

Title:

Grades 3 & 4 - Unit 2 - Where We Are (Angela Lalor)

Document Information**Topic:**

Where We Are in Place and Time

Time Required

6 weeks

Standards

RL.3.3-Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.6-Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.9-Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

RI.3.2-Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.4-Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5-Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6-Distinguish their own point of view from that of the author of a text.

RI.3.7-Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

W.3.2-Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.4-With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5-With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.7-Conduct short research projects that build knowledge about a topic.

SL.3.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a-Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1b-Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways,

listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.2-Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

L.3.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1a-Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1i-Produce simple, compound, and complex sentences.

RL.4.3-Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL.4.6-Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.4.9-Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RI.4.2-Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.5-Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.6-Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.7-Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

W.4.2-Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.4-Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.5-With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.7-Conduct short research projects that build knowledge through investigation of different aspects of a topic.

SL.4.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.1a-Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1b-Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.2-Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

L.4.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1f-Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*

L.4.1g-Correctly use frequently confused words (e.g., to, too, two; there, their).*

L.4.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening

L.4.3a-Choose words and phrases to convey ideas precisely.*

Central Idea

Maps and other geographical tools help us to understand and learn about the way in which people live and the decisions they make.

Characters actions drive the events in the stories we read.

Determining importance and visualizing are two ways to understand texts.

Social Studies Conceptual Understandings Grade 3:

3.1 Geographic regions have unifying characteristics and can be studied using a variety of tools.

3.1a Earth is comprised of water and large land masses that can be divided into distinct regions.

3.1b Globes, maps, photographs, and satellite images contain geographic information. Maps often have a title, legend or key, compass orientation, author, date, grid, and scale.

3.2 The location of world communities can be described using geographic tools and vocabulary.

3.2a World communities can be located on globes and maps.

3.2b World communities can be located in relation to each other and to principle parallels and meridians.

3.3 Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.

3.3a Geographic factors influence where people settle and their lifestyle. Some factors are more suitable for settlement while others act as a deterrent.

3.3b People make adaptations and modifications to the environment. Advancements in science, technology, and industry can bring about modifications to the environment and can have unintended consequences on the environment. People have attempted to take actions to protect the environment.

Social Studies Conceptual Understandings Grade 4:

4.1 GEOGRAPHY OF NEW YORK STATE: New York State has a diverse geography. Various maps can be used to represent and examine the geography of New York State. (Standard: 3; Theme: GEO)

4.1a Physical and thematic maps can be used to explore New York State's diverse geography.

4.1b New York State can be represented using a political map that shows cities, capitals, and boundaries.

4.3 COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK: European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period. (Standards 1, 3, 4; Themes: MOV, TCC, GEO, SOC, GOV)

4.3a Europeans in search of a route to Asia explored New York's waterways. Early settlements began as trading posts or missions.

4.3b Colonial New York became home to many different peoples including European immigrants, and free and enslaved Africans. Colonists developed different lifestyles.

Social Studies Practices Combined Grades 3 and 4:

Geographic Reasoning

A. Ask geographic questions and use location terms and geographic representations (maps and models) to describe where places are in relation to each other, to describe connections among places, and to evaluate the benefits of particular places for purposeful activities.

B. Distinguish human activities and human-made features from "environments" (natural events or physical features—land, air, and water — that are not directly made by humans).

C. Identify and describe how environments affect human activities and how human activities affect physical environments.

D. Recognize relationships among patterns and processes, and populations

E. Describe how human activities alter places and regions.

Tier Two Vocabulary: comprised, unifying, distinct, suitable, deterrent, adaptations, modifications, advancements, consequences,

Tier Three Vocabulary: cartography, land masses, regions, grid, scale, parallels (equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and Antarctic Circle) and meridians (Prime Meridian), political, physical, vegetation, and resource maps, scale, cardinal and intermediate directions

Focus Reading Comprehension Strategies: Determining Importance and Visualizing

Focus Writing Traits: Ideas and Content and Voice

Teacher Questions

Essential Question: Does where you are effect what you do?

Process Questions:

How do characters contribute to the events of a story? RL.3/4.3

How does you point of view differ from the author, narrator or the characters in the story and how do the characters point of view differ from each other? R.3/4.6

How are the themes, settings and plots of two stories similar to and different from each other? RL.3/4.9

How is the main idea supported by details in the text? RI.3/4.2

How do you determine the meaning of academic words? RI.3/4.4

How do you use text features to locate information? RI.3.5

How are different texts structured? RI.4.5

What are the differences between first and second hand accounts? RI.4.6

How can information be presented visually, orally and quantitatively? RI.3/4.7

How do you write an informational text? W.3/4.2, W.3/4.4

How do you plan, revise and edit your writing? W.3/4.5

How do you conduct research? W.3/4.7

How do you engage in classroom discussions? SL.3/4.1

How do you use details to identify the main idea when listening or viewing different types of text and media? SL.3/4.2

How do you write quality sentences? L.3/4.1

Content Questions:

How do you use different kinds of maps and geographic tools? SS.3.1, SS. 3.2, SS. 4.1

How does geography impact the way that people live? SS.3.3

How does geography impact human decisions? SS 3.3, SS.4.3

Social Studies Process Questions:

How do you use geographic tools to understand where and how you live?

Summative Assessment

Diagnostic Assessment: Students complete an anticipation guide about maps and geography.

Formative Assessment: Students read an adventure story from a series such as Everest, Dive, or Island by Gordon Korman or 39 Clues by various authors. As they read they respond to the following prompts.

- describe the characters traits, motivations, or feelings RL.4/3.3
- explain how the characters actions contribute to the events of the story RL.3/4.3
- identify the characters point of view and how it compares to other characters in the book RL. 3/4.6
- compare and contrast the same character in more than one book RL, 3.9
- identify and explain the theme of the story and how it compares to other stories or texts RL.4.9

Formative Assessment: Students conduct a short research project about a country or an explorer in order to prepare for the "Survivors Guide." Students research will include

- important information about the geography of the land that answer who, what, where, when, why and how questions RI.3/4.2
- its impact on how people live or travel illustrating cause and effect relationships RI.3/4.2
- identification of point of view presented in the text RI.4.6
- vocabulary words specific helping in understanding the culture of England in the past or today, or helpful in understanding the Age of Exploration. RI.3/4.4
- different kinds of maps, photographs, illustrations that clarify the information presented RI.3/4.7

Performance Task: There are many guides available to travelers and tourists of all kind. As we have been learning about geography and how it has impacted people by reading adventure stories as well as studying England and the voyages of the explorers, you have become experts in these topics. You will have the opportunity to write a new brand of travel guides called the "Survivor's Guide" in order to help prepare travelers for their trips or give readers a sense of what it was like to travel long ago W.3/4.4. Your survivor guide will contain the following:

- an introduction that presents the purpose of the guide W.3/4.2

- different kinds of maps, photographs, illustrations charts, and/or timelines that clarify the information presented RI.3/4.7, W.4.2
- text features and terminology to help the reader navigate the guide RI.3.5, W.3/4.2
- important information, facts and details about the country or exploration W.3/4.2
- words related to the country or exploration RI.3.4, W.4.2
- personal yet professional and informative voice that reflects your point of view RI.3.6/7, W.4.2
- a conclusion that summarizes the information presented in the guide W.3/4.2

Alternative Performance Task: digital guides using powerpoint or other multimedia.

Plans associated with this Unit

Submission/Review Information

Selected Review Track: none selected
