

Integrated Thematic Unit: Grade 4 – Theme 4: Problem Solvers

Based on Houghton Mifflin ELA Theme Concept and Connected to Social Studies Standards

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Stage 1 – Desired Results for Universal Access

HM Theme Concept:

Young people show initiative, courage and cooperation to solve problems

Cross-Curricular Goals (Content Standards):

HSS 4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

HM Reading Skill/Cognitive Tasks:

- Use story details and personal knowledge to predict outcomes in different situations
- Use story details to draw conclusions – see how different conclusions can be drawn from the same details
- Differentiate between major and minor story elements – analyze how elements effect a story
- Identify multiple solutions to a problem.
- Identify how different characters solve the same problem

HM Writing Workshop:

Description: A picture in words that helps the reader share the writer’s experience.

Summary:

People face many different kinds of problems –challenges—every day, in all sorts of different situations. “Problem solvers” are people who face these challenges, who overcome obstacles, and who figure out ways to solve their problems. We can all face our challenges and solve our problems —we can all be problem solvers!

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 unit.

Integrated Thematic Unit: Grade 4 - Theme 4: Problem Solvers

<p>Essential Understandings:</p> <ol style="list-style-type: none">1. Customs, traditions celebrations, languages, religions and foods vary among cultures2. Some experiences such as isolation and fear are found across cultures3. Initiative and courage are key elements in solving personal and interpersonal problems	<p>Essential Questions:</p> <ol style="list-style-type: none">1. How can people who are facing a problem find initiative and courage in order to solve it?2. Why is cooperation useful in solving problems?3. How has the multicultural population of California affected our ability to live cooperatively or not?
<p>Students will know:</p> <ul style="list-style-type: none">• California is a diverse state with various ethnic groups living together.• Celebrations and festivals are one way to keep cultures alive and to share our traditions with others.• Human emotions are universal across cultures.• Authors develop characters in many ways: plot, their thoughts, their actions, how they interact with other characters, their physical attributes	<p>Students will be able to:</p> <ul style="list-style-type: none">• Identify and evaluate a character’s problem-solving abilities• Analyze and evaluate possible solutions to a problem• Use story details and personal knowledge to predict outcomes in different situations• Differentiate between major and minor story elements and analyze how elements affect a story.

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. 408, 444, 480, 508	<input type="checkbox"/> Daily Log
<input type="checkbox"/> Assessing Skill per selection: <ul style="list-style-type: none"> • Practice Book OR • Skill Performance Task (TE Teachers' Resource Tab) Suggested Activities: R11 Write a Newspaper article R13 Make a Problem-Solution Chart R15 Send a Postcard R17 Write a City Story	<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):
 Describe key elements of the California Mission period.

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 - 2 Days:

- 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” in student book
- **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:
- 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** 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 4-4: ~ Extension Menu

Name _____

Due Date _____

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

<p>1. <u>Poster</u></p> <p>Make a movie poster for one of the stories in Theme 4. Without giving away the plot your poster should incorporate:</p> <ul style="list-style-type: none"> • Two or more characters • An element of culture or tradition that is evident in the story • The problem/conflict the character faces • A movie review (quote) from a newspaper 	<p>2. <u>Brochure</u></p> <p>Create a travel brochure about the setting of one of the stories in Theme 4.</p> <ul style="list-style-type: none"> • Describe the different cultural aspects that are unique to that area • List at least 3 places of interest • Include special events or traditions that take place throughout the year 	<p>3. <u>Radio Report</u></p> <p>Research a problem facing the world today using a newspaper or magazine article. Based on what you have learned create a Radio Report.</p> <ul style="list-style-type: none"> • Identify and explain the problem • List possible solutions that would help solve the problem • State why it is important to solve this problem
<p>4. <u>3-Way Venn Diagram</u></p> <p>Compare and contrast two of the characters from Theme 4 with yourself</p> <ul style="list-style-type: none"> • Include qualities of courage, initiative and cooperation • Compare cultures (language, traditions, food, beliefs etc.) • Written reflection: Which character is most like you? Give examples. 	<p>5. <u>Poem/Quote</u></p> <p style="text-align: center;">I do not want my house to be walled in on all sides and my windows to be stifled. I want all the cultures of all lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any.</p> <p style="text-align: center;">-Gandhi</p> <p style="text-align: center;">Copy, illustrate, memorize, recite and respond to the above quote.</p>	<p>6. <u>Graph</u></p> <p>Create a graph that shows the multicultural backgrounds of people in California. Include percentages and numbers. (SS book, <i>Reflections</i>, page 407)</p> <p>Write a paragraph explaining the factors that contributed to one particular group's migration to California.</p>
<p>7. <u>Picture Postcard</u></p> <p>Write 2 postcards from the perspective of "Peter" from The Last Dragon and "Marvin" from Marvin of the Great North Woods.</p> <ul style="list-style-type: none"> • Write to a family member or friend back home • Include a hardship or challenge you have faced • Describe an event that had an impact on your life • Include a life lesson you have learned 	<p>8. <u>Oral Report</u></p> <p>Choose a local cultural event or festival from a culture different than your own to research. Include:</p> <ul style="list-style-type: none"> • Background information about the festival • Describe the food, music, dancing, art, language and other events • Explain how festivals or cultural celebrations help people from different cultures understand one another. • Create note cards for a report along with pictures or demonstration 	<p>9. <u>Comic Strip</u></p> <p>Create a comic book based on character from Theme 4</p> <ul style="list-style-type: none"> • Include a problem or conflict the character faces • The character should demonstrate courage and initiative when solving their problem • Story told over the course of 5 or more frames • Setting clearly depicted

Matching Assessments for Extension Menu

<p>1. <u>Poster</u></p> <p><input type="checkbox"/> Follows Poster Criteria Card</p> <p><input type="checkbox"/> Includes two or more characters</p> <p><input type="checkbox"/> Includes a tradition or element culture</p> <p><input type="checkbox"/> Accurately illustrates the main problem/conflict</p> <p><input type="checkbox"/> Movie review is thoughtful and specific.</p> <p>Total= _____</p>	<p>2. <u>Travel Brochure</u></p> <p><input type="checkbox"/> Follows Brochure Card</p> <p><input type="checkbox"/> Accurately describes at least 1 cultural aspect (China Town, a neighborhood park, a French-Canadian lumber camp)</p> <p><input type="checkbox"/> Lists and describes 3 places a visitor may find of interest</p> <p><input type="checkbox"/> Describes at least 1 special event or celebration (Chinatown parade, concert in the park, etc.)</p> <p><input type="checkbox"/> Includes at least 2 different lodging options for visitors</p> <p>Total= _____</p>	<p>3. <u>Radio Report</u></p> <p><input type="checkbox"/> Follows Radio Report Criteria Card</p> <p><input type="checkbox"/> Clearly identifies and explains the problem</p> <p><input type="checkbox"/> Includes at least 3 realistic solutions to help solve this problem</p> <p><input type="checkbox"/> States a compelling argument as to why this problem should be solved</p> <p><input type="checkbox"/> Two to five minute radio report presented to the class</p> <p>Total= _____</p>
<p>4. <u>3-Way Venn Diagram</u></p> <p><input type="checkbox"/> Follows Venn Diagram Card</p> <p><input type="checkbox"/> Includes examples of courage, cooperation, and initiative</p> <p><input type="checkbox"/> Diagram includes at least one illustration</p> <p><input type="checkbox"/> Includes paragraph with specific similarities between self and characters</p> <p><input type="checkbox"/> Accurate placement of info</p> <p>Total= _____</p>	<p>5. <u>Poem/Quote</u></p> <p><input type="checkbox"/> Follows Poem/Quote Criteria Card</p> <p><input type="checkbox"/> Copied neatly</p> <p><input type="checkbox"/> Appropriate illustration</p> <p><input type="checkbox"/> Memorized poem</p> <p><input type="checkbox"/> Interpret/respond to poem (What does the quote mean?)</p> <p>Total= _____</p>	<p>6. <u>Graph</u></p> <p><input type="checkbox"/> Follows Graph Criteria Card</p> <p><input type="checkbox"/> Includes at least 5 different cultural groups</p> <p><input type="checkbox"/> Numbers are accurate</p> <p><input type="checkbox"/> Paragraph explores and explains factors that led to one groups migration to California</p> <p><input type="checkbox"/> Lists resources (Books, internet pages, magazine article, etc.)</p> <p>Total= _____</p>
<p>7. <u>Picture Postcard</u></p> <p><input type="checkbox"/> Follows Picture Postcard Criteria Card</p> <p><input type="checkbox"/> Addressed to a family member or friend</p> <p><input type="checkbox"/> Accurate examples from story conveys challenges you faced</p> <p><input type="checkbox"/> Life changing event described in detail</p> <p><input type="checkbox"/> One card for each character</p> <p>Total= _____</p>	<p>8. <u>Oral Report</u></p> <p><input type="checkbox"/> Follows Oral Report Criteria Card</p> <p><input type="checkbox"/> Has note cards to guide report</p> <p><input type="checkbox"/> Festival or celebration background is well researched</p> <p><input type="checkbox"/> Includes pictures, illustration or demonstration</p> <p><input type="checkbox"/> Explains why and how festivals help different cultures understand each other.</p> <p>Total= _____</p>	<p>9. <u>Comic Strip</u></p> <p><input type="checkbox"/> Follows Comic Strip Criteria Card</p> <p><input type="checkbox"/> Problem/conflict includes aspects of fear or isolation</p> <p><input type="checkbox"/> Courage and/or initiative is evident as character solves the problem</p> <p><input type="checkbox"/> Includes 5 or more frames</p> <p><input type="checkbox"/> Setting is clearly illustrated</p> <p>Total= _____</p>

Product # _____ points earned

Product # _____ points earned

Product # _____ points earned

TOTAL _____ points earned

Thematic Matrix: Grade 4 Theme 4: Problem Solvers

Essential Questions:

1. How can people who are facing a problem find initiative and courage in order to solve it?
2. Why is cooperation useful in solving problems?
3. How has the multicultural population of California affected our ability to live cooperatively or not?

← Elements of the essential understanding →

HM Selection	Context (Setting)	Elements of Culture	Problem Solving	Initiative
<i>My Name is Maria Isabel</i>				
<i>Marven of the Great North Woods</i>				
<i>The Last Dragon</i>				
<i>Sing to the Stars</i>				

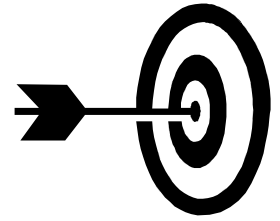
Enduring Understanding:

Name _____

Due Date _____

HM Theme 4-4: Problem Solvers

Young people show initiative, courage and cooperation to solve problems



California Social Studies Content Standards:

4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

<p>Essential Understandings:</p> <ol style="list-style-type: none"> 1. Customs, traditions celebrations, languages, religions and foods vary among cultures 2. Some experiences such as isolation and fear are found across cultures 3. Initiative and courage are key elements in solving personal and interpersonal problems 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 4. How can people who are facing a problem find initiative and courage in order to solve it? 5. Why is cooperation useful in solving problems? 6. How has the multicultural population of California affected our ability to live cooperatively or not?
<p>Students will know:</p> <ul style="list-style-type: none"> • California is a diverse state with various ethnic groups living together. • Celebrations and festivals are one way to keep cultures alive and to share our traditions with others. • Human emotions are universal across cultures. • Authors develop characters in many ways: plot, their thoughts, their actions, how they interact with other characters, their physical attributes 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and evaluate a character’s problem-solving abilities • Analyze and evaluate possible solutions to a problem • Use story details and personal knowledge to predict outcomes in different situations • Differentiate between major and minor story elements and analyze how elements affect a story.