton's contributions to the study of motion.  
**Lesson:** Refer back to science resource page to the Physics Internet Scavenger Hunt.  
Complete the part on page 3 to research Newton's Law together.  
Add vocabulary to science journals  
- force  
- friction  
- gravity  
- inertia  
- momentum  
- work  
What are ways that a force can change the motion of an object?  
Brainstorm as a class (stop it, speed it up, etc). | **Introduction:** Watch Study Jams video from science resource page about Newton's first law of motion.  
**Lesson:** Complete experiment to demonstrate the first law.  
Cut the long side of a cereal box and tape it into a loop.  
Balance the loop on top of the jar and place a penny on the top of the loop.  
Roll the loop off the jar by putting a pencil through the middle of the loop.  
The force will cause the penny to drop in the jar.  
You can repeat the activity with other small items you might find around the classroom, like paper clips and pencil erasers. | **Introduction:** Review the first law of motion.  
Watch Study Jams video from science resource page about Newton's third law of motion.  
(You must understand the first and third laws before the second law).  
**Lesson:** Complete experiment to demonstrate the second law.  
**Lesson:** Complete experiment to demonstrate the third law.  
Roll a piece of paper and use the cellophane tape to make sure it holds.  
(should be 30 cm tall).  
Place the coin on the mouth of the soda bottle.  
Next, put the paper onto the mouth of the soda bottle.  
Put the marble on top of the paper roll and let it fall...  
**Reflection:** How is the third law different from the first law?  
What forces were observed? | **Introduction:** Review all three laws of motion.  
Reflect on activities completed each day to demonstrate each one.  
**Lesson:** Follow instructions on science resource page to create a simple Balloon Rocket.  
The resource page also includes step-by-step instructions and a detailed lesson plan to go along with the activity.  
As students finish the activity, ask them which of Newton's laws they think they observed.  
Ask them to justify their answers with specific examples of how each was demonstrated during the experiment.  
Get students to think about what life would be like if one or more of these laws was not true.  
How did Newton affect our everyday lives with the discovery of these laws? |