

Integrated Thematic Unit: Grade 4 - Theme 1: *Journeys*

Based on Houghton Mifflin Reading Themes and Connected to Social Studies, Science and/or Art Standards

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Stage 1 - Desired Results for Universal Access

HM Theme Concept: Journeys

Travelers who learn about the world and themselves.

Cross-Curricular Goals (Content Standards):

- HSS 4.1** Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.
1. Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.
 2. Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.
- HSS 4.4.4.** Describe rapid American immigration, internal migration settlement and the growth of towns and cities.

HM Reading Comprehension Skill/Cognitive Tasks:

- Story Structure
 - Identify story characters, setting and plot
 - Recognize story structure
- Authors Viewpoint
 - Students make inferences from textual clues to identify author's feelings, attitudes, and purpose.
- Text organization
- Noting Details

HM Writers' Workshop:

- Personal Narrative

Summary:

Students extend their understanding of the theme, Journeys, through researching geography and immigration. They apply their research and the reading skills taught in this theme to various learning activities offered in the Extension Menu.

Prerequisites:

- Skills of independent work
- Students should be pre-assessed for reading level
- Students should be pre-assessed for knowledge of the reading comprehension skills taught in this theme unit.

Integrated Thematic Unit: Grade 4 - Theme 1: *Journeys*

<p>Essential Understandings:</p> <ol style="list-style-type: none">1. Everything on Earth has a location that is described in geographical terms.2. People, things, and ideas move every day.3. Journeys often result in change for the person involved.	<p>Essential Questions:</p> <ol style="list-style-type: none">1. What motivates a person to immigrate or travel?2. What challenges/hardships are faced on a journey?3. How and why do people define their physical location?4. Does a journey always involve travel?
<p>Students will know:</p> <ul style="list-style-type: none">• The definitions of key geographical terms• The relative location of CA• How historical geographical context effect the movement of people• The elements of story structure• How authors use viewpoint to convey perspective in a story• How noting details helps to make sense of the story or selection• Recognizing and using text organization will help to understand a selection	<p>Students will be able to:</p> <ul style="list-style-type: none">• Analyze and interpret maps• Use story structure and details to identify the challenges characters faced on their journey• Identify the author’s purpose in writing• Apply a variety of textual organizational features to their own writing• Recognize text organization features• Use details to visualize characters, places and events

Stage 2 - Assessment Evidence for Universal Access

HM THEME:

- SCOE Test **OR**
 Houghton Mifflin Theme Skills Test

ANTHOLOGY SELECTIONS:

<input type="checkbox"/> Selection Tests (Teachers' Resource Blackline Masters)	<input type="checkbox"/> Reading Response Journals
<input type="checkbox"/> "Think About the Selection" p. 52 p. 76 p. 102 p. 128	<input type="checkbox"/> Daily Log
<input type="checkbox"/> Assessing Skill per selection: <ul style="list-style-type: none"> • Practice Book: OR • Skill Performance Tasks (TE Teacher's Resource Tab) Suggested Activities: R11 – Write a Dog Story (Story Structure) R13 – Express a Different Viewpoint (Author's Viewpoint) R15 – Write a Blurb (Text Organization) R 17 – Listen and Draw (Noting Details)	<input type="checkbox"/> Other:

Summative Performance Task: Based on Essential Understandings

- Writing to Inform **OR**
 Presenting to Inform
Suggested Prompt (for writing or presenting to inform):
 What motivates a person to immigrate or travel? What challenges may they face on their journey? Be sure to include facts, examples, and details to support your key idea.

Key Criteria:

- Criteria Cards for each product
 Assessment Cards for each product on Extension Menu (see page 8)
 Writing to Inform and Presenting to Inform Rubrics

Other Evidence:

- Daily Log of Extension Work and Reading Log
 Self Evaluation Checklist
 Task commitment and engagement when working independently
 Peer Reviews

Stage 3 - Learning Plan for Universal Access

Launch the Theme – 2 Days:

- Building connections to text, academic language and Essential Understandings of the HM Theme
- HM Theme Matrix
- GLAD Strategies:
 - Focus and Motivation

 - Input

 - Guided oral Practice

Teach the Theme – 3-5 Days *per Selection*:

- Read the selection allowing advanced students to work at their own pace
- Reading Comprehension Skill Lessons (before, mid, after anthology read)
- Check for Comprehension with “Responding: Think About the Selection”
- **Extension Menu** of Learning Activities: *Practice and Application*
- **Performance Task:** Bringing together of HM selections, Target Page, Theme Matrix, research and Extension Menu projects.
- Presented as a written piece or a presentation: Writing to Inform or Presenting to Inform
- HM Theme Matrix
- GLAD Strategies:
 - Focus and Motivation

 - Input

 - Guided oral Practice

Closure and Evaluation – 2 Days:

- HM Theme Matrix
- GLAD Strategies:
 - Closure/Evaluation:

- Theme Performance Task: Presentation to Audience
- SCOE Test **OR** HM Theme Assessment Test

Differentiation / Universal Access

Student Role

1. Students choose from an **Extension Menu** of Learning Activities/Products that integrates Social Studies, Science and or Art with Reading Theme and Reading Skills.
2. Students apply their learning from Extension Menus into a **Performance Task**:
 - Writing to inform (use rubric)
 - Presenting to inform (use rubric)
3. Students keep track of progress in **Daily Log of Extension Work and Reading**
4. Students work independently, sign **Independent Study Agreement**
5. Students help find research resources to learn more about the essential understandings and essential questions found on the **Target Page**
6. Students complete **Self-Evaluation Checklist** at end of theme.

Teacher Role

1. Model, Teach and Practice the use of product criteria for various subjects and purposes before asking students to be independent.
2. Teach students to do their own record keeping
3. Review and monitor the skills of independent work i.e. time management
4. Teacher checks in with Extension Menu students regularly to scaffold learning and check on organization of materials
5. Teacher provides clear directions, criteria and rubrics for Extension Menus
6. Teacher provides clear directions, criteria and rubrics for Performance Tasks
7. Teacher helps find research resources to support the essential understandings and essential questions found on the **Target Page**

Theme 4-1: Journeys ~ Extension Menu

Name _____ Due Date _____

Directions: Choose 3 activities in a row as you would in Tic-Tac-Toe

<p>1. <u>Map</u></p> <p>Select a story from Theme 1 Imagine you are a character in the story. Draw a map showing your movement</p> <ul style="list-style-type: none"> • Include a title that is descriptive of the journey • Include your travel route • Label geographical landforms 	<p>2. <u>Brochure</u></p> <p>You are a real estate agent. Select a region in the United States to develop a brochure for. Use Text Organization</p> <ul style="list-style-type: none"> • Persuade people that it is a great place to move to • Include demographics: <ul style="list-style-type: none"> ✓ Previous groups of immigrants ✓ where they moved from ✓ Reasons for them moving there 	<p>3. <u>Interview</u></p> <p>You are a reporter. Interview a local immigrant and be prepared to share the interview to a class of students.</p> <ul style="list-style-type: none"> • Where their journey took them and what they saw • What challenges and hardships they faced • What they learned about themselves and others through this journey
<p>4. <u>Venn Diagram</u></p> <p>Choose two CA regions you may want to visit. Create a Venn diagram to see their similarities and differences Select which region you would want to visit and write a paragraph explaining your decision noting details about:</p> <ul style="list-style-type: none"> • Climate • Resources • Flora and fauna • Major cities 	<p>5. <u>Poem</u></p> <p style="text-align: center;">A journey of a thousand miles must begin with a single step.</p> <p style="text-align: center;">Lau-Tzu (604 – 531 BCE)</p>	<p>6. <u>Timeline</u></p> <p>You are an author who is going to write an historical fiction book whose characters are immigrants. Begin your research by creating a timeline that shows how immigrants traveled to California in different ways at different times.</p> <ul style="list-style-type: none"> • Show their modes of transportation • Indicate where they immigrated from
<p>7. <u>Postcard</u></p> <p>You are on a real journey. Write a postcard telling of your travels.</p> <ul style="list-style-type: none"> • The hardships you faced • The land that you have seen • How the journey affected you <p>What you impressed you the most about the people you have met along the way?</p>	<p>8. <u>Comic Strip</u></p> <p>You are a comic strip writer. Your main character is Super Journeyer. Include Story Structure: Characters, Setting and Plot</p> <ul style="list-style-type: none"> • Challenges she/he faces • Descriptions of where she/he journeys • What she/he learns from her/his journeys • Land features she/he sees 	<p>9. <u>Journal Entry</u></p> <p>You are a California immigrant. Keep a daily journal of your personal reflections. Note Details</p> <ul style="list-style-type: none"> • An event or experience. • Thoughts, reactions, feelings? • What you are impressed with? • What you are homesick for?

Matching Assessments for Extension Menu

<p>1. <u>Map</u></p> <p><input type="checkbox"/> Follows map criteria card</p> <p><input type="checkbox"/> 5 or more geographical landforms that are labeled</p> <p><input type="checkbox"/> Travel route is shown</p> <p><input type="checkbox"/> Accurate</p> <p><input type="checkbox"/> Title is descriptive</p> <p>Total: _____</p>	<p>2. <u>Brochure</u></p> <p><input type="checkbox"/> Follows brochure criteria card</p> <p><input type="checkbox"/> Highlights important features that would interest possible immigrants</p> <p><input type="checkbox"/> Includes title, headings, captions, illustrations</p> <p><input type="checkbox"/> Includes 5 facts</p> <p><input type="checkbox"/> Includes 5 opinions</p> <p>Total: _____</p>	<p>3. <u>Interview</u></p> <p><input type="checkbox"/> Follows interview criteria card</p> <p><input type="checkbox"/> Prepared script of five questions</p> <p><input type="checkbox"/> Notes are “jotted” in phrases</p> <p><input type="checkbox"/> Written summary paragraph that addresses the prompt</p> <p><input type="checkbox"/> Records on tape a summary of the interview in a clear, audible voice</p> <p>Total: _____</p>
<p>4. <u>Venn Diagram</u></p> <p><input type="checkbox"/> Follows Venn diagram criteria card</p> <p><input type="checkbox"/> Information is accurate and clearly shows similarities and differences</p> <p><input type="checkbox"/> Statement is written in expanded format and uses details from the diagram</p> <p><input type="checkbox"/> Properly labeled</p> <p><input type="checkbox"/> Neat and legible</p> <p>Total: _____</p>	<p>5. <u>Poem</u></p> <p><input type="checkbox"/> Copied poem neatly</p> <p><input type="checkbox"/> Poem recited from memory with expression</p> <p><input type="checkbox"/> Explains meaning/theme of the poem</p> <p><input type="checkbox"/> Illustration matches content of the poem</p> <p><input type="checkbox"/> No spelling errors</p> <p>Total: _____</p>	<p>6. <u>Timeline</u></p> <p><input type="checkbox"/> Follows timeline criteria card</p> <p><input type="checkbox"/> Uses appropriate intervals and is legible</p> <p><input type="checkbox"/> Content is historically accurate</p> <p><input type="checkbox"/> Shows modes of transportation, where immigrants came from</p> <p><input type="checkbox"/> Includes at least five entries</p> <p>Total: _____</p>
<p>7. <u>Three Postcards</u></p> <p><input type="checkbox"/> Follows postcard criteria card</p> <p><input type="checkbox"/> Includes a hardship that is described in detail</p> <p><input type="checkbox"/> Describes the different landscapes witnessed using strong adjectives</p> <p><input type="checkbox"/> Describes an exciting part of your adventure that includes something you have never seen before</p> <p><input type="checkbox"/> Includes information on what impressed you most with the people you have met</p> <p>Total: _____</p>	<p>8. <u>Comic Strip</u></p> <p><input type="checkbox"/> Follows comic strip criteria card</p> <p><input type="checkbox"/> Setting includes land features</p> <p><input type="checkbox"/> Plot includes challenges and a journey</p> <p><input type="checkbox"/> Characters are defined and developed</p> <p><input type="checkbox"/> Dialogue is legible</p> <p>Total: _____</p>	<p>9. <u>Journal Entry</u></p> <p><input type="checkbox"/> Follows journal criteria card</p> <p><input type="checkbox"/> Describes, in detail, an experience that has historical relevance</p> <p><input type="checkbox"/> Includes personal thoughts, feelings, or reactions to the experience</p> <p><input type="checkbox"/> Explains what you are most impressed with about California or your adventures</p> <p><input type="checkbox"/> Describes what you miss most about your old home</p> <p>Total: _____</p>

Each Product has 5 criteria, for a total possible of 5 points each, 15 points for 3 products

Product # _____ points earned

Product # _____ points earned

Product # _____ points earned

TOTAL _____ **points earned**

Thematic Matrix: Grade 4 Theme 1: Journeys

Essential Questions:

1. What motivates a person to immigrate or travel?
2. What challenges/hardships are faced on a journey?
3. How and why do people define their physical location?
4. Does a journey always involve travel?

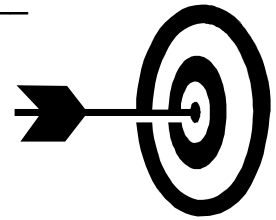
← (elements of the essential understanding) →

HM Selection	Context (Historical Setting)	Why do people choose to leave their home?	Hardships or Challenges Encountered	Relative location of story to California
<i>Akiak</i>				
<i>Grandfather's Journey</i>				
<i>Titanic</i>				
<i>By the Shores of Silver Lake</i>				

Enduring Understanding:

Name _____

Due Date _____



Travelers who learn about the world and themselves

California Social Studies Content Standards:

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 2. Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.
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