**Rocking Fourth Grade**

*Teacher Notes Guide*

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| **Unit Overview** | |
| The learning process is challenging, yet extremely rewarding. Understanding how a student learns is powerful tool to help a student’s school year be successful. In this unit, students start their school year off by exploring how characters in the various Unit 1 Reading Street stories experience learning in order to grow; while exploring personal learning styles. Additionally, students will have the opportunity to familiarize themselves with classroom structures and demonstrate their writing abilities. | |
| **Common Core State Standards Addressed** | |
| ELA:  RI.4.2, RI.4.5, RL.4.1, RL.4.2, RL.4.3, RL.4.4, RF.4.4, RF.4.4a, RF.4.4c, W.4.2, L.4.1, L.4.1f, L.4.2a, L.4.2d, L.4.3b, L4.4a, L4.5c, L.4.6, **TECH.8.1.5.A.4,** TECH.8.1.5.B.CS2, TECH.8.1.5.D.CS2, WL.7.1.IM.A.C.3, WL.7.1.IM.A.C.5, WL.7.1.IM.A.C.6, WL.7.1.IM.A.1, MA.4.4.MD.B | |
| **Enduring Understandings** | **Essential Questions** |
| * Everyone has his or her own Learning Style. * Writing is a form of communicating * Specific tools and resources are necessary to help students throughout the school year * Classroom structures enable a classroom to run smoothly and to develop independence | * What are the different types of Learning Styles? * What tools and resources are necessary for a successful school year? * What are the different ways to be smart? * How does a rubric help you to self-assess? * How do we ensure that our school year provides the supports we need to succeed? |
| **21st Century Skills Addressed** | |
| *Core**Content and Interdisciplinary Themes*   * Subject Area Mastery   *Learning and Innovation*   * Critical Thinking and Problem Solving   *Life**and**Career*   * Flexibility and Adaptability * Initiative and Self-Direction * Social and Cross-Cultural Skills * Productivity and Accountability * Leadership and Responsibility | |
| ***Story Connections*** | |
| Because of Winn-Dixie  Opal takes time to learn about Miss Franny and makes the effort to find things they have in common. Students will create a Digital Interest Board (using a comic strip app) and use these to identify similarities with different classmates.  Lewis and Clark and Me  In this story, Lewis and Clark have to look for specific characteristics in an animal in order to be able to trust him on their long journey to discover new lands. Students will be asked to take a few Learning Styles inventories to learn about their specific styles and then share their findings with their classmates.  On the Banks of Plum Creek  The two girls describe themselves as very different personalities. Students will explore the multiple intelligences in order to discover their primary areas of smarts.  The Horned Toad Prince  Reba Jo does not take the time to get to know the toad, or to treat him nicely. As a result, she winds up losing out. The students will explore the negative consequences of only caring out the outside and treating people poorly. Students will review all of the information collected and make recommendations for ways the class and teacher can help support their learning in the classroom.  Letters Home from Yosemite  This story does not relate to the overall connections we have made, so we have decided to use this as a way to connect the different characters by asking the students which characters from the four other stories, they feel would enjoy visiting Yosemite and why. We also would like the students to use the overall structure of this nonfiction text, to write a brief overview of their learning during the unit. Students will practice using a rubric in order to assess their writing. | |