Student Resources (also used in lessons):

Traditional literature


Historical Fiction:


Informational literature


Poetry


Biography


Dear parent or guardian,

As Mrs. Teagle’s student teacher, I would like to thank both you and your child for making the first half of my student teaching exciting and educational! I would also like to inform you that from this point on I will be taking over all of the responsibilities of the classroom teacher. Mrs. Teagle will still be present, but I will be planning and teaching all lessons throughout the school day. I am very excited to work with your child in my journey of becoming a licensed teacher!

In addition to taking complete control of the classroom, I have also implemented my own classroom discipline plan. The plan is based off of the students’ citizenship rubric. In the classroom, I have a board set up with each student’s name and a stack of cards labeled 4-0 for each citizenship category (responsibility, self-control, respect, attitude, organization). The concept behind the discipline plan is that the students will be the ones to flip their cards when they fail to meet the requirements of the rubric, and therefore, your child will be determining their citizenship grade for the week. This system builds ownership and responsibility for the students’ actions. Although the board is mainly built for discipline, it can also be rewarding in that students are able to flip their cards to higher numbers for doing actions that are above and beyond the normal classroom requirements, or if the student makes up missed assignments. We have been working with this plan for a

Famous Hoosier Reports

It’s famous Hoosier report time! This is always an exciting time for the students because they are able to choose a famous Hoosier that they have interest in, do research, and present their research in a fun and interactive way. So far the students have been working on collecting research and preparing their rough draft. As every student knows, their rough draft is due Tuesday, March 11th. Although we are spending time to work on the report during class, it is very important that your child be working on their report at home. Also, in order to make our wax museum convincing and realistic every student needs to dress up as their famous Hoosier, so keep your eyes open for that perfect famous Hoosier outfit!
Literature Genre Unit

Beginning Monday, March 11th, our class will be starting a unit on the different genres of literature. This unit will be outside any of the regular subjects, in thirty-minute lessons covering a two-week time span. During this time we will be exploring the many different genres of literature in the attempt to show your child the many types of literature that are available to them. We will be reading and reflecting on each literature genre. My hope is that by the end of this unit each student will have found a genre of literature that they enjoy. I also encourage you to discuss your own favorite books with your child.

Come Watch Our Play!

Also, I am very happy to announce that our reading class will be presenting two plays on Wednesday and Thursday, March 12 and 13, from 12:30 – 1:30 each day. The students have been working very hard to get to know the characters and play their parts. It is going to be a spectacular performance and I would like to invite everyone to come see it. We are looking forward to performing for our friends and families!

Homework and Grades

As a class, we have also been working on turning assignments in on time and making up missing assignments. As the students know, they are responsible for completing their missing work, but I am also using a policy where I will give the students three warnings about their missing work and then after their warnings they are completely responsible for completing their missing work. Our goal is for the students to do their best work and turn it in on time. Since our grading period is ending this coming Tuesday, March 11th, I have attached a list of your child’s current grades and missing assignments in an attempt to come

School Supplies

Along with bringing their brains and smiles to class, it is very important that students have school supplies. As we get further into the year it is time again to restock our school supplies!
Display/ Bulletin Board

Every day following the lesson a small group of students will be chosen to make a label and description for the genre that we covered that day. The students will use an already outlined leaf on green construction paper, markers, glue and any other resources available to them to list the name of the genre and draw pictures that illustrate the qualities of the genre. We will be placing each label on the bulletin board of a tree labeled “Growing Through Books”.
### Student Project and Rubric

Part 1: Students will keep a journal throughout the unit in which they will write about specific writing prompts, reflecting on every genre and making connections between characters and themselves. Students were informed about this project during the first day of the unit and reminded at the end of every lesson to complete their journal entries.

Writing prompts:
- **Day 1** – What is your current favorite genre of literature and why?
- **Day 2** – Write a fiction or nonfiction story about a dog.
- **Day 3** – You are a fantasy author and are preparing to write your next book. Describe the setting and characters of your book.
- **Day 4** – How can a culture’s oral traditions affect their lives?
- **Day 5** – Imagine yourself in a different place and year and write how you would feel, (examples: the roaring twenties, the Depression, a Native American village, the south during slavery)
- **Day 6** – You are a contemporary realistic author. Pick a situation that you have been in and write a story that will help other people that are going through the same situation.
- **Day 7** – How did reading the information books about rocks, minerals and fossils help expand your knowledge?
- **Day 8** – Choose an object in your room or house. Write a poem about that object by describing it and cutting away all the words that are not necessary.
- **Day 9** – Take a snapshot of your life and write it as if you were writing an autobiography about your life.

<table>
<thead>
<tr>
<th>Criteria and Standards Covered</th>
<th>Unsatisfactory: 1</th>
<th>Basic: 3</th>
<th>Proficient: 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of journal entries</td>
<td>Student is missing 4 or more journal entries</td>
<td>Student is missing 1 to 3 journal entries</td>
<td>Student has journal entries from all 9 genres</td>
</tr>
<tr>
<td>Knowledge of genres (IN Standard: Reading 4.3.1, National: Eng.K-12.1 Reading for perspective)</td>
<td>Student’s writing displays a correct understanding of 4 or less genres and their definitions</td>
<td>Student’s writing displays a correct understanding of 5 to 8 genres and their definitions</td>
<td>Student’s writing displays a correct understanding of all genres and their definitions</td>
</tr>
<tr>
<td>Writes reflectively (IN Standard: Writing 4.5.2, National: Eng.K-12.6 Applying Knowledge)</td>
<td>Student does not expand their writing, but rather answers as shortly as possible</td>
<td>Student uses prior knowledge or content from the literature (not both) to expand their writing</td>
<td>Student uses prior knowledge and content from literature to expand their writing</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Student’s work is not legible, does not have complete sentences and on average answers with one “sentence.”</td>
<td>Student’s work is slightly legible, sometimes writes in complete sentences and has less than 3 sentences.</td>
<td>Student’s work is legible, uses complete sentences and writes at 3 sentences.</td>
</tr>
</tbody>
</table>
*Due to the poor performance of the students with their first student project, I decided to add another student project, which would better display the students’ knowledge. The failure of the first project was partly due to the fact that many students did not complete the assignment and also that I did not collect each journal entry after it was completed.

Part 2: Students will choose their favorite genre and brainstorm writing topics with other students that chose the same favorite genre. Once deciding on a story topic and having it approved by the teacher, the students will begin filling out a story map for their story (I will have modeled using story maps in class). Once a student’s story map is complete they may begin writing their story. They will be going through the writing process of drafting, editing and publishing. Students were informed about this project toward the end of the unit when time could be spent solely on completing the project.

<table>
<thead>
<tr>
<th><strong>Brainstorming of writing topics</strong></th>
<th><strong>Unsatisfactory: 1</strong></th>
<th><strong>Basic: 3</strong></th>
<th><strong>Proficient: 5</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student did not participate in choosing writing topics</td>
<td>Student offered little suggestions on writing topics.</td>
<td>Student was an equal partner in offering writing topics.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Knowledge of genres</strong> (IN Standard: Reading 4.3.1, National: Eng.K-12.1 Reading for Perspective)</th>
<th><strong>Unsatisfactory: 1</strong></th>
<th><strong>Basic: 3</strong></th>
<th><strong>Proficient: 5</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s writing does not display a correct understanding of their chosen genre.</td>
<td>Student’s writing displays a minimal understanding of their chosen genre.</td>
<td>Student’s writing displays a correct understanding of their chosen genre.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Creativity</strong> (IN Standard: Writing 4.5.2, National: Eng.K-12.6 Applying Knowledge)</th>
<th><strong>Unsatisfactory: 1</strong></th>
<th><strong>Basic: 3</strong></th>
<th><strong>Proficient: 5</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student chooses the same topic as another student and has a similar story map and story.</td>
<td>Student chooses the same topic as another student and has a similar story map but the story is slightly different.</td>
<td>Student uses completely original thoughts while writing their story map and story.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Completion of story map, revisions and final draft of story</strong></th>
<th><strong>Unsatisfactory: 1</strong></th>
<th><strong>Basic: 3</strong></th>
<th><strong>Proficient: 5</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student does not complete story map, revisions, or final draft of story.</td>
<td>Student completes part of story map and/or turns in an incomplete story with only slight revisions showing progress from the story map to the final draft.</td>
<td>Student completes the story map, revisions and final draft, with everything turned in on time.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Mechanics</strong></th>
<th><strong>Unsatisfactory: 1</strong></th>
<th><strong>Basic: 3</strong></th>
<th><strong>Proficient: 5</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s work is not organized, contains incomplete sentences, incorrect grammar and lacks punctuation.</td>
<td>Student’s work is partly not organized, contains some incomplete sentences, incorrect grammar and lacks punctuation.</td>
<td>Story is organized, with complete sentences, correct grammar and punctuation.</td>
<td></td>
</tr>
</tbody>
</table>
Pictures of Student Projects

Part 1:

Part 2:
Technology

Throughout the unit I used technology in doing research for my lesson plans, I used it during instruction and also the students used technology.

-The following are websites I used in doing research for my lesson plans:


-I also used Ball State’s cardcat in finding literature to use in the lessons.

-During instruction of one lesson I used the overhead in projecting a story map onto the board. This allowed the entire class to work together in learning to use a story map. We brainstormed ideas for a story and filled out the story map together. This modeled what the students would be doing with their own stories.

-After the students had filled out their story map and written a rough draft, the students used computers to type up their final genre stories.
Unit Day 1- Introduction

Standards and Indicators:
Standard 3
READING: Comprehension and Analysis of Literary Text
Students read and respond to a wide variety of significant works of children’s literature. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 4, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.

4.3.1 Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and other tales.
Example: After reading some of the Greek or Norse myths found in such books as Book of Greek Myths or Book of Norse Myths, both by Ingri and Edgar D’Aulaire, discuss how myths were sometimes used to explain physical phenomena like movement of the sun across the sky or the sound of thunder.

Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development
Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, word parts (un-, re-, -est, -ful), and context (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

4.1.5 Use a thesaurus to find related words and ideas.

Standard 6
Data Analysis and Probability

Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings. They show outcomes for simple probability situations.

4.6.1 Represent data on a number line and in tables, including frequency tables.
Example: The students in your class are growing plants in various parts of the classroom. Plan a survey to measure the height of each plant in centimeters on a certain day. Record your survey results on a line plot.
Materials:
Books selected from multiple genres
Construction paper
Lined paper
Marker/crayons

Objectives:
The students will begin to examine the different genres of literature by discussing the importance of different genres. The students will define key vocabulary words for the unit.

Motivation:
I am going to split the class into five groups and will pass out a book for each group. I will ask the students to read the book, either having one student read, or rotating. Each group will read their book for 4 minutes. Once the four minutes are up I will ask the students to switch books with the group next to them. Now I will ask the students to read this book for four minutes. Finally, the students will switch a third time and read that book for four minutes. Once every group has spent four minutes reading three different books we will take a survey of the class and see which students liked which books. I will ask students to explain why they picked one book to be their favorite. After we have taken a tally of the class I will ask the question, so does this mean that everyone likes the same books? (student answer: no, everyone likes different books for different reasons)

Goal for Learner:
Today we are going to begin our unit on the different genres of literature. We will begin by talking about the importance of having multiple different genres and then we will begin looking at the vocabulary for the unit and build our journal that we will be using throughout the entire unit.

Content and Procedures:
- First we will begin by completing our discussion about why there are different genres of literature (because everyone has different interests and experiences)
- Next we will brainstorm the number of different genres that we think exist. I will ask the students to try to think of a general name for each genre that they think of. I will tell the students that we will be covering 9 specific genres. As we progress through the unit, each day will be spent on a different genre. We will learn about the characteristics of each genre and we will read examples from each genre. I will also explain that after each lesson the students will be reflectively writing about the lesson. In order to keep our writing together and organized and even allow ourselves to look back and build off of prior writings, we will be keeping a journal. I will now pass out construction paper and the lined paper for the inside of the book. I will instruct the students on folding their journals and I will give the students time to decorate the journal.
- One of the most important parts of this unit is understanding the different vocabulary words. We will be learning the definition of each genre we will be studying but we need to start with more general words that we will be using throughout the unit. I will ask the students if they like to sound smart when they are talking by using big words. I will read them the following
sentences “I love reading multiple different genres of literature. Each genre of literature has its own way of representing a point-of-view and by reading the different genres I am able to build new experiences.” I will tell the students that by the end of this unit they will have no problem understanding that statement. I will ask the students to pick out any words that they think will be important in this unit from my statement. At this time we will brainstorm what we think the definitions are.

**Practice/Application**

Students will look up the actual definitions in the dictionary and also look in the thesaurus to expand our definition. The students will write their definitions in their journal. The vocabulary words we will be covering are:

- **Literature** – a piece of writing
- **Genre** – a specific type of literature
- **Point of view** – who is telling the story or from someone’s eyes.

The students will reflectively write and responding to the writing prompt “What is your current favorite genre of literature and why?”

**Evaluation of Student Learning**

I will be assessing the journals at the end of the unit.

**Closure**

We will close by reemphasizing why we are learning about the different genres and why different genres exist.

I want everyone to think about their favorite books and try to compare and contrast the books and find out if they like a certain type of book and why.

**Unit Day 2- Fiction and Nonfiction**

**Standards and Indicators:**

Standard 3

READING: Comprehension and Analysis of Literary Text

Students read and respond to a wide variety of significant works of children’s literature. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 4, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.
4.3.1 Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and other tales.
Example: After reading some of the Greek or Norse myths found in such books as Book of Greek Myths or Book of Norse Myths, both by Ingri and Edgar D’Aulaire, discuss how myths were sometimes used to explain physical phenomena like movement of the sun across the sky or the sound of thunder.

4.3.2 Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action.

Standard 5
WRITING: Applications, Different Types of Writing and Their Characteristics

At Grade 4, students are introduced to writing informational reports and responses to literature. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

4.5.2 Write responses to literature that:
- demonstrate an understanding of a literary work.
- support statements with evidence from the text.

Materials:
Books from classroom library
Journals

Objectives:
The students will recall the definitions for fiction and nonfiction and apply this knowledge through organizing library books.

Motivation:
I will ask students to read from their journal entries from the night before.

Goal for Learner:
Today we are going to apply knowledge that we already have in organizing our classroom library.

Content and Procedures:
- We will begin by defining what fiction and nonfiction mean. We will discuss that these are the two main categories of literature and that almost all other genres fit into these two.
- In order to get the students to start looking at books as genres and being able to identify what type of book it is, as a class we will go through our classroom library and sort the books by fiction and nonfiction. In order to do this activity I will model for the students looking at the back of the book or skimming through the book to get the main idea of the book. This will also
practice our summarizing skills. After we skim through the book we have to make an educated guess to whether it is fiction or nonfiction. We will begin by looking at the books as a class but then we will break up into groups and I will walk around to make sure that everyone is organizing them correctly.

**Practice/Application**
The students will complete their second journal entry for homework. The writing prompt will have a picture of a dog and it will instruct the students to write a fiction or nonfiction story about a dog. It will also list their vocabulary words for the day.
Also, one group will be assigned to creating a picture definition of fiction and nonfiction. It will be placed on our bulletin board.

**Evaluation of student learning:**
I will be collecting the journals at the end of the unit.

**Closure:**
We will talk about the importance of labeling a book as fiction or nonfiction, because it can mislead people to think that something is true when it is not and vice versa.

**Unit Day 3- Fantasy**

**Standards and Indicators:**
Standard 3
READING: Comprehension and Analysis of Literary Text
Students read and respond to a wide variety of significant works of children’s literature. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 4, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.

4.3.1 Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and other tales.
Example: After reading some of the Greek or Norse myths found in such books as Book of Greek Myths or Book of Norse Myths, both by Ingri and Edgar D’Aulaire, discuss how myths were sometimes used to explain physical phenomena like movement of the sun across the sky or the sound of thunder.

Standard 5
WRITING: Applications (Different Types of Writing and Their Characteristics)

At Grade 4, students are introduced to writing informational reports and responses to literature. Students continue to write compositions that describe and explain familiar objects, events, and
experiences. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

4.5.2 Write responses to literature that:
   - demonstrate an understanding of a literary work.

Materials:
A Wrinkle in Time
The Lion, The Witch and the Wardrobe
Cyrus the Unsinkable Sea Serpent
Journals

Objectives:
The students will learn about the genre of fantasy and using fantasy books to interpret current moral issues.

Motivation:
I will ask how many students have read or seen Harry Potter, The Chronicles of Narnia, Lord of the Rings or The Golden Compass. I will have students summarize the movies or books in order for the students who have not read or seen them to understanding.

Goal for Learner:
Today we are going to learn about the fantasy genre and ask ourselves how it applies to our lives.

Content and Procedures:
- We will define the genre of fantasy. It is a genre that is set in an imaginary world often with unreal characters but it addresses moral and social issues that apply in our lives. It helps us have an objective point of view.
- Instead of reading a short story we will talk about different parts of fantasy books or movies that we all know about and how they help us learn and handle social or moral issues. I will ask the students if in Lord of the Rings they remember how the Dwarfs treated the humans and vice versa, or how in Harry Potter students from Slytherine and students from Gryffindor did not get along because each though the other was of lesser importance. I will ask the students if this has any connection to anything we have been learning about in social studies (we have been learning about discrimination between blacks and whites). I will help the students make the connection that fantasy can show the author discrimination between different groups treating each other poorly. By having dwarves, elves and humans, we can see how ridiculous it is that we separate ourselves when we are stronger together. We will also discuss the struggle of good verses evil in almost every fantasy novel.
- Now I will read from any of the fantasy novels listed above. We will vote on which book to read from. After reading I will ask the students what moral issues the author address and how can you apply it to your own life? We will record the moral issues.
Practice/Application
The students will complete their third journal entry for homework. The writing prompt will have a picture of a dragon and it will instruct the students that they are a fantasy author and I want them to describe their setting and characters from their book. Also, one group will be assigned to creating a picture definition of fantasy. It will be placed on our bulletin board.

Evaluation of student learning:
I will be collecting the journals at the end of the unit.

Closure:
We will discuss why fantasy is so entertaining to read, because it lets our imagination run wild.

Unit Day 4 - Traditional

Standards and Indicators:
Standard 3
READING: Comprehension and Analysis of Literary Text
Students read and respond to a wide variety of significant works of children’s literature. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 4, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.
4.3.1 Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and other tales. Example: After reading some of the Greek or Norse myths found in such books as Book of Greek Myths or Book of Norse Myths, both by Ingri and Edgar D’Aulaire, discuss how myths were sometimes used to explain physical phenomena like movement of the sun across the sky or the sound of thunder.

4.3.2 Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action.

Standard 5
WRITING: Applications (Different Types of Writing and Their Characteristics)

At Grade 4, students are introduced to writing informational reports and responses to literature. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard English and the drafting,
research, and organizational strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

4.5.2 Write responses to literature that:

- demonstrate an understanding of a literary work.

Social Studies
Standard 5
INDIVIDUALS, SOCIETY AND CULTURE

Students will examine the interaction between individual and group behavior in community life; analyze the roles and relationships of diverse groups of people contributing to Indiana's cultural heritage; and describe the impacts of science, technology, and the arts on Indiana's culture.

4.5.3 Define the term cultural group and give examples of the challenges faced by diverse cultural groups in Indiana history.

4.5.6 Investigate the contributions and challenges experienced by people from various cultural, racial, and religious groups in Indiana during different historical periods by reading biographies, historical accounts, stories, and electronic media, such as CD-ROMs and Web sites.

Materials:
The Three Little Wolves
The Story of the Milky Way
Beautiful Blackbird

Objectives:
The students will learn about the genre of traditional literature and connect traditional literature to cultural history. Also the students will learn how to explore the power of the author.

Motivation:
I will ask the students to think about a story that their parents told them when they were a child, maybe about a princess or a giant. I will ask one student to tell their story. We will discuss how almost all of us have heard the same stories (Cinderella, the frog Prince, Hansel and Gretel, etc.)

Goal for Learner:
Today we are going to learn about the traditional literature genre and how it is based off of oral traditions and how it can tell us about a culture.

Content and Procedures:
- We will define the genre of traditional literature. It is based off of oral tradition, including folktales, fables, myths, legends, and epics (oral is a spelling word for this week). Often times
when it is written down it is recorded differently. Also, authors often times describe the history of the story in the book in order to let the reader understand where it came from.

-I will read one of the two traditional books from different cultures; I will let the students choose which one. Before reading I will preface it with the fact that each culture’s traditions affect their current lives or how they think of things. I will ask if they think reading these stories would help them better understand the history of a culture.

-I will read *The Story of the Milky Way* to the class and afterwards we will discuss how it explains part of the culture of the Native Americans. It explains their admiration for nature and wild animals and also their respect for the elderly.

**Practice/Application**

The students will complete their fourth journal entry for homework. The writing prompt will ask the students to reflect on how a culture’s oral traditions can affect their lives.

Also, one group will be assigned to creating a picture definition of traditional literature. It will be placed on our bulletin board.

**Evaluation of student learning:**

I will be collecting the journals at the end of the unit.

**Closure:**

We will discuss the oral traditions that we will pass down to our children.

**Unit Day 5- Historical Fiction**

**Standards and Indicators:**

Standard 3

READING: Comprehension and Analysis of Literary Text

Students read and respond to a wide variety of significant works of children’s literature. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 4, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.

4.3.1 Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and other tales.

Example: After reading some of the Greek or Norse myths found in such books as Book of Greek Myths or Book of Norse Myths, both by Ingri and Edgar D’Aulaire, discuss how myths were sometimes used to explain physical phenomena like movement of the sun across the sky or the sound of thunder.
4.3.3 Use knowledge of the situation, setting, and a character’s traits, motivations, and feelings to determine the causes for that character’s actions.

4.3.4 Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures.

Standard 5
WRITING: Applications (Different Types of Writing and Their Characteristics)

At Grade 4, students are introduced to writing informational reports and responses to literature. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

4.5.2 Write responses to literature that:
   • demonstrate an understanding of a literary work.

Social Studies
Standard 5
INDIVIDUALS, SOCIETY AND CULTURE

Students will examine the interaction between individual and group behavior in community life; analyze the roles and relationships of diverse groups of people contributing to Indiana’s cultural heritage; and describe the impacts of science, technology, and the arts on Indiana’s culture.

4.5.3 Define the term cultural group and give examples of the challenges faced by diverse cultural groups in Indiana history.

4.5.6 Investigate the contributions and challenges experienced by people from various cultural, racial, and religious groups in Indiana during different historical periods by reading biographies, historical accounts, stories, and electronic media, such as CD-ROMs and Web sites.

Materials:
Number the Stars
The Cats in Krasinski Square

Objectives:
The students will learn about the genre of historical fiction and how it can show the similarities of all people while embracing the individuality of all. They will interpret different periods of time by reading historical fiction books.
Motivation:
We will talk about the excerpt from “Number the Stars” on the pretest and how almost 50% of the class said the girls were not like us. I will read the first chapter of this book to the class.

Goal for Learner:
Today we are going to learn about historical fiction and how it can provide us with a window into the point-of-view of other cultures and people living in different times.

Content and Procedures:
- We will define historical fiction as literature that is historically authentic, in that it portrays a time with fictional characters, events and setting. We will discuss how reading historical fiction can help us understand the point-of-view of people that are just like us, but living different places and different times.
- We will look at “Number the Stars” and how the girls were running and playing, just like we would do, and the German soldiers scared them. I will tell the students that this is happening during World War II (1943) in Denmark.
- We will brainstorm the similarities of all people (need food and water, have families, need love, need safety, get happy, get scared, etc.) We will talk about how whatever book you read you will find people with these qualities. Then we will discuss how historical fiction draws you in through that connection and then helps you understand other people that are different in other aspects.
- I will read “The Cats in Krasinski Square” which is another book set in Europe during World War II. We will discuss the very different cultures and how a little girl was able to contribute to help her people. We will discuss the picture that this book gives us of the time period.

Practice/Application
The students will complete their fifth entry for homework. The writing prompt will ask the students to imagine themselves in a different place in a different year and write how they would feel, for example, in the roaring twenties, or during the Depression, or in Native American village, or in the south when slavery was legal. Also, one group will be assigned to creating a picture definition of traditional literature. It will be placed on our bulletin board.

Evaluation of student learning:
I will be collecting the journals at the end of the unit.

Closure:
We will continue to read in Number the Stars.

Unit Day 6 - Contemporary Realistic Fiction

Standards and Indicators:
Standard 3
READING: Comprehension and Analysis of Literary Text
Students read and respond to a wide variety of significant works of children’s literature. The selections in the Indiana Reading List
illustrate the quality and complexity of the materials to be read by students. At Grade 4, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.

4.3.1 Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and other tales.

Example: After reading some of the Greek or Norse myths found in such books as Book of Greek Myths or Book of Norse Myths, both by Ingri and Edgar D’Aulaire, discuss how myths were sometimes used to explain physical phenomena like movement of the sun across the sky or the sound of thunder.

4.3.3 Use knowledge of the situation, setting, and a character’s traits, motivations, and feelings to determine the causes for that character’s actions.

4.3.6 Determine the theme

Standard 5
WRITING: Applications (Different Types of Writing and Their Characteristics)

At Grade 4, students are introduced to writing informational reports and responses to literature. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

4.5.2 Write responses to literature that:
   - demonstrate an understanding of a literary work.

Standard 6
Data Analysis and Probability

Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings. They show outcomes for simple probability situations.

4.6.1 Represent data on a number line and in tables, including frequency tables.

4.6.2 Interpret data graphs to answer questions about a situation.

Materials:
Books from classroom library
Easel grid paper
White paper
Blank graph paper

Objectives:
The students will learn about the genre of contemporary realistic fiction and apply their knowledge of summarizing and build a bar graph to represent the number of students going through struggles in their lives.
Motivation:
I will ask the students to think about the last book they read, outside of class. I will have the students raise their hands if the last book they read was set in the last twenty years. We will discuss that most of the students their age like to read about books set today because their knowledge of the world is very limited and so they read about what they know or what is going on in their life.

Goal for Learner:
Today we are going to learn about contemporary realistic fiction and how it helps us understand modern issues. We will brainstorm issues that people our age can go through and then chart these in a bar graph to help us see that we are not alone in the struggles that we are going through.

Content and Procedures:
- We will define contemporary realistic fiction as set in current times and dealing with modern issues. We will discuss how reading about people that are dealing with the same issues we are helps us understand our situation and maybe handle it better.
- Together we will brainstorm modern issues that we know people are struggling with today or any problem that we are dealing with (divorced parents, younger annoying siblings, only child, death, moving, poverty, bad grades). I will pass out 1 piece of white paper and an empty graph to every student, and I will have them fold the blank piece of paper in half (so no one can see through it). Without writing their name on it I will ask them to list the modern issues that apply to them. I will collect the paper and using their blank graph paper we will make a bar graph of the modern issues that our classroom deals with. We will label our title, x and y axes and also each of our columns. This exercise will help the students see that they are not the only ones dealing with their issues.

Practice/Application
The students will complete their sixth journal entry for homework. The writing prompt will ask the students be a contemporary realistic author and write a story that will help other people that are going through the same situation. Also, one group will be assigned to creating a picture definition of traditional literature. It will be placed on our bulletin board.

Evaluation of student learning:
I will be collecting the journals at the end of the unit. I will be collecting the bar graphs and grading them on completeness, labeling of title, x and y axes and having all of the information.

Closure:
We will get on the library’s website and search for books over the modern issues we discussed.
Unit Day 7 - Informational

Standards and Indicators:

Standard 3
READING: Comprehension and Analysis of Literary Text
Students read and respond to a wide variety of significant works of children’s literature. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 4, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.

4.3.1 Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and other tales.
Example: After reading some of the Greek or Norse myths found in such books as Book of Greek Myths or Book of Norse Myths, both by Ingri and Edgar D’Aulaire, discuss how myths were sometimes used to explain physical phenomena like movement of the sun across the sky or the sound of thunder.

4.3.3 Use knowledge of the situation, setting, and a character’s traits, motivations, and feelings to determine the causes for that character’s actions.

4.3.6 Determine the theme

Standard 5
WRITING: Applications (Different Types of Writing and Their Characteristics)

At Grade 4, students are introduced to writing informational reports and responses to literature. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

4.5.2 Write responses to literature that:
• demonstrate an understanding of a literary work.

Standard 2
READING: Comprehension and Analysis of Nonfiction and Informational Text
Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 4, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, books in many different subject areas, magazines and periodicals, reference and technical materials, and online information.
Standard 3
The Physical Setting

Students continue to investigate changes of Earth and the sky and begin to understand the composition and size of the universe. They explore, describe, and classify materials, motion*, and energy*.

4.3.5 Describe how waves, wind, water, and glacial ice shape and reshape Earth’s land surface by the erosion* of rock and soil in some areas and depositing them in other areas.

4.3.6 Recognize and describe that rock is composed of different combinations of minerals.

4.3.7 Explain that smaller rocks come from the breakage and weathering of bedrock and larger rocks and that soil is made partly from weathered rock, partly from plant remains, and also contains many living organisms.

Materials:
Rocks and Fossils: a visual guide
Rocks and fossils
Fossils
The Best Book of Fossils, Rocks, and Minerals

Objectives:
The students will learn about the genre of informational literature. They will interpret data from informational texts, compare it to their prior knowledge about rocks and minerals and organize the data to present to the class.

Motivation:
I will ask Parker to explain why he enjoys informational books so much (he loves books about airplanes). We will discuss that informational books are great resources for expanding our knowledge while still being entertaining.

Goal for Learner:
Today we are going to learn about informational literature and use informational books about rocks and minerals to expand what we already know since we have been studying rocks and minerals in science.
Content and Procedures:
- We will define informational literature as any type of literature that is true and meant to inform.
- Picking up an informational book, I will model looking at the table of contents to find out what part of the book I will be looking at. I will also model summarizing and scanning the pages for information that sounds important and interesting.
- Breaking the class up into groups, I will give each group an informational book about rocks and fossils. I will instruct each group to take notes and record anything that they did not already know or anything that was expanded upon from our prior knowledge. The students will need to read information and draw conclusions about the main ideas.
- Once each group has had sufficient time to explore their book, they will present their newfound knowledge to the class.

Practice/Application
The students will complete their seventh journal entry for homework. The writing prompt will ask the students how reading the information books about rocks, minerals and fossils help expand your knowledge. Also, one group will be assigned to creating a picture definition of traditional literature. It will be placed on our bulletin board.

Evaluation of student learning:
I will be collecting the journals at the end of the unit.

Closure:
Students will organize their data into a KWL chart.

Unit Day 8 - Poetry

Standards and Indicators:
Standard 3
READING: Comprehension and Analysis of Literary Text
Students read and respond to a wide variety of significant works of children’s literature. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 4, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.
4.3.1 Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and other tales.
Example: After reading some of the Greek or Norse myths found in such books as Book of Greek Myths or Book of Norse Myths, both by Ingri and Edgar D’Aulaire, discuss how myths were sometimes used to explain physical phenomena like movement of the sun across the sky or the sound of thunder.
4.3.3 Use knowledge of the situation, setting, and a character’s traits, motivations, and feelings to determine the causes for that character’s actions.
4.3.6 Determine the theme

Standard 5
WRITING: Applications (Different Types of Writing and Their Characteristics)

At Grade 4, students are introduced to writing informational reports and responses to literature. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

4.5.2 Write responses to literature that:
- demonstrate an understanding of a literary work.

Materials:
Children of Long Ago
If I Were In Charge the Rules Would be Different
A Poke in the Eye
The Dragons are Singing Tonight
Monday’s Troll

Objectives:
The students will learn about the genre of poetry. They will construct a meaning of poetry and practicing forming poetry out of poetic prose. They will observe the different styles and emotions of poetry.

Motivation:
I will put the poem “A Leaf Falls” on the board. I will ask the students to look at the words, say them over in their heads and try to visualize what they are saying. After they have thought about the words I will ask the students if they think the words are a poem or not. I will model tallying the information.

Goal for Learner:
Today we are going to learn about poetry, what a poem is, how to write poems, and about the many different kinds of poems.

Content and Procedures:
- We will begin by attempting to define a poem. We will look at the poem I wrote on the board.
  I will guide the students to the definition of poetry as not only literature written with rhythm, but writing that is shorter than regular speech, which only uses the important words.
- I will now read one example of a poem. We will now write a poem as a class. I will have a student pick an object in the room. Having a student record, we will describe that object on the board. We will describe its function, what it reminds us of, what it looks like, how does it feel and any other descriptive statements. Now I will tell the students that we have the makings of a
poem, all we need to do now is cut it down! Now we have prose, which is describing an object in familiar ways, but now we need to get rid of the unimportant words. As a class we will cross out our unimportant words and rearrange what is left to make a poem.

-Now I will break the class up into groups. Each group will be given a different poetry book. Each group is to read three different poems. After reading they are to choose their favorite poem and describe that poem. They are to describe the rhythm, the content, the feeling and anything else they found important. We will come back together as a class and read our poems and their descriptions. This activity will lead us into the discussion that poetry has so many different shapes and sizes and that is why it is so wonderfully descriptive, because not everything can be described the same way.

**Practice/Application**

The students will complete their eighth journal entry for homework. The writing prompt will ask the students to pick an object in their room, describe that object and cut away all the unnecessary words to form a poem. Also, one group will be assigned to creating a picture definition of traditional literature. It will be placed on our bulletin board.

**Evaluation of student learning:**

I will be collecting the journals at the end of the unit.

**Closure:**

We will act out a poem.

**Unit Day 9 - Biography**

**Standards and Indicators:**

Standard 3

READING: Comprehension and Analysis of Literary Text

Students read and respond to a wide variety of significant works of children’s literature. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 4, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.

4.3.1 Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and other tales.

Example: After reading some of the Greek or Norse myths found in such books as Book of Greek Myths or Book of Norse Myths, both by Ingri and Edgar D’Aulaire, discuss how myths were sometimes used to explain physical phenomena like movement of the sun across the sky or the sound of thunder.

4.3.3 Use knowledge of the situation, setting, and a character’s traits, motivations, and feelings to determine the causes for that character’s actions.
4.3.6 Determine the theme

Standard 5
WRITING: Applications (Different Types of Writing and Their Characteristics)

At Grade 4, students are introduced to writing informational reports and responses to literature. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4—Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

4.5.2 Write responses to literature that:
  • demonstrate an understanding of a literary work.

Social Studies
Standard 5
INDIVIDUALS, SOCIETY AND CULTURE

Students will examine the interaction between individual and group behavior in community life; analyze the roles and relationships of diverse groups of people contributing to Indiana's cultural heritage; and describe the impacts of science, technology, and the arts on Indiana's culture.

4.5.3 Define the term cultural group and give examples of the challenges faced by diverse cultural groups in Indiana history.

4.5.6 Investigate the contributions and challenges experienced by people from various cultural, racial, and religious groups in Indiana during different historical periods by reading biographies, historical accounts, stories, and electronic media, such as CD-ROMs and Web sites.

Materials:
Maritcha
Martin's big words: the life of Dr. Martin Luther King, Jr
Anne Frank (by Josephine Poole)

Objectives:
The students will learn about the genre of biography and why it is an important tool in learning about not only one person, but also a culture and their contributions.

Motivation:
Our next genre is one that you have hopefully been using throughout the last couple of weeks while preparing for your famous Hoosier report, biographies. Can anyone tell me why a biography might be more helpful when writing a regular factual research, since biographies are usually written in story format with a plot, or can someone tell me why regular research might be
more helpful? We will discuss the benefits of each, in that biographies help you understand their character but can sometimes be snap shots of their lives and do not contain as much information, while regular research covers all the topics but it can sometimes be hard to interpret the actual character of the person while filling out a Venn diagram.

**Goal for Learner:**
Today we are going to learn about biographies and why they are such an important tool in understanding other people and cultures.

**Content and Procedures:**
- We will define what a biography is. It is an accurate description of someone’s life. We will also define an autobiography as a biography written by the person it is about. Throughout this unit we have been talking so much about not judging people, but rather getting to know their point of view and understanding their culture. Another way to learn about a culture is through reading biographies of famous people from that culture. Biographies help us get to know the person, both their shortcomings and virtues and widen your view.
- I will read one of the biographies that I brought (the students will choose) and we will discuss what we are learning about our person and also the culture that he is from, from the setting, the characters decisions and even the illustrations.
- We will discuss how it can be difficult to write biographies, or autobiographies because sometimes we do not remember things correctly and that we need to take that into consideration when reading biographies.

**Practice/Application**
The students will complete their ninth journal entry for homework. The writing prompt will ask the students to take a snap shot of their life and write it as if they were writing a autobiography about their life. Also, one group will be assigned to creating a picture definition of biography literature. It will be placed on our bulletin board.

**Evaluation of student learning:**
I will be collecting the journals at the end of the unit.

**Closure:**
We will organize the information from the book into a visual timeline.

**Unit Day 10 - Author’s Power**

**Standards and Indicators:**
Standard 3
READING: Comprehension and Analysis of Literary Text
Students read and respond to a wide variety of significant works of children’s literature. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials
to be read by students. At Grade 4, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.

4.3.1 Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and other tales.
Example: After reading some of the Greek or Norse myths found in such books as Book of Greek Myths or Book of Norse Myths, both by Ingri and Edgar D'Aulaire, discuss how myths were sometimes used to explain physical phenomena like movement of the sun across the sky or the sound of thunder.

4.3.3 Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions.

4.3.6 Determine the theme

Standard 5
WRITING: Applications (Different Types of Writing and Their Characteristics)

At Grade 4, students are introduced to writing informational reports and responses to literature. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

4.5.2 Write responses to literature that:

- demonstrate an understanding of a literary work.

Social Studies
Standard 5
INDIVIDUALS, SOCIETY AND CULTURE

Students will examine the interaction between individual and group behavior in community life; analyze the roles and relationships of diverse groups of people contributing to Indiana's cultural heritage; and describe the impacts of science, technology, and the arts on Indiana's culture.

4.5.3 Define the term cultural group and give examples of the challenges faced by diverse cultural groups in Indiana history.

4.5.6 Investigate the contributions and challenges experienced by people from various cultural, racial, and religious groups in Indiana during different historical periods by reading biographies, historical accounts, stories, and electronic media, such as CD-ROMs and Web sites.

Materials:
Flotsam
The Three Pigs
Objectives:
The students will learn about the power of being an author. The students will reflect over the
genres of literature and make the connection that an author can choose to write about whatever
they want, and that the students are an author.

Motivation:
We have spent almost two weeks now learning about the different genres of literature. We have
learned about each genre and its definition, we have practiced writing in each genre and we have
discussed how reading helps us grow. Although we are done learning about the different genres,
we still have one very important lesson to learn about literature. Can anyone recall the definition
we came up with at the beginning of our unit for literature? (any written story) Can anyone tell
me why I made you write in your journey after every single lesson we studied, even on the
weekends!? I wanted to show you that you yourself are an author because you have written
literature.

Goal for Learner:
Today we are going to learn about the power of an author and how it applies to our lives.

Content and Procedures:
-One of the main ideas that I want everyone to take away from this unit is that there are so many
different genres of literature because every person is different and has different interests and
needs. Some people are interested in reading about dragons and wizards, while others want to
know about horses, while others yet like to listen to folktales. This statement that people are
different and have different interests directly applies to writing literature. Often times in school
we get stuck writing the same kinds of papers over and over, so people that do not like writing
that way become bored and can even decide that they do not like writing. However, writing is
merely recording what is going on inside your brain on paper so that it can be saved. Both
reading and writing are wonderful doorways into your own personality. Reading and writing can
help you explore new depths or deal with a problem you are having. That is why the power of
being an author is such an important concept to understand. An author might write literature
because they want to, and they write about whatever they write about because they want to.
-Now we are going to look at a few books that branch out of the regular “book” concept that we
have in our head. We will look at Flotsam and the Three Pigs because both play with the
concept of pictures on a page and even our idea of the world and time. We will discuss how an
author is not even restricted to the confines of a flat surface or page.
-Finally, I will show the students my book. I made this book during a class and it is entirely
original. I wrote the story and made the illustrations. Showing the students this book will
encourage them in their own writing.

Practice/Application
The students will reflect over their past journal entries and decide which genre is their favorite,
because they will be choosing groups organized by genres.

Evaluation of student learning:
I will be collecting the journals at the end of the unit.

Closure:
We will go around the room and tally the favorite genres of the students and make a bar graph.

Student Project

Standards and Indicators:
Standard 3
READING: Comprehension and Analysis of Literary Text
Students read and respond to a wide variety of significant works of children's literature. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 4, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.

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4.3.3 Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions.

4.3.6 Determine the theme

Standard 5
WRITING: Applications (Different Types of Writing and Their Characteristics)

At Grade 4, students are introduced to writing informational reports and responses to literature. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

4.5.2 Write responses to literature that:
- demonstrate an understanding of a literary work.

Social Studies
Standard 5
INDIVIDUALS, SOCIETY AND CULTURE

Students will examine the interaction between individual and group behavior in community life; analyze the roles and relationships of diverse groups of people contributing to Indiana's cultural heritage; and describe the impacts of
science, technology, and the arts on Indiana's culture.

4.5.3 Define the term cultural group and give examples of the challenges faced by diverse cultural groups in Indiana history.

4.5.6 Investigate the contributions and challenges experienced by people from various cultural, racial, and religious groups in Indiana during different historical periods by reading biographies, historical accounts, stories, and electronic media, such as CD-ROMs and Web sites.

**Materials:**
Story Map transparency
Story Map handouts

**Objectives:**
The students will apply what they have learned through the unit by writing a piece of literature in the genre of their choice. The students will begin brainstorming topics and fill out a story map for their story.

**Motivation:**
We are completely done learning about the different genres of literature and I hope now everyone has had time to explore the different genres and find the one that is their favorite. Today and for the next week I am going to give you the power of choosing what you would like to write about.

**Goal for Learner:**
Today we are going to work with structuring a story through using a story map and we will break up into groups by favorite genre. While in the groups you will brainstorm writing topics.

**Content and Procedures:**
-Together as a class we will choose a topic for my demonstration. Once we have chosen a topic I will model filling in a story map chart on the overhead, emphasizing the importance of defining the characters, setting, theme, conflict, resolution and climate.
-We will take a survey of the class’s favorite genres, using tally marks on the board. Now the students will break into groups by their favorite genre and they will brainstorm different topics they could write about. Once they have at least 8 topics they will come up to me and I will say if their topics are acceptable or not and give them a story map to begin filling out.
(Accommodations: throughout the student project I will help type for our two students with IEPs)

**Practice/Application**
The students will work individually on filling out a story map for their story.

**Evaluation of student learning:**
I will be collecting the story maps in order to monitor the students’ story choices.

**Closure:**
The students will share their story topics and parts of their story map to the rest of the class.
Pre-Test

-Accommodations for students with special needs: I will read the test to these students and will ask the students questions in order to help them eliminate wrong answers and find the right answers on their own. I will also not be counting off for not using complete sentences.

Name ___________________________ Date ______________________

What do you know about literature genres?

Multiple Choice:
Circle the correct letter for each question.

1. What does the word “genre” mean, when talking about literature?
   A. Category or type of book with specific requirements
   B. Length of a book
   C. When the author lived
   D. Where the book takes place

2. Estimate the number of genres of literature.
   A. 3 or less
   B. 5
   C. 8
   D. 10 or more

3. What genre of literature contains folktales, fables, myths, legends, and epics?
   A. Fantasy
   B. Traditional
   C. Non-fiction
   D. Informational

4. What does “point of view” mean?
   A. From someone’s eyes
   B. Direction a picture is seen from
   C. Middle of a picture
   D. Narrator

5. Which pictures from a book can tell you about the book?
   A. Illustrations
   B. Front cover and back cover
   C. End pages
   D. All of the above
6. A book about airplanes with detailed pictures and descriptions of the different parts of airplanes would be which genre?
   A. Fiction  
   B. Fantasy  
   C. Informational  
   D. Poetry  

   True or False:
   Write true in the blank if the statement is true or write false in the blank if the statement is false.

7. The genre non-fiction means that the book content is true.

   ____________________________

8. Books are only written about people that are like us.

   ____________________________

Fill in the Blank:
Write your answer in the blank.

9. What is your favorite genre of literature to read?

   ____________________________

Below is an excerpt from Sharon Creech’s *Heartbeat*. Read the excerpt and answer the question below.

“Sometimes when I am running
a boy appears
like my sideways shadow
from the trees he emerges
running
falling into *thump-thump* steps
beside me.”

10. What is the genre of *Heartbeat*? ____________________________
Short Answer:
Answer all of the questions in complete sentences.

11. Why are there multiple different genres of literature?

The following excerpt is from Lois Lowry's novel, *Number the Stars*, which is a historical fiction book about two young girls, growing up in Denmark, during World War II. During this time, the Germans are in control and are very strict to all the people in Denmark. However, the Germans are especially firm with Jewish people.

In the passage below two friends, Annemarie and Ellen, and Annemarie's little sister, Kristi, are racing down their street.

"Annemarie looked up, panting, just as she reached the corner. Her laughter stopped. Her heart seemed to skip a beat. "Halte!" the soldier ordered in a stern voice.

The German word was as familiar as it was frightening. Annemarie had heard it often enough before, but it had never been directed at her until now.

Behind her, Ellen also slowed and stopped. Far back, little Kristi was plodding along, her face in a pout because the girls hadn't waited for her.

Annemarie stared up. There were two of them. That meant two helmets, two sets of cold eyes glaring at her, and four tall shiny boots planted firmly on the sidewalk, blocking her path to home.

12. After reading this passage, how do you feel these young girls felt about the Germans and why?
13. In this book, Annemarie, Ellen and Kristi grew up in Denmark over 50 years ago. Do you feel that these young girls are much different from you and why?


Grading Scale/Criteria for Mastery

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Teacher Copy with Bolded Answers

1. What does the word “genre” mean, when talking about literature? (Reading 4.3.1)
   - A. **Category or type of book with specific requirements**
   - B. Length of a book
   - C. When the author lived
   - D. Where the book takes place

2. Estimate the number of genres of literature. (Reading 4.3.1)
   - A. 3 or less
   - B. 5
   - C. 8
   - **D. 10 or more**

3. What genre of literature contains folktales, fables, myths, legends, and epics? (Reading 4.3.1)
   - A. Fantasy
   - B. **Traditional**
   - C. Non-fiction
   - D. Informational

4. What does “point of view” mean? (Social Studies 4.5.3, 4.5.6)
   - A. **From someone’s eyes**
   - B. Direction a picture is seen from
   - C. Middle of a picture
   - D. Narrator
5. Which pictures from a book can tell you about the book? (Reading 4.3.1)
   A. Illustrations
   B. Front cover and back cover
   C. End pages
   D. All of the above

6. A book about airplanes with detailed pictures and descriptions of the different parts of airplanes would be which genre? (Reading 4.3.1)
   A. Fiction
   B. Fantasy
   C. Informational
   D. Poetry

7. The genre non-fiction means that the book content is true. **True** (Reading 4.3.1)

8. Books are only written about people that are like us. **False** (Social Studies 4.5.3, 4.5.6)

9. What is your favorite genre of literature to read? (Reading 4.3.1) **Any literature genre is acceptable**

Below is an excerpt from Sharon Creech’s *Heartbeat*. Read the excerpt and answer the question below.

“So sometimes when I am running
a boy appears
like my sideways shadow
from the trees he emerges
running
falling into *thump-thump* steps
beside me.”

10. What is the genre of *Heartbeat*? (Writing 4.5.2) **poetry**

11. Why are there multiple different genres of literature? (Writing 4.5.2)

**There are multiple different genres of literature because every person is different and has different likes and dislikes. Authors write about what they want to share with others and readers read about what they enjoy knowing about.**

The following excerpt is from Lois Lowry’s novel, *Number the Stars*, which is a historical fiction book about two young girls, growing up in Denmark, during World War II. During this time, the Germans are in control and are very strict to all the people in Denmark. However, the Germans are especially firm with Jewish people.

In the passage below two friends, Annemarie and Ellen, and Annemarie’s little sister, Kristi, are racing down their street.
“Annemarie looked up, panting, just as she reached the corner. Her laughter stopped. Her heart seemed to skip a beat.

“Halte!” the soldier ordered in a stern voice.

The German word was as familiar as it was frightening. Annemarie had heard it often enough before, but it had never been directed at her until now.

Behind her, Ellen also slowed and stopped. Far back, little Kristi was plodding along, her face in a pout because the girls hadn’t waited for her.

Annemarie stared up. There were two of them. That meant two helmets, two sets of cold eyes glaring at her, and four tall shiny boots planted firmly on the sidewalk, blocking her path to home.

12. After reading this passage, how do you feel these young girls felt about the Germans and why? (Writing 4.5.2)

They were very afraid because the soldiers had cold eyes and were glaring at them. I know that they are scared because they stopped running immediately.

13. In this book, Annemarie, Ellen and Kristi grew up in Denmark over 50 years ago. Do you feel that these young girls are much different from you and why? (Social Studies 4.5.3, 4.5.6)

These girls are not much different from me because I enjoy racing my friends and I also think that my little sister is annoying sometimes.
Post Test

Name ____________________ Date __________________

Literature Genre Test

Multiple Choice:
Circle the correct letter for each question.

1. What is a category or type of book with specific requirements?
   A. setting
   B. genre
   C. plot
   D. author

2. What genre of literature is regular speech cut down where only the important words are used?
   A. Poetry
   B. Fantasy
   C. Informational
   D. Traditional

3. What genre of literature best helps us understand other culture’s perspectives?
   A. Fantasy
   B. Contemporary Realistic Fiction
   C. Historical Fiction
   D. Informational

4. When I can see through someone else’s eyes I can understand their
   ____________________________?
   A. Actions
   B. History
   C. Point-of-view
   D. All of the above

5. Which genre of literature is set in an imaginary world but still deals with real world issues?
   A. Fiction
   B. Fantasy
   C. Informational
   D. Poetry
True or False:
Write true in the blank if the statement is true or write false in the blank if the statement is false.

6. The genres that we covered in class are the only genres that exist.

________________________

7. Books can be set in different times and with different cultures of people, but literature helps us see the similarities of all people and still embraces the individuality that every person has.

________________________

8. It is important to read many different genres of literature so that we can understand different cultures and be better aware of the different people in our world.

________________________

Fill in the Blank:
Write your answer in the blank.

9. List as many literature genres as you can.

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

Short Answer:
Answer all of the questions in complete sentences.

10. What is your favorite genre of literature to read and why?

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________
11. Why are there multiple different genres of literature?

Read the following excerpt from Kira-Kira.

“Most days in southern Georgia were warm and humid. After school Lynn, some of the other kids from the residence, and I used to lie about and stare at the clouds. If it were cool enough, we would play dodgeball. At night before we went in for bed, the parents would sit on the stoop and we children would either play or lie on our backs and watch the Milky Way. Watching the sky was all Lynn’s idea. Just as Mr. Kanagawa was the leader of the fathers, Lynn quickly became the leader of us kids. She was a big believer in watching the sky. She pointed out that if beings from outer space ever came, they would probably want to talk to us. So we should keep our eyes. Open.”

12. After reading this passage, how do you feel these girls felt about their home in Georgia?
Now after you read this passage I will give you background information on the book. The book is set in the 1950’s and the main character and her system Lynn are both Japanese Americans, with their parents being born in Japan and moving to America.

13. Even though this book is set over 50 years ago and the characters are Japanese Americans, do you feel that these girls are much different from you and why?

Grading Scale/Criteria for Mastery

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Teacher’s Copy with Bolded Answers

1. What is a category or type of book with specific requirements? (Reading 4.3.1)
   A. setting
   B. **genre**
   C. plot
   D. author

2. What genre of literature is regular speech cut down where only the important words are used? (Reading 4.3.1)
   A. **Poetry**
   B. Fantasy
   C. Informational
   D. Traditional

3. What genre of literature **best** helps us understand other culture’s perspectives? (Social Studies 4.5.3, 4.5.6)
   A. Fantasy
   B. Contemporary Realistic Fiction
   C. **Historical Fiction**
   D. Informational
4. When I can see through someone else’s eyes I can understand their __________ ________?
(Social Studies 4.5.3, 4.5.6)
   A. Actions
   B. History
   C. Point-of-view
   D. All of the above

5. Which genre of literature is set in an imaginary world but still deals with real world issues?
(Reading 4.3.1)
   A. Fiction
   B. Fantasy
   C. Informational
   D. Poetry

6. The genres that we covered in class are the only genres that exist. (Reading 4.3.1) **False**

7. Books can be set in different times and with different cultures of people, but literature helps
   us see the similarities of all people and still embraces the individuality that every person has.
   (Social Studies 4.5.3, 4.5.6) **True**

8. It is important to read many different genres of literature so that we can understand different
   cultures and be better aware of the different people in our world. (Social Studies 4.5.3, 4.5.6) **True**

9. List as many literature genres as you can. (Reading 4.3.1)
   Fiction, nonfiction, fantasy, traditional, historical fiction, informational, biography,
   autobiography, poetry, contemporary realistic fiction.

10. What is your favorite genre of literature to read and why? (Writing 4.5.2)
    **Any genre is acceptable as long as they say why.**

11. Why are there multiple different genres of literature? (Writing 4.5.2)
    **There are multiple different genres of literature because every person is different and has
    different likes and dislikes. Authors write about what they want to share with others and
    readers read about what they enjoy knowing about.**

Read the following excerpt from Kira-Kira.

“Most days in southern Georgia were warm and humid. After school Lynn, some of the
other kids from the residence, and I used to lie about and stare at the clouds. If it were cool
enough, we would play dodgeball. At night before we went in for bed, the parents would sit on
the stoop and we children would either play or lie on our backs and watch the Milky Way.
Watching the sky was all Lynn’s idea. Just as Mr. Kanagawa was the leader of the fathers, Lynn
quickly became the leader of us kids. She was a big believer in watching the sky. She pointed
out that if beings from outer space ever came, they would probably want to talk to us. So we
should keep our eyes. Open.”
12. After reading this passage, how do you feel these girls felt about their home in Georgia? (Writing 4.5.2)

**They enjoy their home. They have fun with their friends and love being outside.**

Now after you read this passage I will give you background information on the book. The book is set in the 1950's and the main character and her system Lynn are both Japanese Americans, with their parents being born in Japan and moving to America.

13. Even though this book is set over 50 years ago and the characters are Japanese Americans, do you feel that these girls are much different from you and why? (Social Studies 4.5.3, 4.5.6) **They are not much different from me because they enjoy spending time with their friends, playing dodgeball and watching the sky. I also do all of these things.**
Pretest and Posttest Graphs

**Unit Pre Test Results**

- Pre Test results

**Pre Test Results: All Standards**

- Standard 5 SOCIAL STUDIES: Individuals, Society, and Culture
- Standard 5 WRITING: Applications, Different Types of Writing and Their Characteristics
- Standard 3 READING: Comprehension and Analysis of Literary Text

Students

Class Average

Class Average
Post Test Results

- Post Test results

Post Test Results: All Standards

- Standard 5
  SOCIAL STUDIES: Individuals, Society, and Culture

- Standard 5
  WRITING: Applications, Different Types of Writing and Their Characteristics

- Standard 3
  READING: Comprehension and Analysis of Literary Text

Students
Post Test Results: All Standards

- Standard 5
  SOCIAL STUDIES: Individuals, Society, and Culture

- Standard 5
  WRITING: Applications, Different Types of Writing and Their Characteristics

- Standard 3
  READING: Comprehension and Analysis of Literary Text
Student Project Graphs

Student Project, Part 1

Student Project, Part 2

Students

Students

Class Average
1. Unit Narrative

A. Accommodations: I included accommodations not only in the student projects, but also throughout the unit’s lessons. One of my main accommodations was in the range of literature that I chose for the lessons. Due to the structure of my unit, it was very important for the students to actually use and explore literature, however, since there is a wide range of student ability in the classroom, I chose books that fit this wide range. I used picture books without words (ex. Flotsam), I used picture story books intended for lower elementary levels (ex. The Story of the Milky Way), I used picture story books intended for upper elementary school levels (ex. Moses: When Harriet Tubman Led her People to Freedom) and I used novels that were around the 4th grade ability level (ex. Number the Stars). I also made accommodations for student ability levels in that when the students did group work I put the higher performance students in leadership positions, with the responsibilities of recording information and organizing the group, while lower ability students were able to listen and contribute to the group through discussion. Other accommodations I did for the entire group was supply the class with a list of alternative words to use instead of “said,” because I found they were using this word too much in their writing. As of student projects, my accommodations included accepting incomplete sentences from our two students with IEPs. Also, for the student project that had the students write stories, I helped both of the students with IEPs type their stories. This allowed the students to focus on the content of their story, rather than the actual process of typing.

B. Skills Learned: One real life, critical thinking skill the students learned about in this unit was the ability to learn about a person or culture through literature. Oftentimes children can misjudge or even be afraid of the unknown, but my unit aimed at showing students ways of exploring people that are not exactly like them. This skill of getting to know and understand people that are different is an important life skill because throughout their lives these students will be meeting many people that are not like them, and being open to listening and understanding what makes each person unique is important in not only succeeding in the business world, but in being a complete and well rounded person.

Another real life, problem-solving skill the students learned during this unit was the ability to share your life experiences with others in order to help others deal with the same problem.

Yet another real life, problem-solving skill the students learning during this unit was the skill of being able to find important information in informational texts. As the students progress through the grades they will be doing more and more research, and being able to take a book or website full of information and locate and understand only the part the students need is very important.
C. Instructional strategies:
summarizing and note taking
cooparative learning
nonlinguistic representations
identifying similarities and differences
questions, cues, and advanced organizers

D. Technology: The technology I used throughout my unit started with doing research and finding websites and also using the Ball State Library cardcat to find literature for the lessons. I also used technology when I used the overhead to work with filling out a story map. The students also used technology in my unit when they typed their genre stories.

2. Assessment Narratives
   A. Accommodations: When the students took the pretest and post-test I accommodated the two students with IEPs by reading the test to them and asking them questions to help trigger their knowledge. Also, while assessing the essays on the tests and also the journals, I was less strict on requiring these two students to use complete sentences.

3. Student Project Narratives
   A. Directions: The directions for the first student project were given to the students during the very first lesson of the unit. I explained what we would be doing in the unit and that each night the students would respond to a writing prompt in their journal that we constructed that day. Directions for the second student project were given toward the end of the unit. I explained that the students would be demonstrating their knowledge about one particular genre through writing a story. We discussed as a class the components of the project: the theme, story map, rough draft and final draft. Upon reflecting on the unit I decided that I should have presented the students with the rubrics for the student projects at the beginning of the unit. I believe that this would have motivated the students to try harder because they would have a specific goal to aim for.
   B. Connection to Standards: The student projects connected with both the reading standard of knowing the different genres and also the writing standard of responding and writing with explanation.
   C. Differing Student Abilities: The projects accounted for differences in students because in the journal entries the students were able to connect their writing to their own life experiences. In the story writing the students were able to display their differences in the genres they chose to write about and the direction their story took. I also did not give a required length, and encouraged higher performing students to write more.
   D. Real Life Applications: The projects engaged students in real-life applications in that the projects had to do with reflecting and appealing to an audience. Throughout
their educational careers and professional careers the students will need to be able to reflect on experiences and also express their feelings to a target audience.

E. Criteria: The criteria for the student projects were purveyed to the students through a discussion of the importance of reflecting upon literature and writing and reading about what is important to you.

4. Project Rubric Narratives

A. Project 1: Students will be keeping a journal throughout the unit in which they will write about specific writing prompts, reflecting on every genre and making connections between characters and themselves. Students were informed about this project during the first day of the unit and reminded at the end of every lesson to complete their journal entries.

Project 2: Students will choose their favorite genre and brainstorm writing topics with other students that chose the same favorite genre. Once deciding on a story topic and having it approved by the teacher, the students will begin filling out a story map for their story (I will have modeled using story maps in class). Once a student’s story map is complete they may begin writing their story. They will be going through the writing process of drafting, editing and publishing. Students were informed about this project toward the end of the unit when time could be spent solely on completing the project.

5. Evaluation of Student Learning Narratives

A. Pretest Scores: The average on the pretest was 45.83%, with scores ranging from 18.75% to 75%. These findings told me that the class as a whole did not know a lot about literature genres and how to apply them.

B. Pretest Scores Analysis: According to the pretest I saw that the class had a very difficult time with the vocabulary of the unit. Due to this realization, I emphasized the vocabulary very strongly throughout the lessons. I also noticed that almost all of the class was not able to draw connections with literature characters that were set in a different time period or were from a different culture. This had been one of my main goals: the ability to draw connections with characters that are not so different from ourselves. After looking at the pretests I knew that I had to emphasize this point even more than I had planned.

C. Project Analysis: The students performed quite poorly on the first part of the student project. This was partly my fault in that I did not collect and check the journal entries every day after completion. However, I reiterated the importance of the students’ dedication to the second project, and the students once again showed me how well they can excel.

D. Posttest Scores Analysis: The average of the post-test was 86.25%, with scores ranging from 75% to 100%, with one student being the outlier of scoring 31.25%. Overall, I was extremely pleased with the students’ performance. The students showed improvement and well rounded skills in all three of the targeted standards of the post-test.
E. Graphs: When looking at the graphs, it was obvious that the emphasis was placed on the different literature genres. The students went from knowing almost none of the vocabulary, to being equivalent to experts on the vocabulary and definitions. However, the post-test still showed a handful of students not making the connection between characters from other cultures and times with themselves, which had been one of my main goals.