Georgia Performance Standards Framework for ELA Unit 5 – 4th Grade

Grade: 4
Topic: I Wonder Why? “Pourquoi?”
Instructional unit: Unit 5, Connecting the Reading and Writing Processes: Responding to Literature (in reference to Week 3 #1-5)
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The task:

1. Prepare a Science GPS Chart with the following headings for students: Weather, Ecosystems & Extinction, Astronomy, Solar System, Light, Sound, Motion. Orally share examples of your own ‘wonderings’ without categorizing, such as “I wonder why the ball falls back down when I toss it up so high?” ; “I wonder why there is lightning?” ; “I wonder why some mornings are foggy when I drive to school and some are not?” ; “I wonder why I am able to see myself in the mirror?”; and “I wonder why in the fall I see green leaves on trees and without knowing the exact day, I see brown and orange leaves?”

2. Uncover the GPS chart with your ‘wondering’ questions under each heading. Next, orally share at the end of your teacher ‘wonderings’. For example, “I think the leaves change colors because an old man’s eyes were hurting after so much green, so a little boy tried to help by painting the leaves a different color.” Explain to students that before all of the scientific knowledge and tools that we have today, thousands of years ago people from various cultures formulated their own ideas and explanations about natural phenomenon. These “Wondering Why” evolved into myths and “Pourquoi” tales.

3. Ask students to think about their ‘wonderings’ and make a list in their “idea” folder or notebook. In small groups, share their ‘wonderings’ with classmates and their own thinking as to “why.” With assistance from classmates, place their wonderings into one of the GPS categories.

4. At various times during Author’s Chair, the teacher will allow students to share their “wonderings and whys” and cue peers to classify where on the chart to place the wonderings.

Read aloud the myth of Zeus and how the myth tries to explain the electrical energy that occurs in weather patterns

5. Using a variety of cultural myths, set up cooperative groups for partner reading. Ask students to take notes on the culture, the main idea (myth) presented, interpretation of “why” for the natural phenomenon (foreshadowing clues).

6. Ask students to select one of their ‘wonderings’ from their chart to begin drafting a fictional myth of their own. They should be reminded to include a variety of sentences structures and sensory details in their piece.

7. Using their science text, the Internet browser, magazines, and other resources, locate facts about their fictional wondering. Rewrite their myth to reflect scientific data. A “T –Chart” graphic organizer can be used for FACT/FICTION.
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**Differentiation:**
- ELL or other students needing support during independent reading may use [www.starfall.com](http://www.starfall.com) under the “I’m Reading” Greek Myths with audio.
- Take students outdoors to make observations about nature. Permit them to choose one item that caused a “Wondering Why” and have them complete an answer to their question. Share their item and ‘wonderings’ with the class in Author’s Chair. Ask selected classmates to give a fictional answer. These ideas can serve as drafts for personal myths.

**Focus Standards:**
**ELA4W2** The student demonstrates competence in a variety of genres.
The student produces a response to literature that
a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.
b. Advances a judgment that is interpretive, evaluative, or reflective.
c. Supports judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge.
d. Demonstrates an understanding of the literary work (e.g., summary that contains the main idea and most significant details of the reading selection).
e. Excludes extraneous details and inappropriate information.
f. Provides a sense of closure to the writing.

**ELA4R1** The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational text.
For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:
a. Relates theme in works of fiction to personal experience.
b. Identifies and analyzes the elements of plot, character, and setting in stories read, written, viewed, or performed.
h. Identifies themes and lessons in folktales, tall tales, and fables.

For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:
a. Locates facts that answer the reader’s questions.
f. Summarizes main ideas and supporting details.
g. Makes perceptive and well-developed connections.

**Complementary Standards:**
**ELA4W3** The student uses research and technology to support writing. The student
a. Acknowledges information from sources.
b. Locates information in reference texts by using organizational features (i.e., prefaces, appendices, indices, glossaries, and tables of contents).
c. Uses various reference materials (i.e., dictionary, thesaurus, encyclopedia, electronic information, almanac, atlas, magazines, newspapers, and key words).
d. Demonstrates basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive).

**ELA4W4 The student consistently uses a writing process to develop, revise, and evaluate writing.**

**The student**

a. Plans and drafts independently and resourcefully.
b. Revises selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.
c. Edits to correct errors in spelling, punctuation, etc.

**Circumstances of the assignment/Notes to the Teachers:**

Decide ahead of time which books will serve as teacher Read Alouds representing different cultures and which media center books will serve as resources for students. An additional resource for this unit is located using Google (mythology@Web English Teacher, specifically the link to “Greek Mythology and the Forms of Energy”). Use children’s video classics to build schema, especially with ELL students.