

# **Integrated Thematic Unit: Grade 4 – Theme 6: Nature: Friend or Foe?**

Based on Houghton Mifflin Reading Themes and connected to Social Studies, Sciences and/or Art Standards

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

### **HM Theme Concept:**

People react to Nature's bounty and brutality

### **Cross-Curricular Goals (Content Standards):**

- Sci 3 Living organisms depend on one another and on their environment for survival.
- Sci 5.a Students know some changes in the earth are due to slow processes...and some are due to rapid processes.

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

- Following Direction – identify order words for sequential steps
- Identify relationship between topic/main idea
- Identify how details support main idea
- Combine story details w/personal experiences to make inferences
- Research report

### **HM Writing Workshop:**

- Research Report- Student presents facts about a topic and uses details to support the facts

### **Summary:**

Nature: Friend and Foe consists of both fiction and non-fiction selections that examines the relationships that humans have with nature. The intricate balance of our dependency upon nature is explored with a focus on ocean, forest and farmland.

### **Prerequisites:**

Students taught skills of independent work and students are pre-assessed for reading level and for knowledge of reading standards/skills taught in theme.

## Integrated Thematic Unit: Grade 4 - Theme 6: Nature: Friend or Foe?

<p><b>Essential Understandings:</b></p> <ol style="list-style-type: none"><li>1. Humans depend and rely on nature for their survival in various ways.</li><li>2. Natural disasters are cyclical and may be beneficial to nature.</li><li>3. People adapt to nature and their environment in order to meet their needs.</li><li>4. Human relationships with nature vary according to culture, historical perspective, economics and various other factors.</li></ol>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"><li>1. Why and how do people rely on nature as well as protect it at the same time?</li><li>2. How does our knowledge of nature both our lives?</li><li>3. How do factors such as culture and historical perspective influence peoples relationship or view of nature?</li><li>4. Why do humans adapt to their environment?</li></ol>
<p><b><i>Students will know:</i></b></p> <ol style="list-style-type: none"><li>1. The ocean is a natural resource that provides food for various cultures around the world</li><li>2. Humans understanding of forests and fires have evolved over time.</li><li>3. Forest management is based on what is best for the environment.</li><li>4. Droughts effect migration patterns and human settlement.</li></ol>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"><li>1. Identify order words for sequential steps that help facilitate following of directions</li><li>2. Identify and organize information according to topic→main idea→supporting details</li><li>3. Combine details from the story along with personal experiences to form inferences.</li></ol>

## *Stage 2 - Assessment Evidence for Universal Access*

### **HM Required Assessment Tasks:**

*Assessment or Pre Assessment of Required Standard/Skill*

**THEME:**

\_\_\_\_\_ Houghton Mifflin SCOE or Theme Skills Test:

**SELECTION:**

**Possible** Assessment Tools for Monitoring Progress: (by selection)

<p>_____ <b>Selection Tests</b> (Teachers' Resource Blackline Masters)</p>	<p>_____ <b>Assessing Skill per selection:</b></p> <ul style="list-style-type: none"> <li>• Practice Book</li> <li style="text-align: center;">OR</li> <li>• Skill Performance Task (TE Teachers' Resource Tab)</li> </ul> <p>Pg. R9 Task: I'm Kodiak Bound Pg. R11 Task: Firefighting Skit Pg. R13 Task: Write a letter to Papa</p>
<p>"Think About the Selection" (Student Book) Pg. 648 Pg. 683 Pg. 704</p>	<p>_____ other</p>

**2 Days:**

**Closure and Evaluation: Celebration of Learning**

**ITU THEME Assessment:**

**Performance Task: Based on Essential Understandings**

\_\_\_\_\_ Writing to Inform

\_\_\_\_\_ Presenting to Inform

**Prompt:**

\_\_\_\_\_ HM Theme Matrix

\_\_\_\_\_ GLAD Strategies: Closure/Evaluation

1.

2.

**Key Criteria:**

\_\_\_\_\_ Criteria Cards for each product

\_\_\_\_\_ Assessment Cards for each product on Extension Menu  
(see page 7)

\_\_\_\_\_ Rubrics: Writing to Inform and Presenting to Inform

**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

### Required Learning Activities

**2 Days:** Launching the Theme

**2-3 days per selection**

- Preparing to Read
- Differentiate the reading according to student need, allowing challenge level to read at their own pace.
- Reading Comprehension Skill Lessons
  1. before: Focus Lesson (Graphic Organizer)
  2. mid: Comp Lesson (tan box, red check)
  3. after: Skill Performance Task (TE tab: Theme Resources) or Practice Book
- Continuous building of connections to text, academic language and Essential Understandings of the HM Theme

### ITU Approximately 24 days per Theme:

- **Extension Menu** of Learning Activities: *Practice and Application*
- **Theme 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

### Possible GLAD Strategies:

#### Focus and Motivation:

\_\_\_\_\_ HM Theme Matrix

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### Input:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### Guided Oral Practice:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Resources Needed for GLAD and student learning/research:

## Theme 4-6: Nature: Friend or Foe? ~ Extension Menu

*Directions: Choose 3 activities in a row as you would in tic-tac-toe*

<p><b>1. Picture Postcard</b></p> <p>Write three postcards from the perspective of Papa and/or Sarah from the story Skylark. Postcards should describe, in detail, the experience of the character from different parts of the story. Each postcard should contain at least one inference that the character has made based on their experience.</p>	<p><b>2. Brochure</b></p> <p>Create a brochure about wildfires. Your brochure should include facts from Wildfires and at least two other sources. Include information that educates about fire safety and prevention as well as the importance of natural wildfires in terms of forest management.</p>	<p><b>3. Demonstration</b></p> <p>Choose something that you are an expert at and would like to teach the class. Your 5-7 minute presentation should demonstrate a sequence ordered series of steps or directions that are both easy to follow as well as entertaining. You are essentially teaching the class how to do something from start to finish.</p>
<p><b>4. Illustrated Booklet</b></p> <p>Create an illustrated booklet based on the story Salmon Summer. Your non-fiction booklet should be organized according to topic→main idea→supporting details. Be sure to include all of the selection's vocabulary words (pg. 632-633) in your illustrated booklet.</p>	<p><b>5. Poem</b></p> <p style="text-align: center;">Drought</p> <p>Thunder teases heartlessly, making sultry promises it doesn't keep. Lightning flicks seductive tongues against my bedroom wall and then retreats — while clouds, grown fat with moisture, hang heavy with intent. We wait for rain that doesn't fall—doesn't fall. Naomi B. Patterson</p> <p>Copy, illustrate, memorize, recite and respond to how Drought relates to Skylark.</p>	<p><b>6. Radio Report</b></p> <p>Pretend you are a reporter for National Public Radio covering the Yellowstone fires of 1988. Use information from Wildfires and organize your report according to topic→main idea→supporting details. Your report should answer why, what, when, where and how. As a reporter, make inferences about how the fires will affect tourism and the local economy.</p>
<p><b>7. Map</b></p> <p>Create a map of the greater Yellowstone region. Your map should include the burned areas after the 1988 fires. Check out: <a href="http://tinyurl.com/5ncm9y">http://tinyurl.com/5ncm9y</a> Be sure clearly label all burned areas, major landmarks and state borders. Include a simple yet thorough set of directions for others to follow as they create their own maps.</p>	<p><b>8. Friendly Letter</b></p> <p>A) Research problems facing wild salmon in the Pacific. B) Pretend that you are Alex from Salmon Summer write a friendly letter to a friend or relative about your experiences. Be sure to use descriptive and vivid language as you write about your summer experience. Include information from you research in your friendly letter.</p>	<p><b>9. Game</b></p> <p>Create a game based on information you learned about wildfires. Gather your facts from Wildfires and from at least one other source. Your game should include at least 20 questions. Directions must be specific, clear and concise.</p>

Name \_\_\_\_\_ Theme \_\_\_\_ Choices \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

## Matching Assessments for Extension Menu

<p><b>1. Picture Postcard</b></p> <p>_____ Follows Picture Postcard Criteria Card</p> <p>_____ Includes three “final draft” postcards</p> <p>_____ Each postcard written from the perspective of Papa or Sarah</p> <p>_____ Describes, in clear and descriptive detail, the experience of the character</p> <p>_____ Each postcard includes at least one inference based on the character’s experience</p>	<p><b>2. Brochure</b></p> <p>_____ Follows Brochure Criteria Card</p> <p>_____ Lists sources that were used for researched</p> <p>_____ Clear information about fire safety and prevention</p> <p>_____ Discusses how natural fires are an important part of healthy forests and forest management.</p> <p>_____ All information is accurate and correct</p>	<p><b>3. Demonstration</b></p> <p>_____ Follows Demonstration Criteria Card</p> <p>_____ Demonstration is 5-7 minutes in length</p> <p>_____ Demonstration includes a sequence ordered series of steps or directions that are clear and easy to follow</p> <p>_____ Entertaining and engaging</p> <p>_____ Demonstration is practiced several times before being presented to the class.</p>
<p><b>4. Illustrated Booklet</b></p> <p>1. Follows Illustrated Booklet Criteria Card</p> <p>2. Organized according to topic→main idea→supporting details</p> <p>3. All of the selections vocabulary words are included and used correctly in context</p> <p>4. All writing has been edited/revised and is final draft quality</p> <p>5. Booklet includes at least six pages of writing and illustrations.</p>	<p><b>5. Poem</b></p> <p>_____ Copied Neatly</p> <p>_____ Illustration demonstrates personal best and matches content</p> <p>_____ Memorize poem, practice reciting several times</p> <p>_____ Recite to class using appropriate voice level and eye contact</p> <p>_____ Respond to how Drought relates to Skylark</p>	<p><b>6. Radio Report</b></p> <p>_____ Follows Radio Report Criteria Card</p> <p>_____ Report is written and organized according to topic→main idea→supporting details</p> <p>_____ Report answers why, what, when where and how (in regards to the Yellowstone fires)</p> <p>_____ Specific inferences made about how the fires will affect tourism and the local economy</p> <p>_____ 3–5 minute report is practiced several times before being recorded or presented to the class.</p>
<p><b>7. Map</b></p> <p>_____ Follows Map Criteria Card</p> <p>_____ Includes clearly labeled burned areas of the 1988 Yellowstone fires</p> <p>_____ Map includes accurately labeled major landmarks</p> <p>_____ Includes state and park borders</p> <p>_____ Clearly written directions thoroughly describes steps for others to follow as they create their own maps.</p>	<p><b>8. Friendly Letter</b></p> <p>_____ Follows Friendly Letter Criteria Card</p> <p>_____ Researched problems facing wild salmon in the Pacific (info to be used in your letter)</p> <p>_____ Written from the perspective of Alex</p> <p>_____ Describes, in detail, Alex’s summer experiences</p> <p>_____ Explains some of the problems facing Pacific salmon</p>	<p><b>9. Game</b></p> <p>_____ Follows Game Criteria Card</p> <p>_____ Facts used in game researched from at least 2 separate sources</p> <p>_____ Includes a minimum of 20 questions.</p> <p>_____ Detailed directions or specific, clear and concise</p> <p>_____ Game includes multiple illustrations</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**

## Product Criteria Cards for Extension Menu Products

<p><b>1. Picture Postcard</b></p> <ol style="list-style-type: none"> <li>1. Picture in color on front of card</li> <li>2. Picture is clear and understandable</li> <li>3. Size 4"x5" or 4"x6"</li> <li>4. Message included on back</li> </ol>	<p><b>2. Brochure</b></p> <ol style="list-style-type: none"> <li>1. Pictures relate to topic</li> <li>2. Attractive and neat layout</li> <li>3. Folded with information on each panel</li> <li>4. Neat and clear writing highlighting important points</li> <li>5. Correct spelling</li> </ol>	<p><b>3. Demonstration</b></p> <ol style="list-style-type: none"> <li>1. Demonstration is informative</li> <li>2. Easy to understand</li> <li>3. Follows a logical sequence</li> <li>4. Good eye contact with audience</li> <li>5. Materials are used appropriately</li> </ol>
<p><b>4. Illustrated Booklet</b></p> <ol style="list-style-type: none"> <li>1. Has words that explain pictures</li> <li>2. Pictures match topic</li> <li>3. Organized in a logical fashion</li> <li>4. Neat and visually appealing</li> <li>5. Correct spelling and grammar</li> </ol>	<p><b>5. Poem</b></p> <ol style="list-style-type: none"> <li>1. Appropriate format and poetic structure</li> <li>2. Title</li> <li>3. Rich vocabulary</li> <li>4. Relevant to subject</li> <li>5. Correct spelling, mechanics and punctuation</li> </ol>	<p><b>6. Radio Report</b></p> <ol style="list-style-type: none"> <li>1. Clear and understandable</li> <li>2. Uses descriptive words</li> <li>3. Recording quality is good</li> <li>4. Has sound effects or music</li> <li>5. Stays within time limits</li> </ol>
<p><b>7. Map</b></p> <ol style="list-style-type: none"> <li>1. Correct location of places</li> <li>2. Clearly written key and symbols</li> <li>3. Has scale and compass rose</li> <li>4. Labels and places spelled correctly</li> <li>5. Shapes of places and distances are accurate</li> <li>6. Neatness</li> </ol>	<p><b>8. Friendly Letter</b></p> <ol style="list-style-type: none"> <li>1. Formatted correctly, with: heading, salutation, body, closing and signature</li> <li>2. Spelling and mechanics are correct</li> <li>3. Tone of letter is friendly and courteous</li> <li>4. Information is focused and well organized</li> <li>5. Letter is at least 1 page in length</li> </ol>	<p><b>9. Game</b></p> <ol style="list-style-type: none"> <li>1. Clear and understandable rules</li> <li>2. Well constructed</li> <li>3. Visually appealing</li> <li>4. Relates to topic being studied</li> </ol>

## Thematic Matrix: Grade 4 – Theme 6: Nature: Friend or Foe?

### Essential Questions:

1. Why and how do people rely on nature as well as protect it at the same time?
2. How does our knowledge of nature both our lives?
3. How do factors such as culture and historical perspective influence people’s relationship or view of nature?
4. Why do humans adapt to their environment?

← Elements of the essential understanding →

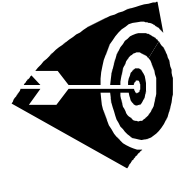
<b>HM Selection</b>	<b>Context (Setting)</b>	<b>Processes that change the Earth</b>	<b>How environment supports survival</b>	<b>Bounty or Brutality for humans and other organisms</b>
<i><b>Salmon Summer</b></i>				
<i><b>Wildfires</b></i>				
<i><b>Skylark</b></i>				

Name \_\_\_\_\_

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

## ***HM Theme 4-6: Nature: Friend or Foe?***

People react to Nature's bounty and brutality.



### **Related California Science Content Standards:**

**Sci 3** Living organisms depend on one another and on their environment for survival.

**Sci 5.a** Students know some changes in the earth are due to slow processes...and some are due to rapid processes.

<p><b>Essential Understandings:</b></p> <ol style="list-style-type: none"> <li>5. Humans depend and rely on nature for their survival in various ways.</li> <li>6. Natural disasters are cyclical and may be beneficial to nature.</li> <li>7. People adapt to nature and their environment in order to meet their needs.</li> <li>8. Human relationships with nature vary according to culture, historical perspective, economics and various other factors.</li> </ol>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>5. Why and how do people rely on nature as well as protect it at the same time?</li> <li>6. How does our knowledge of nature both our lives?</li> <li>7. How do factors such as culture and historical perspective influence peoples relationship or view of nature?</li> <li>8. Why do humans adapt to their environment?</li> </ol>
<p><b>Students will know:</b></p> <ol style="list-style-type: none"> <li>5. The ocean is a natural resource that provides food for various cultures around the world</li> <li>6. Humans understanding of forests and fires have evolved over time.</li> <li>7. Forest management is based on what is best for the environment.</li> <li>8. Droughts effect migration patterns and human settlement.</li> </ol>	<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>4. Identify order words for sequential steps that help facilitate following of directions</li> <li>5. Identify and organize information according to topic→main idea→supporting details</li> <li>6. Combine details from the story along with personal experiences to form inferences.</li> </ol>