Fourth Grade - Unit 5  
Stories of the Earth and Sky  
Week 2: ___________________

<table>
<thead>
<tr>
<th>Focus Standards:</th>
<th>RL.4.7</th>
<th>W.4.8</th>
<th>SL.4.4</th>
<th>L.4.2b</th>
<th>MLAF 1g</th>
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<tr>
<td></td>
<td>RL.4.9</td>
<td>SL.4.6</td>
<td>L.4.4c</td>
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<td>MLAF 2a1</td>
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<td>MLAF 4b5</td>
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Core Text:
- And Still the Turtle Watched (Sheila MacGill-Callahan)
- The Mound Builders of Ancient North American (E. Barrie Kavasch)

Tier II Words:

Guided Reading Texts

Interactive Read-Aloud Text:

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)
<table>
<thead>
<tr>
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<tr>
<td><strong>Continue “Stories of the Earth and Sky” anchor chart.</strong></td>
<td>Activate prior knowledge – Discuss - What do you know about rock carving?</td>
<td>Active prior knowledge, What is the meaning of word sacred?</td>
<td>Discuss text structures and text features used by the author.</td>
<td>Discuss - What have you learned about the purposeful nature of Native American artifacts and structures? Support with text-based evidence. Share with partner.</td>
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<tr>
<td><strong>Essential Question- How are the earth and sky portrayed in the book?</strong></td>
<td>Discuss - Why should we respect the environment? Why is it important to learn about the Native Americans and respect their culture? What is important about the character's interaction about the Earth or sky? What is unique about this story's portrayal of the Earth and/or sky? What is the theme of the story? What can be learned from the theme?</td>
<td>Discuss text structures used by the author.</td>
<td>Determining Importance – Model skimming text for important information using sticky notes, highlighting, and/or jot notes.</td>
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<td>Inferring - Have students use sticky notes to record inferences made using text-based evidence and share. Students will keep in journal.</td>
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<td>Discuss - Which culture is this story from? What role does the Earth or Sky play in this story? Which culture is this story from? What role does the Earth or Sky play in this story? What is the theme of the story?</td>
<td>Discuss - Why did the Native-American's create structures and dwellings from the earth? What is the theme of the story? How and why do these geographic earthworks remind us of ancient cultures and the impressive worldview effects Who were these sophisticated ancient people?</td>
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<td>Inferring/Character Traits- Students will analyze character traits such as words, thoughts, and actions by using text-based evidence and inferences.</td>
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<td>Discuss - Discuss - Why do you think Native Americans used shapes like birds, bears, snakes, and alligators for their mounds? What is important about the character's interaction about the Earth or sky? What is unique about this story's portrayal of the Earth and/or sky? What is the theme of the story?</td>
<td>Discuss - Why did the Native-American's create structures and dwellings from the earth? What is the theme of the story? How and why do these geographic earthworks remind us of ancient cultures and the impressive worldview effects Who were these sophisticated ancient people?</td>
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<td>*Continue facts and questions column chart</td>
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<td>RL.4.7, RL.4.9</td>
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**Word Study**

As an individual and a class, keep an index card file of Tier II and 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.

*This will be on-going throughout the Unit.

- Monday: Discuss the meanings of Tier II/Tier III words read during the focus lesson.
  - Consult reference materials to find the pronunciation and precise meanings of unfamiliar words.
  - L.4.4c, MLAF 1g

- Tuesday: Discuss the meanings of Tier II/Tier III words read during the focus lesson.
  - Consult reference materials to find the pronunciation and precise meanings of unfamiliar words.
  - L.4.4c, MLAF 1g

- Wednesday: Discuss the meanings of Tier II/Tier III words read during the focus lesson.
  - Consult reference materials to find the pronunciation and precise meanings of unfamiliar words.
  - L.4.4c, MLAF 1g

- Thursday: Discuss the meanings of Tier II/Tier III words read during the focus lesson.
  - Consult reference materials to find the pronunciation and precise meanings of unfamiliar words.
  - L.4.4c, MLAF 1g

- Friday: Discuss the meanings of Tier II/Tier III words read during the focus lesson.
  - Consult reference materials to find the pronunciation and precise meanings of unfamiliar words.
  - L.4.4c, MLAF 1g

**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 will create chart to document their thinking while reading. Chart may include name of tribe, traditions/beliefs, clothing, homes, food, and other interesting information.

- Monday: Students will self-select books on different tribes.
  - (Note to teacher: this chart will be referred to during writing assignment)
  - Teacher will conference daily with students to monitor progress.

- Tuesday: Students will self-select books on different tribes.
  - (Note to teacher: this chart will be referred to during writing assignment)
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- Wednesday: Students will self-select books on different tribes.
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- Friday: Students will self-select books on different tribes.
  - (Note to teacher: this chart will be referred to during writing assignment)
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## Fourth Grade - Unit 5
### Stories of the Earth and Sky
#### Week 2: ___________________

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<td>Have students choose a Native-American Place students in “tribes” to research. (Present in groups.)</td>
<td>Students will begin summarizing information (e.g) clothing, food, traditions, homes, and culture. The students will begin creating their PowerPoint.</td>
<td>The students will begin obtaining digital pictures and Students will locate pictures online (teach them how to cite the source of the pictures). The students will include citations and captions.</td>
<td>Peer review- revise and edit.</td>
<td>The students will publish power points.</td>
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<td>Begin gathering research information about tribes. Students can also refer to their charts, classroom chart, online information, and other references to use as resource.</td>
<td>Grammar mini-lesson: Using commas and quotation marks to mark direct speech and quotations in a text.</td>
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<td>Students will work collaboratively in groups while making decisions about their tribal presentation.</td>
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<td>Peer review Strategy- TAG tell something ask a question give a suggestion</td>
<td>Students will present power point presentations.</td>
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<td>SL.4.4, SL.4.6</td>
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<td><strong>Social Studies Connections</strong></td>
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| **Science Connections**    | Introduction: Read aloud *The Moon Book* by Gail Gibbons. Stop as you read to help students ask questions and draw conclusions.  
Lesson: Explain to students that the moon revolves around Earth once every 27 and 1/3 days. Since the moon also rotates on its axis once in the same amount of time, the same side of the Moon always faces Earth (called the near side). Students will do an activity to learn about the different phases of the moon. Refer to information on the science resources page about this moon activity with Oreos. | Introduction: Review phases of the moon from yesterday.  
Lesson: Show students pictures of the phases of the moon (a quick internet search should get you these resources pretty quickly). Students should put the following phases in their science journal:  
- crescent moon  
- full moon  
- new moon  
- quarter moon  
- waning moon  
- waxing moon  
* You might also need to define the term *phases*.  
Have students set up a moon journal where they look at the moon at home every night and record what it looks like. You could continue this as long as you wish, making sure that it’s at least long enough to see a distinct change. | Introduction: Review phases of the moon. Also review how the Earth, the sun, and the moon are all orbiting in space together. You may use objects in your classroom, such as a lamp and rubber ball to demonstrate this for your students to remember.  
Lesson: Explain to students what happens when all of these things orbiting in space sometimes line up in front of the other. This is called an eclipse. An eclipse can be Lunar- the moon passes behind the earth so that the earth blocks the sun’s rays from the moon’s surface  
Solar- the moon passes between the sun and the earth  
Demonstrate each of these with your objects above (from the introduction) and ask students what kind of affect they think the placement of the earth, moon, and sun has on our perspective. | Introduction: Go to internet 4 classrooms link about eclipses and explore with the students. There are several videos of eclipses taking place.  
Lesson: Ask students what we are missing in our study of the sky. We have talked about the earth, the sun, the moon… Choose a book from the science resource page to begin exploring stars. Explain that stars exist in little ‘families’ called constellations. Pull up informational website and look at different pictures of constellations. Discuss how/why each of them was given that specific name. | Introduction: Choose a book on the science resource page about ancient/Native American study of the stars. How important were the constellations in our past?  
Lesson: Students will create their own constellation. Give each student a small handful of stars or other small object. Have them randomly drop the objects onto a piece of paper. Where each object lands is where a star in their constellation will be. Connect the dots of where each object dropped. Have students name their constellation and write a narrative tale of how that constellation came to be and how it got its name. Students can share with each other in their classrooms or share with a friend in a different class. |