

**Grade 4 Week 1**

***Massachusetts Performance Standards***

*The students will:*

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 7.8 Use letter/sound knowledge to decode written English
- 4.16 Identify and apply the meaning of the terms, antonyms, synonyms and homophones
- 8.18 Summarize main idea and supporting details
- 5.7 Identify correct mechanics (end marks, commas, for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments)

**UNIT 1 BOOK 1**

**Unit Theme: Let's Explore**

**Story Theme: Mysteries**

**Story 1 : The Mystery of the Missing Lunch**

**Genre: Mystery (10.2)**

**Objectives (Students will...)**

1. Introduce spelling words with short vowels, decoding skills (7.8)
2. Vocabulary – deriving meaning from examples, synonyms, prior knowledge, explanation, antonyms, compare/contrast, description, context clues (4.16)
3. Make inferences, identify problem and solutions, identify dialogue (8.18)
4. Write a paragraph using correct sentence structure, with topic sentence and details (5.7)

**Essential Question**

How could you help solve a mystery?

**Teacher Resources**

1. Unit 1 Treasures Reading Book
2. Leveled Readers
3. Practice Books
4. Phonics / Spelling / Grammar
5. Home School Connections

**Media and Technology Resources**

1. Unit Transparencies
2. Audio CD
3. CD Rom

**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Grade 4 Week 2**

***Massachusetts Performance Standards***

*The students will:*

- *10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing*
- *7.8 Use letter/sound knowledge to decode written English*
- *4.13 Determine the meaning of unknown words using their context*
- *5.4 Recognize the subject – predicate relationships in sentences*
- *8.18 Summarize main idea and supporting details*
- *14.2 Identify rhyme and rhythm , repetition, similes, and sensory images in poems*

**UNIT 1 BOOK 1**

**Unit Theme: Let's Explore**

**Story Theme: Adapting to survive**

**Story 2: A Walk in the Desert**

**Genre: Informational Nonfiction (10.2)**

**Objectives (Students will...)**

1. Introduce spelling words with long /a/, decoding skills (7.8)
2. Vocabulary – deriving meaning from examples, synonyms, prior knowledge, explanation, antonyms, compare/contrast, description, context clues (4.13)
3. Introduce subjects and predicates (5.4)
4. Identify main idea and supporting details, summarize a story (8.18)
5. Write a cinquain poem. Use precise words, organization, sentence fluency & proper grammar (14.2)

**Essential Question**

How do you adapt to your surroundings?

**Teacher Resources**

1. Unit 1 Treasures Reading Book
2. Leveled Readers
3. Practice Books
4. Phonics / Spelling / Grammar
5. Home School Connections

**Media and Technology Resources**

1. Unit Transparencies
2. Audio CD
3. CD Rom

**Evaluation/Activities**

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**Lesson Completion Date:**

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**Comments:**

**Grade 4 Week 3**

***Massachusetts Performance Standards***

*The students will:*

- *10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing*
- *7.8 Use letter/sound knowledge to decode written English*
- *4.13 Determine the meaning of unknown words using their context*
- *5.13 Identify simple and compound sentences*
- *8.18 Summarize main idea and supporting details*
- *21.2 Revise writing to improve level of detail after determining what could be added or deleted*

**UNIT 1 BOOK 1**

**Unit Theme: Let's Explore**

**Story Theme: Our National Parks**

**Story 3: Animals Come Home to Our National Parks**

**Genre: Nonfiction (10.2)**

**Objectives (Students will...)**

1. Introduce spelling words with long /e/, decoding skills (7.8)
2. Vocabulary – deriving meaning from examples, synonyms, prior knowledge, explanation, antonyms, compare/contrast, description, context clues (4.13)
3. Identify and use compound sentences (5.13)
4. Identify main idea and supporting details, summarize a story (8.18)
5. Respond to a prompt. Use details to support the main idea, organize ideas, using proper grammar (21.2)

**Essential Question**

What could you learn from a National Park?

**Teacher Resources**

1. Unit 1 Treasures Reading Book
2. Leveled Readers
3. Practice Books
4. Phonics / Spelling / Grammar
5. Home School Connections

**Media and Technology Resources**

1. Unit Transparencies
2. Audio CD
3. CD Rom

**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

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**Completed By:**

**Comments:**

**Grade 4 Week 4**

**Massachusetts Performance Standards**

*The students will:*

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 7.8 Use letter/sound knowledge to decode written English
- 4.13 Determine the meaning of unknown words using their context
- 5.9 Identify the eight basic parts of speech
- 8.11 Identify and show the relevance of foreshadowing clues
- 12.2 Identify and analyze the elements of plot, character, and setting in the stories they read and write
- 20.2 Use appropriate language for different audiences and purposes

**UNIT 1 BOOK 1**

**Unit Theme: Let's Explore**

**Story Theme: Astronauts**

**Story 4: The Astronaut and the Onion**

**Genre: Realistic Fiction (10.2)**

**Objectives (Students will...)**

1. Introduce spelling words with long /i/, decoding skills (7.8)
2. Vocabulary – deriving meaning from examples, synonyms, prior knowledge, explanation, antonyms, compare/contrast, description, context clues (4.13)
3. Introduce conjunctions and complex sentences (5.9)
4. Make inferences and analyze character (8.11, 12..2)
5. Write a personal letter, use a topic sentence, use strong verbs, join related sentences to make complex sentences, proper grammar (20.2)

**Essential Question**

How do you handle your fears?

**Teacher Resources**

1. Unit 1 Treasures Reading Book
2. Leveled Readers
3. Practice Books
4. Phonics / Spelling / Grammar
5. Home School Connections

**Media and Technology Resources**

1. Unit Transparencies
2. Audio CD
3. CD Rom

**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Grade 4 Week 5**

**Massachusetts Performance Standards**

*The students will:*

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 7.8 Use letter/sound knowledge to decode written English
- 4.16 Identify and apply the meaning of the terms, antonyms, synonyms and homophones
- 5.7 Identify correct mechanics (end marks, commas, for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments)
- 12.2 Identify and analyze the elements of plot, character, and setting in the stories they read and write
- 19.3 Write an account based on personal experience that has a clear focus and sufficient supporting detail

**UNIT 1 BOOK 1**

**Unit Theme: Let's Explore**

**Story Theme: Wildlife**

**Story 5: The Raft**

**Genre: Realistic Fiction (10.2)**

**Objectives (Students will...)**

1. Introduce spelling words with long /o/, decoding skills (7.8)
2. Vocabulary – deriving meaning from examples, synonyms, prior knowledge, explanation, antonyms, compare/contrast, description, context clues (4.16)
3. Introduce and identify “run-on” sentences (5.7)
4. Analyze character, setting, & plot (12.2)
5. Write a journal entry – include important details, delete unimportant details, organize information, sentence fluency and use proper grammar (19.3)

**Essential Question**

What would your experience on a raft be like?

**Teacher Resources**

1. Unit 1 Treasures Reading Book
2. Leveled Readers
3. Practice Books
4. Phonics / Spelling / Grammar
5. Home School Connections

**Media and Technology Resources**

1. Unit Transparencies
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3. CD Rom

**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

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**Comments:**

**Grade 4 Week 6**

***Massachusetts Performance Standards***

*The students will:*

- *10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing*
- *7.8 Use letter/sound knowledge to decode written English*
- *4.13 Determine the meaning of unknown words using their context*
- *5.7 Identify correct mechanics (end marks, commas, for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments)*
- *12.2 Identify and analyze the elements of plot, character, and setting in the stories they read and write*
- *19.3 Write an account based on personal experience that has a clear focus and sufficient supporting detail*

**UNIT 1 BOOK 1**

**Unit Theme: Let's Explore  
Unit Review  
Story: A Walk on the Beach  
Genre: Play (10.2)**

**Objectives (Students will...)**

1. Review Spelling (7.8)
2. Review Vocabulary (4.13)
3. Review proper sentence structure (5.7)
4. Discuss character, setting, plot, dialogue (12.2)
5. Write a personal narrative – use a memorable event, personal feelings, details, with a beginning, middle & end (19.13)

**Essential Question**

How would you describe the beach?

**Teacher Resources**

1. Unit 1 Treasures Reading Book
2. Leveled Readers
3. Practice Books
4. Phonics / Spelling / Grammar
5. Home School Connections

**Media and Technology Resources**

1. Unit Transparencies
2. Audio CD
3. CD Rom

**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Grade 4 Week 7**

**Massachusetts Performance Standards**

*The students will:*

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 7.8 Use letter/sound knowledge to decode written English
- 4.13 Determine the meaning of unknown words using their context
- 8.11 Identify and show the relevance of foreshadowing clues
- 12.2 Identify and analyze the elements of plot, character, and setting in the stories they read and write
- 5.6 Identify the four basic parts of speech
- 21.2 Revise writing to improve level of detail after determining what could be added or deleted
- 8.13 Identify the speaker of a poem or story

**UNIT 2 BOOK 2**  
**Unit Theme: Take a Stand**  
**Story Theme: Baseball**  
**Story 1: Mighty Jackie**  
**Genre: Biography (10.2)**

**Objectives (Students will...)**

1. Introduce spelling words with “ch” & “tch” (7.8)
2. Vocabulary – with inflections, deriving meaning from context clues (4.13)
3. Make inferences and analyze, analyze character (8.11, 12.2)
4. Apply knowledge of nouns (common & proper) (5.6)
5. Write a paragraph narrowing ideas and content, organization, strong word choice, sentence fluency and proper grammar (21.2)
6. Identify the author’s purpose (8.13)

**Essential Question**

Can you tell me of your own experience or someone else’s experience of overcoming adversity?

**Teacher Resources**

1. Unit 2 Treasures Reading Book
2. Leveled Readers
3. Practice Books
4. Phonics / Spelling / Grammar
5. Home School Connections

**Media and Technology Resources**

1. Unit Transparencies
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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
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**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Grade 4 Week 8**

**Massachusetts Performance Standards**

*The students will:*

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 7.8 Use letter/sound knowledge to decode written English
- 4.13 Determine the meaning of unknown words using their context
- 8.11 Identify and show the relevance of foreshadowing clues
- 5.8 Identify words or word parts from other languages that have been adopted into the English language
- 5.6 Identify the four basic parts of speech
- 22.4 Use knowledge of correct mechanics, usage and sentence structure when writing and editing
- 9.3 Identify similarities and differences between the characters or events in a literary work and theatrical experiences in an author's life

**UNIT 2 BOOK 2**

**Unit Theme: Take a Stand**

**Story Theme: New Places, New Faces**

**Story 2: My Diary From Here to There**

**Genre: Realistic Fiction (10.2)**

**Objectives (Students will...)**

1. Introduce spelling words with digraphs ( 7.8)
2. Vocabulary – with inflections, deriving meaning from context, examples and explanations (4.13)
3. Make inferences and generate questions, continue to analyze character (8.11)
4. Use dictionary to learn word origin, identify nouns in a sentence, use commas (5.8, 5.6, 22.4)
5. Write a paragraph include ideas and content, organization, use transition words, sentence fluency and proper grammar (22.4)
6. Identify the author's purpose (9.3)

**Essential Question**

What are some of the biggest fears people might have about moving to a new country?

How could they overcome those fears?

**Teacher Resources**

1. Unit 2 Treasures Reading Book
2. Leveled Readers
3. Practice Books
4. Phonics / Spelling / Grammar
5. Home School Connections

**Media and Technology Resources**

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**Evaluation/Activities**

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**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

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**Comments:**

**Grade 4 Week 9**

**Massachusetts Performance Standards**

*The students will:*

- *10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing*
- *7.8 Use letter/sound knowledge to decode written English*
- *4.13 Determine the meaning of unknown words using their context*
- *8.17 Distinguish fact and opinion*
- *5.6 Identify the four basic parts of speech*
- *19.3 Write an account based on personal experience that has a clear focus and sufficient supporting detail*
- *9.3 Identify similarities and differences between the characters or events in a literary work and theatrical experiences in an author's life*

**UNIT 2 BOOK 2**

**Unit Theme: Take a Stand**  
**Story Theme: Focus on China**  
**Story 3: Stealing Beauty**  
**Genre: Nonfiction Article (10.2)**

**Objectives (Students will...)**

1. Introduce spelling words with complex consonant clusters, phonics (7.8)
2. Vocabulary – with inflections, deriving meaning from context, examples and explanations, antonyms (4.13)
3. Make inferences and analyze, distinguish fact and opinion (8.17)
4. Apply knowledge of the use of nouns in a sentence (5.6)
5. Write a personal narrative using organization, details. Be sure to include a beginning, middle and ending use proper grammar (19.13)
6. Identify the author's purpose (9.3)

**Essential Question**

To whom do a country's past civilizations belong?

Why do you think people are willing to make such dangerous trips?

**Teacher Resources**

1. Unit 2 Treasures Reading Book
2. Leveled Readers
3. Practice Books
4. Phonics / Spelling / Grammar
5. Home School Connections

**Media and Technology Resources**

1. Unit Transparencies
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**Lesson Completion Date:**

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**Completed By:**

**Comments:**

**Grade 4 Week 10**

***Massachusetts Performance Standards***

*The students will:*

- *10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing*
- *7.8 Use letter/sound knowledge to decode written English*
- *4.13 Determine the meaning of unknown words using their context*
- *20.2 Use appropriate language for different audiences and purposes*
- *5.9 Identify the eight basic parts of speech*
- *4.11 Identify the meaning of common idioms and figurative phrases*
- *9.3 Identify similarities and differences between the characters or events in a literary work and theatrical experiences in an author's life*

**UNIT 2 BOOK 2**

**Unit Theme: Take a Stand**

**Story Theme: Bright Ideas**

**Story 4: How Ben Franklin Stole the Lightning**

**Genre: Biography (10.2)**

**Objectives (Students will...)**

1. Introduce spelling words with "ar", "or", "uar" (7.8)
2. Vocabulary – with inflections, deriving meaning from context, examples and explanations, antonyms, synonyms, prior knowledge, and compare & contrast (4.13)
3. Write a book review using a strong opening, organize information, sentence fluency and proper grammar (20.2)
4. Identify and apply singular and plural nouns (5.9)
5. Introduce idioms, discuss meaning (4.11)
6. Identify the author's purpose (9.3)

**Essential Question**

Can you compare two historical figures and describe their similarities and differences?

**Teacher Resources**

1. Unit 2 Treasures Reading Book
2. Leveled Readers
3. Practice Books
4. Phonics / Spelling / Grammar
5. Home School Connections

**Media and Technology Resources**

1. Unit Transparencies
2. Audio CD
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<p style="text-align: center;"><b>Evaluation/Activities</b></p> <p><b>Lecture/Demonstration:</b> Each concept/topic will be introduced by the teacher using any resources that are available.  <b>Class work:</b> To be done on each topic/concept as needed for understanding.  <b>Homework:</b> To be given daily on each introduced topic as determined by the teacher.  <b>Review:</b> All weekly concepts will be reviewed and connections to concepts should be made by the students.  <b>Quiz:</b> Formal assessments will be given as warranted by the curriculum.</p>	<p><b>Lesson Completion Date:</b></p> <p><b>Technology Used/ Date Used:</b></p> <p><b>Completed By:</b></p> <p><b>Comments:</b></p>
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**Grade 4 Week 11**

<p><i>Massachusetts Performance Standards</i></p>
<p><i>The students will:</i></p> <ul style="list-style-type: none"> <li>• <i>10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing</i></li> <li>• <i>7.8 Use letter/sound knowledge to decode written English</i></li> <li>• <i>4.13 Determine the meaning of unknown words using their context</i></li> <li>• <i>12.2 Identify and analyze the elements of plot, character, and setting in the stories they read and write</i></li> <li>• <i>5.6 Identify the four basic parts of speech</i></li> <li>• <i>20.2 Use appropriate language for different audiences and purposes</i></li> <li>• <i>9.3 Identify similarities and differences between the characters or events in a literary work and theatrical experiences in an author's life</i></li> </ul>

**UNIT 2 BOOK 2**  
**Unit Theme: Take a Stand**  
**Story Theme: Snakes**  
**Story 5: Dear Mr. Winston**  
**Genre: Humorous Fiction (10.2)**

<p style="text-align: center;"><b>Objectives (Students will...)</b></p> <ol style="list-style-type: none"> <li>1. Introduce spelling words with “ar”, “ir” (7.8)</li> <li>2. Vocabulary – with inflections, deriving meaning from context, examples and explanations, antonyms, synonyms, prior knowledge, and compare &amp; contrast (4.13)</li> <li>3. Make inferences, generate questions, draw conclusions, character &amp; plot (12.2)</li> <li>4. Identify and apply knowledge of nouns (plural possessive) (5.6)</li> <li>5. Write a letter using correct word choice, including strong precise words, state message clearly, use convincing facts and opinions, sentence fluency and proper grammar (20.2)</li> <li>6. Identify the author's purpose (9.3)</li> </ol>	<p style="text-align: center;"><b>Essential Question</b></p> <p style="text-align: center;">What makes snakes especially difficult to keep as pets?</p> <p style="text-align: center;">How are they different from most other animals?</p>
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<p style="text-align: center;"><b>Teacher Resources</b></p> <ol style="list-style-type: none"> <li>1. Unit 2 Treasures Reading Book</li> <li>2. Leveled Readers</li> <li>3. Practice Books</li> <li>4. Phonics / Spelling / Grammar</li> <li>5. Home School Connections</li> </ol>	<p style="text-align: center;"><b>Media and Technology Resources</b></p> <ol style="list-style-type: none"> <li>1. Unit Transparencies</li> <li>2. Audio CD</li> <li>3. CD Rom</li> </ol>
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<p style="text-align: center;"><b>Evaluation/Activities</b></p> <p><b>Lecture/Demonstration:</b> Each concept/topic will be introduced by the teacher using any resources that are available.  <b>Class work:</b> To be done on each topic/concept as needed for understanding.  <b>Homework:</b> To be given daily on each introduced topic as determined by the teacher.  <b>Review:</b> All weekly concepts will be reviewed and connections to concepts should be made by the students.  <b>Quiz:</b> Formal assessments will be given as warranted by the curriculum.</p>	<p><b>Lesson Completion Date:</b></p> <p><b>Technology Used/ Date Used:</b></p> <p><b>Completed By:</b></p> <p><b>Comments:</b></p>
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**Grade 4 Week 12**

<p><i>Massachusetts Performance Standards</i></p>
<p><i>The students will:</i></p> <ul style="list-style-type: none"> <li>• <i>10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing</i></li> <li>• <i>7.8 Use letter/sound knowledge to decode written English</i></li> <li>• <i>4.13 Determine the meaning of unknown words using their context</i></li> <li>• <i>5.6 Identify the four basic parts of speech</i></li> <li>• <i>20.2 Use appropriate language for different audiences and purposes</i></li> <li>• <i>9.3 Identify similarities and differences between the characters or events in a literary work and theatrical experiences in an author's life</i></li> </ul>

**UNIT 2 BOOK 2**  
**Unit Theme: Take a Stand**  
**Unit Review**  
**Story: Protect our valuable Oceans**  
**Genre: Nonfiction (10.2)**

<p style="text-align: center;"><b>Objectives (Students will...)</b></p> <ol style="list-style-type: none"> <li>1. Review Spelling (7.8)</li> <li>2. Review vocabulary (4.13)</li> <li>3. Use comprehension skills and strategies</li> <li>4. Review grammar (nouns) (5.6)</li> <li>5. Write a persuasive essay using opinion/point of view, support opinion and logical order of the reasons (20.2)</li> <li>6. Identify author's purpose (9.3)</li> </ol>	<p style="text-align: center;"><b>Essential Question</b></p> <p style="text-align: center;">Why is it important to protect our oceans?</p>
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<p style="text-align: center;"><b>Teacher Resources</b></p> <ol style="list-style-type: none"> <li>1. Unit 2 Treasures Reading Book</li> <li>2. Leveled Readers</li> <li>3. Practice Books</li> <li>4. Phonics / Spelling / Grammar</li> <li>5. Home School Connections</li> </ol>	<p style="text-align: center;"><b>Media and Technology Resources</b></p> <ol style="list-style-type: none"> <li>1. Unit Transparencies</li> <li>2. Audio CD</li> <li>3. CD Rom</li> </ol>
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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:****Technology Used/ Date Used:****Completed By:****Comments:**

**Grade 4 Week 13**

**Massachusetts Performance Standards**

*The students will:*

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 7.8 Use letter/sound knowledge to decode written English
- 4.13 Determine the meaning of unknown words using their context
- 4.16 Identify and apply the meaning of the terms antonym, synonym and homophone
- 9.3 Identify similarities and differences between the characters or events in a literary work and theatrical experiences in an author's life
- 4.15 Determine meanings of words and alternate word choices using a dictionary or thesaurus
- 4.13 Determine the meaning of unknown words using their context
- 5.6 Identify the four basic parts of speech
- 17.2 Identify and analyze the elements of plot and character as presented through dialogue in scripts that are read, viewed, written or performed

**UNIT 3 BOOK 3**

**Unit Theme: Making a Difference**

**Story Theme: Friend or Foe**

**Story 1: Road Runners Dance**

**Genre: Folktale (10.2)**

**Objectives (Students will...)**

1. Introduce phonics, decoding, spelling words with ur (7.8)
2. Vocabulary – deriving meaning from context clues, antonyms, synonyms and explanation (4.13, 4.16)
3. Comprehension – evaluate a text, author's purpose (9.3)
4. Use Thesaurus to locate synonyms – antonyms (4.13)
5. Apply knowledge of word meaning and context clues (5.6)
6. Action verbs (5.6)
7. Writing dialogue (17.2)

**Essential Question**

What does this folktale teach you about life?

**Teacher Resources**

1. Unit 3 Treasures Reading Book
2. Leveled Readers
3. Practice Books
4. Phonics / Spelling / Grammar
5. Home School Connections

**Media and Technology Resources**

1. Unit Transparencies
2. Audio CD
3. CD Rom

**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Grade 4 Week 14**

***Massachusetts Performance Standards***

*The students will:*

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 7.8 Use letter/sound knowledge to decode written English
- 4.9 Identify the meaning of common prefixes
- 8.14 Make judgments about setting, characters, and events, and support them with evidence from text
- 4.13 Determine the meaning of unknown words using their context
- 5.6 Identify the four basic parts of speech
- 14.2 Identify rhyme and rhythm, repetition, simile, and sensory images in poems
- 19.10 Write short poems that contain simple sense details

**UNIT 3 BOOK 3**

**Unit Theme: Making a Difference**

**Story Theme: People Who Made a Difference**

**Story 2: My Brother Martin**

**Genre: Biography (10.2)**

**Objectives (Students will...)**

1. Introduce phonics, decoding, spelling words with silent letters (7.8)
2. Vocabulary – understanding and using words with prefixes (4.9)
3. Comprehension – evaluate a text, author’s purpose (8.14)
4. Understand words in context (4.13)
5. Verb tenses (5.6)
6. Writing a poem (14.2, 19.10)

**Essential Question**

How did Martin make a difference?

How can you make a difference?

**Teacher Resources**

1. Unit 3 Treasures Reading Book
2. Leveled Readers
3. Practice Books
4. Phonics / Spelling / Grammar
5. Home School Connections

**Media and Technology Resources**

1. Unit Transparencies
2. Audio CD
3. CD Rom

**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Grade 4 Week 15**

**Massachusetts Performance Standards**

*The students will:*

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 7.8 Use letter/sound knowledge to decode written English
- 4.13 Determine the meaning of unknown words using their context
- 4.4 Identify base words and their inflection
- 8.18 Summarize main ideas and supporting details
- 20.2 Use appropriate language for different audiences and purposes

**UNIT 3 BOOK 3**

**Unit Theme: Making a Difference**

**Story Theme: Kids Get It Done**

**Story 3: Kid Reporters at Work**

**Genre: Nonfiction Article (10.2)**

**Objectives (Students will...)**

1. Introduce phonics, decoding, spelling words with soft “c” and soft “g” (7.8)
2. Vocabulary – word parts, inflected word endings (4.13, 4.4)
3. Comprehension – summarize, compare and contrast (8.18)
4. Main verbs and helping verbs (5.6)
5. Persuasive writing (20.2)

**Essential Question**

How can you help in your community?

**Teacher Resources**

1. Unit 3 Treasures Reading Book
2. Leveled Readers
3. Practice Books
4. Phonics / Spelling / Grammar
5. Home School Connections

**Media and Technology Resources**

1. Unit Transparencies
2. Audio CD
3. CD Rom

**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Grade 4 Week 16**

***Massachusetts Performance Standards***

*The students will:*

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 7.8 Use letter/sound knowledge to decode written English
- 4.16 Identify and apply the meaning of the terms, antonyms, synonyms and homophones
- 8.18 Summarize main idea and supporting details
- 5.6 Identify the four basic parts of speech
- 19.9 Write stories that have a beginning, middle, and end and contain details of setting
- 17.1 Identify the elements of dialogue and use them in informed plays

**UNIT 3 BOOK 3**

**Unit Theme: Making a Difference**  
**Story Theme: Great Plains Indians**  
**Story 4: Mystic Horse**  
**Genre: Legend (10.2)**

**Objectives (Students will...)**

1. Introduce phonics, decoding, spelling words with plural endings (7.8)
2. Vocabulary – understand words in context – homophones (4.16)
3. Comprehension – summarize text, sequence of events (8.18)
4. Linking verbs (5.6)
5. Write a play, fictional narrative (19.9, 17.1)

**Essential Question**

How did the Great Plains Indians live?

How are they alike and different from Native Americans in your area?

**Teacher Resources**

1. Unit 3 Treasures Reading Book
2. Leveled Readers
3. Practice Books
4. Phonics / Spelling / Grammar
5. Home School Connections

**Media and Technology Resources**

1. Unit Transparencies
2. Audio CD
3. CD Rom

**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Grade 4 Week 17**

**Massachusetts Performance Standards**

*The students will:*

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 7.8 Use letter/sound knowledge to decode written English
- 4.7 Use knowledge of the meaning of individual words to predict the meaning of unknown compound words
- 4.14 Recognize and use words with multiple meanings and be able to determine which meaning is intended from the context of the sentence
- 4.13 Determine the meaning of unknown words using their context
- 7.9 Read grade appropriate imaginative /literary and informational/expository text with comprehension
- 5.6 Identify the four basic parts of speech
- 19.12 Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support

**UNIT 3 BOOK 3**  
**Unit Theme: Making a Difference**  
**Story Theme: Precipitation**  
**Story 5: Snowflake Bentley**  
**Genre: Biography (10.2)**

**Objectives (Students will...)**

1. Introduce phonics, decoding, spelling compound words (7.8, 4.7)
2. Vocabulary – multiple meaning words and using context clues (4.14, 4.13)
3. Comprehension – evaluate text and summarize (7.9)
4. Irregular verbs (5.6)
5. Writing a character sketch (19.12)

**Essential Question**

What are the different types of precipitation?  
  
 Have you ever experienced a storm?

**Teacher Resources**

1. Unit 3 Treasures Reading Book
2. Leveled Readers
3. Practice Books
4. Phonics / Spelling / Grammar
5. Home School Connections

**Media and Technology Resources**

1. Unit Transparencies
2. Audio CD
3. CD Rom

**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Grade 4 Week 18**

**Massachusetts Performance Standards**

*The students will:*

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 7.8 Use letter/sound knowledge to decode written English
- 4.13 Determine the meaning of unknown words using their context
- 4.16 Identify and apply the meaning of the terms, antonyms, synonyms and homophones
- 7.9 Read grade appropriate imaginative /literary and informational/expository text with comprehension
- 20.2 Use appropriate language for different audiences and purposes
- 21.2 Revise writing to improve level of detail after determining what could be added or deleted
- 9.3 Identify similarities and differences between the characters or events in a literary work and theatrical experiences in an author's life

**UNIT 3 BOOK 3**

**Unit Theme: Making a Difference**

**Unit Review**

**Story: How To Change a Flat Tire on a Bike**

**Genre: How-To Article (10.2)**

**Objectives (Students will...)**

1. Review spelling (7.8)
2. Review vocabulary (4.13, 4.16)
3. Use comprehension skills and strategies (7.9)
4. Review Grammar (7.8)
5. Review and practice writing strategies (20.2, 21.2)
6. Identify author's purpose (9.3)

**Essential Question**

Why is it important to learn how to fix things?

Have you ever fixed anything?

**Teacher Resources**

1. Unit 3 Treasures Reading Book
2. Leveled Readers
3. Practice Books
4. Phonics / Spelling / Grammar
5. Home School Connections

**Media and Technology Resources**

1. Unit Transparencies
2. Audio CD
3. CD Rom

**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Grade 4 Week 19**

***Massachusetts Performance Standards***

*The students will:*

- *10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing*
- *7.8 Use letter/sound knowledge to decode written English*
- *4.4 Identify base words and their inflection*
- *4.9 Identify the meaning of common prefixes*
- *4.13 Determine the meaning of unknown words using their context*
- *4.16 Identify and apply the meaning of the terms, antonyms, synonyms and homophones*
- *8.16 Distinguish cause from effect*
- *8.17 Distinguish fact from opinion*
- *8.18 Summarize main idea and supporting details*
- *5.9 Identify the eight basic parts of speech*
- *19.2 Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support*

**UNIT 4 BOOK 4**

**Unit Theme: Viewpoints**

**Story Theme: Man’s Best Friend**

**Story 1: Dear Mrs. LaRue**

**Genre: Fantasy (10.2)**

**Objectives (Students will...)**

1. Introduce phonics, decoding, spelling words with inflectional endings “-ed” & “-ing”; words with suffixes “-less” and prefixes “mis (7.8, 4.4, 4.9)
2. Vocabulary – deriving meaning from examples, synonyms, antonyms, word parts, compare & contrast (4.13, 4.16)
3. Comprehension – analyze text, summarize, draw conclusions, preview & predict, make inferences, author’s purpose, conflict & resolution, plot, generate questions and use illustrations (8.16, 8.17, 8.18)
4. Pronouns and antecedents (5.9)
5. Explanatory writing with a strong topic sentence (19.2, 20.2)

**Essential Question**

What conclusions can you draw about the relationship between dogs and their owners?

**Teacher Resources**

1. Unit 4 Treasures Reading Book
2. Leveled Readers
3. Practice Books
4. Phonics / Spelling / Grammar
5. Home School Connections

**Media and Technology Resources**

1. Unit Transparencies
2. Audio CD
3. CD Rom

<b>Evaluation/Activities</b>		<b>Lesson Completion Date:</b>
<p><b>Lecture/Demonstration:</b> Each concept/topic will be introduced by the teacher using any resources that are available.</p> <p><b>Class work:</b> To be done on each topic/concept as needed for understanding.</p> <p><b>Homework:</b> To be given daily on each introduced topic as determined by the teacher.</p> <p><b>Review:</b> All weekly concepts will be reviewed and connections to concepts should be made by the students.</p> <p><b>Quiz:</b> Formal assessments will be given as warranted by the curriculum.</p>		<b>Technology Used/ Date Used:</b>
		<b>Completed By:</b>
		<b>Comments:</b>
<b>Grade 4 Week 20</b>		
<b>Massachusetts Performance Standards</b>		
<p><i>The students will:</i></p> <ul style="list-style-type: none"> <li>• 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing</li> <li>• 7.8 Use letter/sound knowledge to decode written English</li> <li>• 4.13 Determine the meaning of unknown words using their context</li> <li>• 4.16 Identify and apply the meaning of the terms, antonyms, synonyms and homophones</li> <li>• 4.4 Identify base words and their inflection</li> <li>• 7.9 Read grade appropriate imaginative /literary and informational/expository text with comprehension</li> <li>• 13.2 Summarize main ideas with supporting</li> <li>• 20.2 Use appropriate language for different audiences and purposes</li> <li>• 19.12 Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support</li> <li>• 5.9 Identify the eight basic parts of speech</li> </ul>		
<p><b>UNIT 4 BOOK 4</b>  <b>Unit Theme: Viewpoints</b>  <b>Story Theme: Creative Solutions</b>  <b>Story 2: <u>The Blind Hunter</u></b>  <b>Genre: Realistic Fiction (10.2)</b></p>		
<b>Objectives (Students will...)</b>	<b>Essential Question</b>	
<ol style="list-style-type: none"> <li>1. Introduce phonics, decoding, spelling words with inflectional endings “-ed” ,“-er”, “-est”, “-es”, “-ly” (7.8)</li> <li>2. Vocabulary – deriving meaning from examples, homographs, synonyms, antonyms, word parts, compare &amp; contrast, monitor &amp; clarify, word families, base words, inflectional (4.13, 4.16, 4.4)</li> <li>3. Comprehension – analyze text, summarize, draw conclusions, preview &amp; predict, make inferences, sequences, author’s purpose, conflict &amp; resolution, plot, theme (7.9, 13.12)</li> <li>4. Voiceless “th” sounds with short /e/ like “breathless”; words that change “y” to “i” (7.8)</li> <li>5. Explanatory writing with a strong topic sentence (20.2, 19.12)</li> <li>6. Types of pronouns – Subject &amp; object pronouns; reflexive pronouns (5.9)</li> </ol>	<p>What conclusions can you draw about how people with disabilities get around in the world?</p>	
<b>Teacher Resources</b>	<b>Media and Technology Resources</b>	
<ol style="list-style-type: none"> <li>1. Unit 4 Treasures Reading Book</li> <li>2. Leveled Readers</li> <li>3. Practice Books</li> <li>4. Phonics / Spelling / Grammar</li> <li>5. Home School Connections</li> </ol>	<ol style="list-style-type: none"> <li>1. Unit Transparencies</li> <li>2. Audio CD</li> <li>3. CD Rom</li> </ol>	

<p style="text-align: center;"><b>Evaluation/Activities</b></p> <p><b>Lecture/Demonstration:</b> Each concept/topic will be introduced by the teacher using any resources that are available.  <b>Class work:</b> To be done on each topic/concept as needed for understanding.  <b>Homework:</b> To be given daily on each introduced topic as determined by the teacher.  <b>Review:</b> All weekly concepts will be reviewed and connections to concepts should be made by the students.  <b>Quiz:</b> Formal assessments will be given as warranted by the curriculum.</p>	<p><b>Lesson Completion Date:</b></p> <p><b>Technology Used/ Date Used:</b></p> <p><b>Completed By:</b></p> <p><b>Comments:</b></p>
<p><b>Grade 4 Week 21</b></p>	
<p><b>Massachusetts Performance Standards</b></p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> <li>• 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing</li> <li>• 7.8 Use letter/sound knowledge to decode written English</li> <li>• 4.13 Determine the meaning of unknown words using their context</li> <li>• 4.16 Identify and apply the meaning of the terms, antonyms, synonyms and homophones</li> <li>• 7.9 Read grade appropriate imaginative /literary and informational/expository text with comprehension</li> <li>• 8.14 Make judgments about setting, characters, and events, and support them with evidence from text</li> <li>• 5.6 Identify the four basic parts of speech</li> <li>• 19.9 Write stories that have a beginning, middle, and end and contain details of a setting</li> <li>• 19.10 Write short poems that contain simple sense details</li> </ul>	
<p><b>UNIT 4 BOOK 4</b>  <b>Unit Theme: Viewpoints</b>  <b>Story Theme: Energy Power Sources</b>  <b>Story 3: <u>The Power of Oil</u></b>  <b>Genre: Nonfiction (10.2)</b></p>	
<p style="text-align: center;"><b>Objectives (Students will...)</b></p> <ol style="list-style-type: none"> <li>1. Introduce phonics, decoding, spelling words with “ou”, “oo”, “u”, “ew”, “ui” (7.8)</li> <li>2. Vocabulary – deriving meaning from examples, homographs, synonyms, antonyms, word parts, compare &amp; contrast, monitor &amp; clarify, word families, base words, context clues (4.13, 4.16)</li> <li>3. Comprehension – analyze text, summarize, draw conclusions, preview &amp; predict, make inferences, sequences, author’s purpose, conflict &amp; resolution, plot, theme (7.9, 8.14)</li> <li>4. Review “have” and “be” (5.6)</li> <li>5. Fictional writing, poetry, and expository writing with a strong topic sentence, pronoun/verb agreement (19.9, 19.10)</li> </ol>	<p style="text-align: center;"><b>Essential Question</b></p> <p>Write a persuasive letter to promote alternative uses of power.</p> <p>Give concrete examples of how Americans use too much oil and explain ways that we could use less.</p>
<p style="text-align: center;"><b>Teacher Resources</b></p> <ol style="list-style-type: none"> <li>1. Unit 4 Treasures Reading Book</li> <li>2. Leveled Readers</li> <li>3. Practice Books</li> <li>4. Phonics / Spelling / Grammar</li> <li>5. Home School Connections</li> </ol>	<p style="text-align: center;"><b>Media and Technology Resources</b></p> <ol style="list-style-type: none"> <li>1. Unit Transparencies</li> <li>2. Audio CD</li> <li>3. CD Rom</li> </ol>

**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:****Technology Used/ Date Used:****Completed By:****Comments:**

**Grade 4 Week 22**

**Massachusetts Performance Standards**

*The students will:*

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 7.8 Use letter/sound knowledge to decode written English
- 5.9 Identify the eight basic parts of speech
- 4.13 Determine the meaning of unknown words using their context
- 4.16 Identify and apply the meaning of the terms, antonyms, synonyms and homophones
- 8.18 Summarize main idea and supporting details
- 8.12 Identify sensory details and figurative language
- 19.12 Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support
- 20.2 Use appropriate language for different audiences and purposes
- 5.9 Identify the eight basic parts of speech

**UNIT 4 BOOK 1**

**Unit Theme: Viewpoints**

**Story Theme: Whales**

**Story 4: Adelina's Whales**

**Genre: Photo Essay (10.2)**

**Objectives (Students will...)**

1. Introduce phonics, decoding, spelling words possessive pronouns, and words with "oi" & "ou" (7.8, 5.9)
2. Vocabulary – deriving meaning from examples, homographs, synonyms, antonyms, word parts, words in context, word families, base words, context clues, prior knowledge (4.13, 4.16)
3. Comprehension – analyze text structure, summarize, draw conclusions, preview & predict, make inferences, sequences, author's purpose, conflict & resolution, plot, theme (8.16, 8.18)
4. Demonstrate knowledge of limericks and figurative language including personification (8.12)
5. Explanatory writing with a strong topic sentence with main idea, pronoun/verb agreement (19.12, 20.2, 5.9)

**Essential Question**

Describe an encounter that you've had, or could have had with a whale on a fishing trip from when you first spot it to after it swims away.

**Teacher Resources**

1. Unit 4 Treasures Reading Book
2. Leveled Readers
3. Practice Books
4. Phonics / Spelling / Grammar
5. Home School Connections

**Media and Technology Resources**

1. Unit Transparencies
2. Audio CD
3. CD Rom

**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Grade 4 Week 23**

**Massachusetts Performance Standards**

*The students will:*

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 7.8 Use letter/sound knowledge to decode written English
- 4.16 Identify and apply the meaning of the terms, antonyms, synonyms and homophones
- 4.13 Determine the meaning of unknown words using their context
- 4.4 Identify base words and their inflection
- 7.9 Read grade appropriate imaginative /literary and informational/expository text with comprehension
- 13.4 Identify phenomena explained in origin myths
- 20.2 Use appropriate language for different audiences and purposes

**UNIT 4 BOOK 4**

**Unit Theme: Viewpoints**

**Story Theme: The Sea**

**Story 5: At Home In the Coral Reef**

**Genre: Narrative Nonfiction (10.2)**

**Objectives (Students will...)**

1. Introduce phonics, decoding, spelling words with “oi” & “ou”, homographs & homophones (7.8, 4.16)
2. Vocabulary – deriving meaning from examples, homographs, synonyms, antonyms, word parts, words in context, word families, base words, context clues, prior knowledge (4.16, 4.13, 4.4)
3. Comprehension – analyze text structure, summarize, draw conclusions, preview & predict, make inferences, sequences, author’s purpose, conflict & resolution, plot, theme, captions (7.9)
4. Demonstrate knowledge of myths, protagonist and hyperbole (16.4)
5. Explanatory writing with a strong topic sentence with main idea and details (20.2)

**Essential Question**

Compare a type of place the planula likes to settle down in with some of the ocean’s less welcoming areas.

**Teacher Resources**

1. Unit 4 Treasures Reading Book
2. Leveled Readers
3. Practice Books
4. Phonics / Spelling / Grammar
5. Home School Connections

**Media and Technology Resources**

1. Unit Transparencies
2. Audio CD
3. CD Rom

**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Grade 4 Week 24**

## Massachusetts Performance Standards

### The students will:

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 7.8 Use letter/sound knowledge to decode written English
- 7.9 Read grade appropriate imaginative /literary and informational/expository text with comprehension
- 4.13 Determine the meaning of unknown words using their context
- 4.16 Identify and apply the meaning of the terms, antonyms, synonyms and homophones
- 19.12 Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support
- 20.2 Use appropriate language for different audiences and purposes
- 5.9 Identify the eight basic parts of speech

**UNIT 4 BOOK 4**  
**Unit Theme: Viewpoints**  
**Unit Review**  
**Story: Review and Assess**

### Objectives (Students will...)

1. Review Spelling (7.8)
2. Review Comprehension strategies (7.9)
3. Review vocabulary (4.13, 4.16)
4. Review explanatory writing (19.12, 20.2)
5. Review pronouns (5.9)

### Essential Question

Why do you think it takes so long for the government to ban products?

What would you do to speed the process?

### Teacher Resources

1. Unit 4 Treasures Reading Book
2. Leveled Readers
3. Practice Books
4. Phonics / Spelling / Grammar
5. Home School Connections

### Media and Technology Resources

1. Unit Transparencies
2. Audio CD
3. CD Rom

### Evaluation/Activities

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

### Lesson Completion Date:

### Technology Used/ Date Used:

### Completed By:

### Comments:

**Grade 4 Week 25**

## Massachusetts Performance Standards

**The students will:**

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 7.8 Use letter/sound knowledge to decode written English
- 7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated – understand that words are made up of one or more syllables
- 7.7 Use letter sound knowledge to decode English – apply letter patterns to identify syllables
- 4.4 Identify base words and their inflection
- 4.9 Identify the meaning of common prefixes
- 14.2 Identify rhyme, repetition, similes and sensory images in poems
- 14.3 Respond to and analyze the effects of sound, figurative language and graphics in order to uncover meaning in poetry sound (alliteration, onomatopoeia, rhyme scheme)
- 19.9 Write stories that have a beginning, middle, and end and contain details of a setting
- 19.11 Write brief summaries of information gathered through research
- 19.12 Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support

### UNIT 5 BOOK 5

**Unit Theme: Relationships**

**Story Theme: Going to the Library**

**Story 1: Because of Winn-Dixie**

**Genre: Realistic Fiction (10.2)**

### Objectives (Students will...)

1. Phonics – Spelling- be able to recognize the V-C-C-V pattern and its relationship to syllabification (7.8, 7.2, 7.7)
2. Be able to use prefixes and suffixes to change the meaning of root words; distinguish between the denotation and connotation of a word (4.4, 4.9)
3. Be introduced to the literary elements of onomatopoeia and simile (14.2, 14.3)
4. Write multiple paragraphs with the aid of a Venn diagram (19.9)
5. Use comprehension strategies of drawing conclusions, summarizing, monitoring & clarifying (19.11, 19.12)

### Essential Question

Libraries have more than books. In what other ways can you learn at the library?

### Teacher Resources

1. Unit 5 Treasures Reading Book
2. Leveled Readers
3. Practice Books
4. Phonics / Spelling / Grammar
5. Home School Connections

### Media and Technology Resources

1. Unit Transparencies
2. Audio CD
3. CD Rom

### Evaluation/Activities

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Grade 4 Week 26**

**Massachusetts Performance Standards**

*The students will:*

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 7.8 Use letter/sound knowledge to decode written English
- 7.7 Use letter sound knowledge to decode English – apply letter patterns to identify syllables
- 5.8 Identify word or word parts from other languages that have been adopted into the English language
- 5.7 Identify correct mechanics (end marks, commas, for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments)
- 4.16 Identify and apply the meaning of the terms, antonyms, synonyms and homophones
- 8.8 Distinguish cause from effect

**UNIT 5 BOOK 5**  
**Unit Theme: Relationships**  
**Story Theme: Putting on a Play**  
**Story 2: Ranita**  
**Genre: Play (10.2)**

**Objectives (Students will...)**

1. Phonics / Spelling – decode words with V/CV and VC/V patterns (7.8, 7.7)
2. Identify Spanish words that are used in English (5.8)
3. Be introduced to the grammatical use of an “article” (definite / indefinite) (5.7)
4. Use antonyms to determine the meaning of unfamiliar words (4.16)
5. Analyze the problem and solution in a story (8.8)

**Essential Question**

How would you treat a friend who did not honor a promise?  
  
 Would you be willing to forgive him or her? Explain why or why not.

**Teacher Resources**

1. Unit 5 Treasures Reading Book
2. Leveled Readers
3. Practice Books
4. Phonics / Spelling / Grammar
5. Home School Connections

**Media and Technology Resources**

1. Unit Transparencies
2. Audio CD
3. CD Rom

**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Grade 4 Week 27**

**Massachusetts Performance Standards**

*The students will:*

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 7.8 Use letter/sound knowledge to decode written English
- 7.7 Use letter sound knowledge to decode English – apply letter patterns to identify syllables
- 4.16 Identify and apply the meaning of the terms, antonyms, synonyms and homophones
- 8.12 Identify sensory details and figurative language
- 7.9 Read grade appropriate imaginative /literary and informational/expository text with comprehension
- 8.17 Distinguish fact from opinion

**UNIT 5 BOOK 5**

**Unit Theme: Relationships**

**Story Theme: Explorations**

**Story 3: Exploring the Under-Sea Territory**

**Genre: Nonfiction Article (10.2)**

**Objectives (Students will...)**

1. Phonics / Spelling – recognize syllabication patterns in two-syllable words (7.8, 7.7)
2. Recognize and define antonyms (4.16)
3. Recognize analogies as relationships between words (8.12)
4. Use comprehension strategies of preview & predict, and fact/opinion (7.9, 8.17)
5. Evaluate an article for facts or opinions (8.17)

**Essential Question**

What is the definition of an explorer?

What do you think motivates a person to explore?

Why are scientists devoting their lives to learning about the least explored territory on Earth – the ocean?

**Teacher Resources**

1. Unit 5 Treasures Reading Book
2. Leveled Readers
3. Practice Books
4. Phonics / Spelling / Grammar
5. Home School Connections

**Media and Technology Resources**

1. Unit Transparencies
2. Audio CD
3. CD Rom

**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Grade 4 Week 28**

*Massachusetts Performance Standards*

*The students will:*

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 7.8 Use letter/sound knowledge to decode written English
- 4.16 Identify and apply the meaning of the terms, antonyms, synonyms and homophones
- 22.6 Spell most commonly used homophones correctly in their writing
- 5.9 Identify the eight basic parts of speech
- 4.13 Determine the meaning of unknown words using their context
- 8.14 Make judgments about setting, characters, and events and support them with evidence from a text
- 7.9 Read grade appropriate imaginative /literary and informational/expository text with comprehension
- 8.12 Identify sensory details and figurative language

**UNIT 5 BOOK 5**

**Unit Theme: Relationships**  
**Story Theme: Artist At Work**  
**Story 4: Me and Uncle Romie**  
**Genre: Realistic Fiction (10.2)**

**Objectives (Students will...)**

1. Phonics / Spelling – recognize different spellings of words ending w/ vowel + “r”, distinguish between homograph pronunciations (7.8, 4.16, 22.6)
2. Grammar – correct usage of “more” & “most” (5.9)
3. Use description clues to understand the meaning of unfamiliar words (4.13)
4. Use a character web to understand the mood of a text (8.14)
5. Continue to use comprehension strategies, problem and solution, context clues, summarizing, compare & contrast, and illustrations to enhance understanding (7.9)
6. Determine literal and/or figurative meaning with re-reading strategies (8.12)

**Essential Question**

Describe a person from your life whose character turned out to be different from what you expected.

Describe your expectations and how your opinion of that person changed.

**Teacher Resources**

1. Unit 5 Treasures Reading Book
2. Leveled Readers
3. Practice Books
4. Phonics / Spelling / Grammar
5. Home School Connections

**Media and Technology Resources**

1. Unit Transparencies
2. Audio CD
3. CD Rom

**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Grade 4 Week 29**

***Massachusetts Performance Standards***

*The students will:*

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 7.8 Use letter/sound knowledge to decode written English
- 5.9 Identify the eight basic parts of speech
- 8.16 Distinguish cause from effect
- 19.14 Write stories or scripts containing the basic elements of fiction ( character, dialogue, setting, plot with a clear resolution)

**UNIT 5 BOOK 5**

**Unit Theme: Relationships**

**Story Theme: Wild Horses**

**Story 5: Wild Horses**

**Genre: Narrative Nonfiction (10.2)**

**Objectives (Students will...)**

1. Spelling / Phonics – recognize the sounds and spellings “le”, “el”, “il”, “ol”, “al” (7.8)
2. Grammar – Introduce good, better, best; compare good & bad (comparative/superlative adj.) (5.9)
3. Comprehension strategies of cause & effect, inferences, problem & solution (8.16)
4. Write with the use of “tone”. (i.e.: serious and accurate) – use observation log as a tool (19.14)

**Essential Question**

What is it that makes a wild horse wild?

**Teacher Resources**

1. Unit 5 Treasures Reading Book
2. Leveled Readers
3. Practice Books
4. Phonics / Spelling / Grammar
5. Home School Connections

**Media and Technology Resources**

1. Unit Transparencies
2. Audio CD
3. CD Rom

**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Grade 4 Week 30**

***Massachusetts Performance Standards***

*The students will:*

- *10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing*
- *7.8 Use letter/sound knowledge to decode written English*
- *5.9 Identify the eight basic parts of speech*
- *7.9 Read grade appropriate imaginative /literary and informational/expository text with comprehension*
- *19.12 Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support*

**UNIT 5 BOOK 5**

**Unit Theme: Relationships**

**Unit Review**

**Story: What is a Shark?**

**Genre: Nonfiction Article (10.2)**

**Objectives (Students will...)**

1. Review spelling, and grammar (7.8, 5.9)
2. Review vocabulary strategies and comprehension strategies (7.9)
3. Review literary elements and study skills (7.9)
4. Write a descriptive essay (19.12)

**Essential Question**

Why are sharks not a welcomed sight?

Why are sharks amazing?

**Teacher Resources**

1. Unit 5 Treasures Reading Book
2. Leveled Readers
3. Practice Books
4. Phonics / Spelling / Grammar
5. Home School Connections

**Media and Technology Resources**

1. Unit Transparencies
2. Audio CD
3. CD Rom

**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Grade 4 Week 31**

**Massachusetts Performance Standards**

*The students will:*

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 7.8 Use letter/sound knowledge to decode written English
- 8.12 Identify sensory details and figurative language
- 5.9 Identify the eight basic parts of speech
- 4.4 Identify base words and their inflection
- 8.14 Make judgments about setting, characters, and events, and support them with evidence from text
- 4.15 Determine meanings of words and alternate word choices using a dictionary or thesaurus
- 8.8 Distinguish cause and effect
- 7.9 Read grade appropriate imaginative /literary and informational/expository text with comprehension

**UNIT 6 BOOK 6**  
**Unit Theme: Discovery**  
**Story Theme: The Gold Rush**  
**Story 1: The Gold Rush Game**  
**Genre: Science Fiction (10.2)**

**Objectives (Students will...)**

1. Phonics/decoding – Students will be able to decode words with schwa and “n” (7.8)
2. Be able to identify connotation (8.12)
3. Introduced to types of adverbs (5.9)
4. Be able to use suffixes to understand any unfamiliar words (4.4)
5. Be able to develop a strong conclusion as part of their writing strategies (8.14)
6. Be able to use a dictionary to find definitions of vocabulary (4.15)
7. Be able to identify the cause and effect relationship in the story (8.8)
8. Continue comprehension strategies of inferencing, drawing conclusions, and summarizing for comprehension mastery (7.9)

**Essential Question**

How would your life change if gold were discovered in your town?

**Teacher Resources**

1. Unit 6 Treasures Reading Book
2. Leveled Readers
3. Practice Books
4. Phonics / Spelling / Grammar
5. Home School Connections

**Media and Technology Resources**

1. Unit Transparencies
2. Audio CD
3. CD Rom

**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

Grade 4 Week 32

Massachusetts Performance Standards

The students will:

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 4.16 Identify and apply the meaning of the terms, antonyms, synonyms and homophones
- 5.9 Identify the eight basic parts of speech
- 4.13 Determine the meaning of unknown words using their context
- 20.2 Use appropriate language for different audiences and purposes
- 11.2 Identify themes as lessons in folktales, fables, and Greek Myths for children
- 8.6 Make predictions about what will happen next in a story and explain whether they were confirmed or disconfirmed

UNIT 6 BOOK 6  
 Unit Theme: Discovery  
 Story Theme: Wild Visitors  
 Story 2: The Cricket in Time Square  
 Genre: Fantasy (10.2)

Objectives (Students will...)

1. Phonics/decoding – Students will be able to identify and distinguish homophones (4.16)
2. Be able to identify antonyms (4.16)
3. Be introduced to adverb comparisons (5.9)
4. Be able to make comparisons with irregular adverbs (5.9)
5. Be able to use paragraph clues to understand the meanings of unfamiliar words (4.13)
6. Be able to write a new article using the 5 W's (who, what, where, when, why) (20.2)
7. Be able to identify the theme of the story by using author's clues (11.2)
8. Be able to use preview of illustrations to help make predictions from reading selection (8.6)

Essential Question

What do you think would happen when a country cricket winds up in a big city?

Teacher Resources

1. Unit 6 Treasures Reading Book
2. Leveled Readers
3. Practice Books
4. Phonics / Spelling / Grammar
5. Home School Connections

Media and Technology Resources

1. Unit Transparencies
2. Audio CD
3. CD Rom

Evaluation/Activities

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

**Grade 4 Week 33**

**Massachusetts Performance Standards**

*The students will:*

- *10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing*
- *4.9 Identify the meaning of common prefixes*
- *4.10 Identify the meaning of common Greek and Latin roots to determine the meaning of unfamiliar words*
- *5.9 Identify the eight basic parts of speech*
- *19.13 Write an account based on personal experience that has a clear focus and sufficient supporting detail*
- *8.14 Make judgments about setting, characters, and events, and support them with evidence from text*

**UNIT 6 BOOK 6**

**Unit Theme: Discovery**

**Story Theme: Discovering Nature’s Secret**

**Story 3: Meet a Bone-ified Explorer**

**Genre: Nonfiction Article (10.2)**

**Objectives (Students will...)**

1. Phonics/decoding – Students will be able to recognize the prefixes dis, mis, non, and, un (4.9)
2. Be able to figure out word meanings by using Latin roots (4.10)
3. Be introduced to negatives in grammar, as well as negatives with verbs (5.9)
4. Be able to write in the form of a personal essay (19.13)
5. Be able to make generalizations about the text (8.14)

**Essential Question**

What do we gain from learning about the natural world around us?

Do you think it is important for scientists to continue to study the plant and animal life in the rain forests of the world?

Why or Why not?

**Teacher Resources**

1. Unit 6 Treasures Reading Book
2. Leveled Readers
3. Practice Books
4. Phonics / Spelling / Grammar
5. Home School Connections

**Media and Technology Resources**

1. Unit Transparencies
2. Audio CD
3. CD Rom

**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**



**Grade 4 Week 34**

**Massachusetts Performance Standards**

*The students will:*

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 7.8 Use letter/sound knowledge to decode written English
- 4.18 Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes
- 5.9 Identify the eight basic parts of speech
- 4.4 Identify base words and their inflection
- 19.11 Write a brief summary of information gathered through research
- 8.17 Distinguish fact from opinion
- 8.15 Locate facts that answer the readers question
- 8.14 Make judgments about setting, character, and events and support them with evidence from text

**UNIT 6 BOOK 6**

**Unit Theme: Discovery**

**Story Theme: Airplanes**

**Story 4: My Brothers' Flying Machine**

**Genre: Narrative Nonfiction(10.2)**

**Objectives (Students will...)**

1. Phonics/decoding – Students will be able to identify and distinguish suffixes (7.8)
2. Be able to identify and use affixes (4.18)
3. Be introduced to prepositions and prepositional phrases (5.9)
4. Be able to use inflectional endings to understand unfamiliar words (4.4)
5. Be able to use write an interview by using an “interview chart” as a writing tool (19.11)
6. Be able to distinguish fact from an opinion in a story (8.17)
7. Be able to use clues to identify author’s perspective (8.15)
8. Identify “aphorisms” in the story to aid what the character is feeling (8.14)

**Essential Question**

What do you think inspired the Wright brothers to make the first successful flying machine?

**Teacher Resources**

1. Unit 6 Treasures Reading Book
2. Leveled Readers
3. Practice Books
4. Phonics / Spelling / Grammar
5. Home School Connections

**Media and Technology Resources**

1. Unit Transparencies
2. Audio CD
3. CD Rom

**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Grade 4 Week 35**

## Massachusetts Performance Standards

### The students will:

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 7.8 Use letter/sound knowledge to decode written English
- 5.9 Identify the eight basic parts of speech
- 4.10 Identify the meaning of common Greek and Latin roots to determine the meaning of unfamiliar words
- 19.9 Write stories that have a beginning, middle, and end and contain details of setting
- 13.6 Identify and use knowledge of common textual features

### UNIT 6 BOOK 6

Unit Theme: Discovery

Story Theme: Ants

Story 5: The Life and Times of the Ant

Genre: Informational Nonfiction (10.2)

### Objectives (Students will...)

1. Phonics/decoding – Students will be able to identify the stressed /ur/ and unstressed /er/ sounds (7.8)
2. Be introduced to sentence combining with prepositions (5.9)
3. Be able to use Greek roots to understand unfamiliar words (4.10)
4. Be able to write a summary when using a detailed beginning, middle, and end (19.9)
5. Be able to analyze text structure (13.6)

### Essential Question

What characteristics make an ant able to do the things it does?

### Teacher Resources

1. Unit 6 Treasures Reading Book
2. Leveled Readers
3. Practice Books
4. Phonics / Spelling / Grammar
5. Home School Connections

### Media and Technology Resources

1. Unit Transparencies
2. Audio CD
3. CD Rom

### Evaluation/Activities

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

### Lesson Completion Date:

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Grade 4 Week 36**

**Massachusetts Performance Standards**

*The students will:*

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 7.9 Read grade appropriate imaginative /literary and informational/expository text with comprehension
- 4.13 Determine the meaning of unknown words using their context
- 4.16 Identify and apply the meaning of the terms, antonyms, synonyms and homophones
- 7.8 Use letter/sound knowledge to decode written English
- 5.9 Identify the eight basic parts of speech
- 19.13 Write an account based on personal experience that has a clear focus and sufficient supporting detail

**UNIT 6 BOOK 6**

**Unit Theme: Discovery**

**Unit Review**

**Story : Diamonds for the Taking**

**Genre: Nonfiction Article (10.2)**

**Objectives (Students will...)**

1. Review comprehension strategies from weeks 31-35 (7.9)
2. Review vocabulary strategies from weeks 31-35 (4.13, 4.16)
3. Review spelling and grammar for weeks 31-35 (7.8, 5.9)
4. Review literary elements and study skills from weeks 31-35 (7.9)
5. Review writing techniques from weeks 31-35 (19.13)

**Essential Question**

What do you think it would be like to be a prospector for diamonds?

**Teacher Resources**

1. Unit 6 Treasures Reading Book
2. Leveled Readers
3. Practice Books
4. Phonics / Spelling / Grammar
5. Home School Connections

**Media and Technology Resources**

1. Unit Transparencies
2. Audio CD
3. CD Rom

**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**