

# Integrated Thematic Unit: Grade 4 – Theme 3: That's Amazing!

Based on Houghton Mifflin Reading Themes and Connected to Art Standards

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**Summer – Fall 2007**

## *Stage 1 – Desired Results for Universal Access*

### **HM Theme Concept:**

Fantastic tales capture our imaginations and amuse us.

### **Cross-Curricular Goals or Standards**

- Art 4.1.1** Perceive and describe contrast and emphasis in works of art and in the environment.  
**Art 4.1.4** Describe the concept of proportion as used in works of art.  
**Art 4.4.1** Construct and describe plausible interpretation of what they perceive in works of art.

### **HM Reading Comprehension Skill/Cognitive Tasks:**

- Noting and evaluate details.
- Compare and contrast
- Fantasy/realism
- Question text

### **HM Writing Workshop:**

- A Story

### **Summary:**

The theme “That’s Amazing!” explores the human experience through various cultural lenses. Emphasis is placed on the mysterious and amazing events that life presents as we least expect. Art and illustration are used to set the tone and wonderment of these very different fantasies. The extension menu offers students engaging activities in fantasy through language and art.

### **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 3: That's Amazing

<p><b>Essential Understandings:</b></p> <ol style="list-style-type: none"><li>1. Fantasy has a foundation in realism.</li><li>2. Authors use fantasy for distinct purposes.</li><li>3. Pictures and art can enhance the written word.</li></ol>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"><li>1. How does realism show up in a fantasy, or does it?</li><li>2. When would an author choose to use fantasy to tell a story?</li><li>3. How is perspective shown in art and written stories?</li><li>4. What is the difference between fantasy and reality?</li></ol>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"><li>• How to determine whether the text is realism or fantasy</li><li>• How perceptions and experience help shape our ideas of fantasy and realism</li><li>• How the concept of proportion is used in works of art</li><li>• How to perceive and describe contrast and emphasis in works of art and in the environment.</li></ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"><li>• Identify verbal and visual details that make a story realistic or fantasy</li><li>• Compare verbal and visual details to determine how characters and events are similar and different</li><li>• Use verbal and visual details to make inferences about characters feelings and events in a story</li><li>• Compare and contrast</li><li>• Generate unanswered questions based on the plot and details of a story.</li></ul>

## Stage 2 - Assessment Evidence for Universal Access

**HM THEME:**

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

**ANTHOLOGY SELECTIONS:**

<input type="checkbox"/> <b>Selection Tests</b> (Teachers' Resource Blackline Masters)	<input type="checkbox"/> <b>Reading Response Journals</b>
<input type="checkbox"/> <b>"Think About the Selection"</b> pg 152      176    202    204	<input type="checkbox"/> <b>Daily Log</b>
<input type="checkbox"/> <b>Assessing Skill per selection:</b> <ul style="list-style-type: none"> <li>• Practice Book: <b>OR</b></li> <li>• Skill Performance Task (TE Teachers' Resource Tab)</li> </ul> Suggested Activities: R11 –Present a speech R13 – Write a fan letter R15 – Viewing/speaking R17 – Math	<input type="checkbox"/> <b>Other</b>

**Summative Performance Task: Based on Essential Understandings**

- Writing to Inform **OR**  
 Presenting to Inform  
**Suggested Prompt (for writing or presenting to inform):**

**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 4-3: That's Amazing! ~ Extension Menu

Name \_\_\_\_\_

Due Date \_\_\_\_\_

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

<p><b>1. <u>Drawings</u></b></p> <p>Create two drawings; one from the perspective of an ant and the other from the perspective of a giraffe.</p> <ul style="list-style-type: none"> <li>• Use proportion in your drawings to demonstrate how ordinary objects might appear to these animals.</li> <li>• Choose an illustration from one of the stories in this theme and write a paragraph about how the illustrator used perspective to add to the story.</li> </ul>	<p><b>2. <u>Venn Diagram</u></b></p> <p>Respond to Visual Art by choosing an artist (Dali, Picasso, etc.) who has done a series of self portrait over time</p> <ul style="list-style-type: none"> <li>• Describe the realistic and fantastic element of <b>three</b> portraits</li> <li>• Describe the mood of each portrait (somber, happy, serious, proud, etc.)</li> </ul> <p>Using your Venn compare and contrast the portraits in a paragraph</p>	<p><b>3. <u>Script for Skit or Play</u></b></p> <p>Choose a story from the current theme. Retell the story from the perspective of a different character (<i>i.e.</i> Paul instead of Cendrillon) in a skit or play.</p> <ul style="list-style-type: none"> <li>• Include the beginning, middle, and end</li> <li>• Note details in your dialogue</li> <li>• Put on a performance for an audience</li> </ul>
<p><b>4. <u>Song</u></b></p> <ul style="list-style-type: none"> <li>• Write a song that describes a fantasy of some kind. (person/place/situation)</li> <li>• Include a chorus and at least two verses.</li> <li>• Your song should rhyme and a have a melody that is familiar</li> </ul>	<p><b>5. <u>Poem – Oral Presentation</u></b></p> <p style="text-align: center;"><b>Sunflakes</b></p> <p>If sunlight fell like snowflakes, gleaming yellow and so bright,          We could build a sunman,          We could have a sunball fight.          We could watch the sunflakes drifting in the sky.          We could go sleighing in the middle of July, through sundrifts of sunbanks.          We could ride a sunmobile,          And we could touch sunflakes          I wonder how they'd feel.     <b>Frank Asch</b></p>	<p><b>6. <u>Diagram or Flowchart</u></b></p> <p>Choose four unanswered questions you have about any of the fantasy stories.</p> <ul style="list-style-type: none"> <li>• Make a diagram or flowchart that connects the questions:</li> <li>• to each other;</li> <li>• to clues in the story;</li> <li>• to possible answers.</li> <li>• Your conclusions, answers and/or solutions can be real or fantasy, but they should be based on inferences from the story.</li> </ul>
<p><b>7. <u>Demonstration of Optical Illusions</u></b></p> <ul style="list-style-type: none"> <li>• Locate and select 5 optical illusions (use the Internet or a library)</li> <li>• Write a plan for presentation that includes explanations and an outline</li> <li>• Insure audience can see (whole class or small group)</li> <li>• Create a questionnaire for students to explain the illusions</li> </ul>	<p><b><u>Map</u></b></p> <p>Write a short fantasy or “whopper”.</p> <ul style="list-style-type: none"> <li>• Mix realistic elements with fantasy.</li> <li>• Tell the story as if it were true.</li> <li>• To make it even more realistic draw a <b>map</b> that shows where this make-believe tale takes place.</li> </ul>	<p><b>9. <u>Chart</u></b></p> <ul style="list-style-type: none"> <li>• Re-read the story, “Heat Wave” to find at least 5 fantastic elements</li> <li>• Write a scientific question about each element</li> <li>• Research and answer each question (ex. Why it isn't possible for...?)</li> </ul> <div style="border: 1px solid black; width: 100%; height: 40px; margin-top: 10px;"></div>

## Matching Assessments for Extension Menu

<p><b>1. <u>Drawings</u></b></p> <p>___ Follows Drawing Criteria Card</p> <p>___ Perspective looking up</p> <p>___ Perspective looking down</p> <p>___ Details are included</p> <p>___ Demonstrates understanding of perspective in the paragraph</p> <p><b>Total: ___</b></p>	<p><b>2. <u>Venn Diagram</u></b></p> <p>___ Follows Venn Diagram Criteria Card.</p> <p>___ Describes realistic elements</p> <p>___ Describes fantastic elements</p> <p>___ Observes use of color, shape, shading, background, texture</p> <p>___ Paragraph expresses viewer's reaction/response based on Venn</p> <p><b>Total: ___</b></p>	<p><b>3. <u>Script for Skit or Play</u></b></p> <p>___ Follows Skit or Play Criteria Card</p> <p>___ Re-write reflects a different perspective</p> <p>___ Details are noted in dialogue</p> <p>___ Fantasy and Realism are included</p> <p>___ Performed for audience</p> <p><b>Total: ___</b></p>
<p><b>4. <u>Song</u></b></p> <p>___ Follows Song Criteria Card</p> <p>___ Tells of a fantasy or make believe person/setting/story</p> <p>___ Has a familiar melody</p> <p>___ Chorus is repeated</p> <p>___ Two verses that rhyme</p> <p><b>Total: ___</b></p>	<p><b>5. <u>Poem &amp; Oral Presentation</u></b></p> <p>___ Follows Oral Report/Presentation Criteria Card</p> <p>___ Copied legibly</p> <p>___ Appropriate illustration</p> <p>___ Memorized poem</p> <p>___ Interprets/responds to poem</p> <p><b>Total: ___</b></p>	<p><b>6. <u>Diagram of Flowchart</u></b></p> <p>___ Follows Diagram or Flowchart Criteria Card</p> <p>___ Four unanswered questions</p> <p>___ Connections between events</p> <p>___ Inferences between questions and solutions</p> <p>___ Solutions demonstrate the importance of realism in fantasy</p> <p><b>Total: ___</b></p>
<p><b>7. <u>Demonstration of Optical Illusions</u></b></p> <p>___ Follows Demonstration Criteria Card</p> <p>___ Five optical illusions</p> <p>___ Plan and script for sharing with class</p> <p>___ Method for allowing students to explain their interpretation of illusions</p> <p>___ Script for explanation of illusions</p> <p><b>Total: ___</b></p>	<p><b>8. <u>Map</u></b></p> <p>___ Follows Map Criteria Card</p> <p>___ Story has elements of realism and fantasy</p> <p>___ Map creates a sense of realism</p> <p>___ Map has make-believe places</p> <p>___ Map supports story</p> <p><b>Total: ___</b></p>	<p><b>9. <u>Chart</u></b></p> <p>___ Follows Chart Criteria Card</p> <p>___ Identifies at least 5 fantastic elements</p> <p>___ Writes a scientific question appropriate to each</p> <p>___ Lists resources for answers</p> <p>___ Reasonable answer based on research on the chart</p> <p><b>Total: ___</b></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 3: That's Amazing!

**Essential Questions:**

1. How does realism show up in a fantasy, or does it?
2. When would an author choose to use fantasy to tell a story?
3. How is perspective shown in art and written stories?
4. What is the difference between fantasy and reality?

HM Selection	Context (Setting)	Perspective	Realism	Fantasy
<i>The Stranger</i>				
<i>Cendrillon</i>				
<i>Heat Wave</i>				

**Enduring Understanding:**

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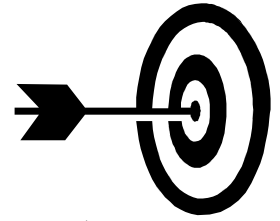
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Name \_\_\_\_\_

Due Date \_\_\_\_\_

# HM Theme 4-3: That's Amazing!

Fantastic tales capture our imaginations and amuse us.



**California Visual and Performing Arts Content Standards:**

- 4.1.1 Perceive and describe contrast and emphasis in works of art and in the environment.
- 4.1.4 Describe the concept of proportion as used in works of art.
- 4.4.1 Construct and describe plausible interpretation of what they perceive in works of art.

<p><b>Essential Understandings:</b></p> <ol style="list-style-type: none"> <li>1. Fantasy has a foundation in realism.</li> <li>2. Authors use fantasy for distinct purposes.</li> <li>3. Pictures and art can enhance the written word.</li> </ol>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How does realism show up in a fantasy, or does it?</li> <li>2. When would an author choose to use fantasy to tell a story?</li> <li>3. How is perspective shown in art and written stories?</li> <li>4. What is the difference between fantasy and reality?</li> </ol>
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