

Lesson Plan – 4th Grade Gifted Language Arts
Lesson 1 – Novel Introduction and Concept of Change
From the Literary Reflections unit from the College of William and Mary
http://cfge.wm.edu/curr_language.htm

Objective: Student will be introduced to the concept of change.

Time: 40 minutes

Targeted Cognitive Skill: Analysis and Evaluation

Ohio Content Standards: 4th Grade Language Arts. *Reading Applications: Literary Text;* Identify and explain the defining characteristics of literary forms and genres, including poetry, drama, fables, fantasies, chapter books, fiction and non-fiction.

Materials: Change Model (Handout 2A); Large Paper and Markers; student copy of *The Secret Garden* by Frances Hodgson Burnett (homework).

Anticipatory Set: Brainstorm: Ask students what comes to mind when they think about change. What kind of things change? What is it about them that change? How do we know when something has changed?

Activities: Teacher explains to students that they will be reflecting on the concept of change. Students each take a piece of colored paper and find the other students with the matching paper (groups of 4 or 5). At each table is a sheet with discussion questions. In their groups, students discuss the questions and record their answers on the large paper.

Modeling: The teacher “thinks aloud” about changes that he or she has noticed and adds an idea to the whole class sheet.

Check for Understanding: The teacher will ask students to repeat what will be expected in the lesson. As the students begin their work, the teacher will rotate around the room to ensure that everyone is on task.

Closure: There will be a whole class discussion about change. Each group will contribute to the whole class sheet.

Evaluation: Group participation (cooperative effort); completed change model.

Homework: Students should read chapters one and two of *The Secret Garden*.

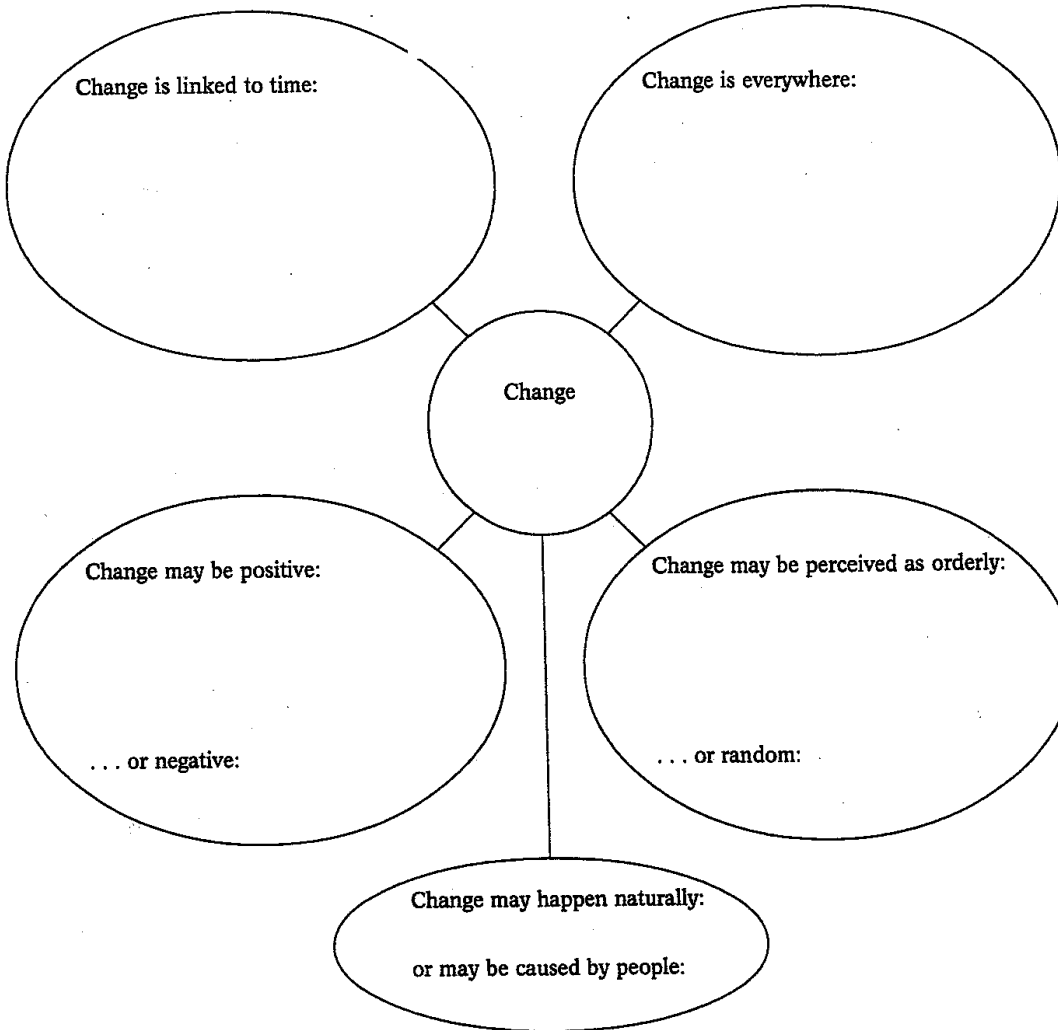


Change Model

(Handout 2A)

NAME: _____ DATE: _____

Develop a list of three–five examples for each of the following statements (generalizations) about change.



Group Questions: In your groups, answer the following questions and write your responses in marker on the large piece of paper.

1) What words come to mind when you think about change?

2) What kinds of things change? What is it about them that changes?

3) How do you know when something has changed?

Lesson Plan – 4th Grade Gifted Language Arts
Lesson 2 – Vocabulary Study
From the Literary Reflections unit from the College of William and Mary
http://cfge.wm.edu/curr_language.htm

Objective: Student will analyze the language of literature and explore new vocabulary words.

Time: 45 minutes

Targeted Cognitive Skill: Analysis and Evaluation

Ohio Content Standards: 4th Grade Language Arts. *Acquisition of Vocabulary, contextual;* Determine the meaning of unknown words by using a variety of context clues, including word, sentence and paragraph clues.

Materials: Word Sort Activity (Handout 4A); “Dream Deferred” by Langston Hughes, Vocabulary Web (Handout 4B)

Anticipatory Set: “Now just imagine that you travel to a land far away, and the gray-bearded king of the land says “you may have all of the treasures in my kingdom if you can tell me how many kinds of words there are.’ The king then looks down to the green valleys far, far below, and an icy wind comes down from the frozen peaks above, and blows through your hair. What would you say? There are thousands and thousands of words in the dictionary. Are there thousands of kinds of words? Are there hundreds of kinds of words?” (Literary Reflections Teachers Guide p. 56)

Activities: Teacher explains to students that they will be studying grammar throughout the unit as a way of thinking about language. Discuss why it is important to study language and what we may investigate. Teacher gives students the “Word Sort Activity” and has them cut out the words to sort into categories. Student are told to put the words

into stacks and to consider why they grouped them in a certain way. Students then read “A Dream Deferred” and complete the Vocabulary Web (4b)

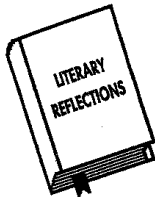
Modeling: The teacher “thinks aloud” about how he/she would categorize the words. Then, teacher shows step two of the activity by completing the Vocabulary Web using a simple word.

Check for Understanding: The teacher will ask students to repeat what will be expected in the lesson. As the students begin their work, the teacher will rotate around the room to ensure that everyone is on task.

Closure: There will be a whole class discussion about the categorization. Students will then try to name the eight parts of speech. The teacher briefly will explain the function of each and see if any students categorized their words based on parts of speech.

Evaluation: Individual participation

Homework: Students should read chapters three and four of *The Secret Garden*. Each student should find one unfamiliar word and complete the Vocabulary Web (Handout 4B). Bring to class to share.



Word Sort Activity

(Handout 4A)

NAME: _____ DATE: _____

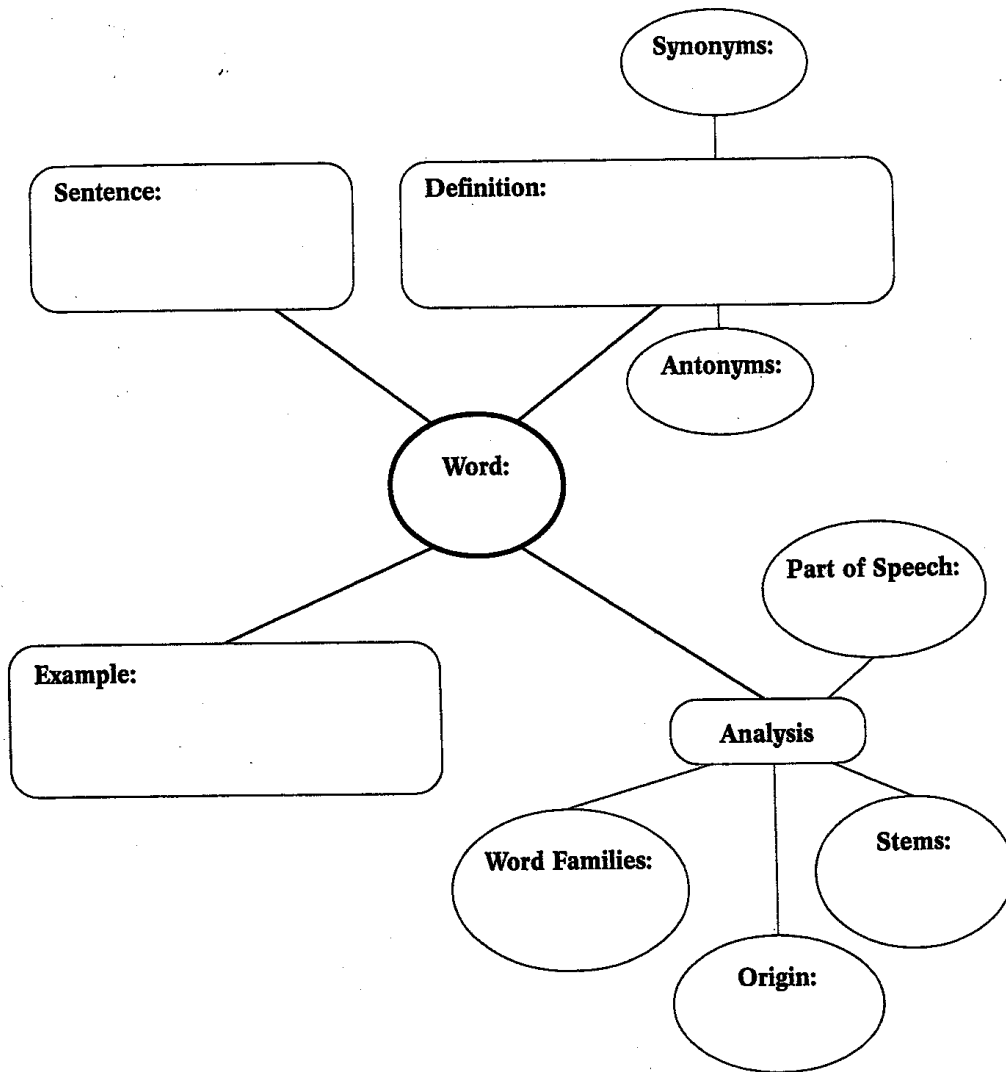
SELL	CLOSET	NOR	WORD
ANXIOUS	READ	CHAIR	AND
SAY	ANGRY	PERSON	SAD
BUT	EXCITABLE	YO	SUN
MAKE	AT	LEARN	COLOSSAL
SO	VERY	IN	FROM
SLOWLY	WEARILY	AHA	HE
SHE	IT	TOO	OH
WOW	THEY	CLUMSILY	WE
BY	TO	OR	OUCH



Vocabulary Web

(Handout 4B)

NAME: _____ DATE: _____



Lesson Plan – 4th Grade Gifted Language Arts
Lesson 3 – Genre
From the Literary Reflections unit from the College of William and Mary
http://cfge.wm.edu/curr_language.htm

Objective: Student will learn about the elements of fiction and will begin their own work of fiction.

Time: 45 minutes – 3 class periods to complete pre-write/revision and rewrite/final

Targeted Cognitive Skill: Analysis and Synthesis

Ohio Content Standards: 4th Grade Language Arts. *Writing Process*; Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.

Materials: Hamburger Model; Printout - Elements of fiction from:

<http://www.keyelements.netfirms.com/>; BARE book: <http://www.barebooks.com/>

Anticipatory Set: Ask students to recall a fictional story they recently read. Discuss the Secret Garden and have students summarize what they have read so far. Tell them that they are going to be authors today.

Activities: Teacher explains to students that they will be using the Hamburger Model to write their work of fiction. Whole class: review elements of fiction and outline on a poster at the front of the class. Independent: Students complete the Hamburger model pre-write activity. Each student will put the final printed product in the BARE book.

Modeling: The teacher “thinks aloud” about how he/she will complete the Hamburger model with a simple story.

Check for Understanding: The teacher will ask students to repeat what will be expected in the lesson. As the students begin their work, the teacher will rotate around the room to ensure that everyone is on task.

Closure: Think Pair Share: Students will turn to a peer and share how they have organized their story. Based on what is on the Hamburger model, the peer will attempt to re-tell the story. Students should fill in the gaps for any missing information.

Evaluation: Individual participation

Homework: Students will write the rough draft of their fictional story.

Hamburger Model is found at: http://cfge.wm.edu/curr_language.htm

Lesson Plan – 4th Grade Gifted Language Arts
Lesson 4 – Persuasive Writing
From the Literary Reflections unit from the College of William and Mary
http://cfge.wm.edu/curr_language.htm

Objective: Student will write a persuasive writing piece.

Time: 60 minutes –

Targeted Cognitive Skill: Synthesis and Evaluation

Ohio Content Standards: 4th Grade Language Arts. *Writing Applications*; Write responses to novels, stories and poems that include a simple interpretation of a literary work and support judgments with specific references to the original text and to prior knowledge.

Materials: Hamburger Paragraph Structure (Handout 8B); Standards of Reasoning (Handout 8C)

Anticipatory Set: Begin by telling students that there is an issue at school that needs their consideration. Examples are: school uniforms, required summer reading, elimination of free play at recess. Ask them for their opinions and begin to record reasons.

Activities: Teacher explains to students that they will be using the Hamburger Paragraph Structure to write their opinions. Remind them that the hamburger structure alone does not guarantee a strong persuasive paragraph. Students need to look carefully at the information and reasons that make up the ideas in the paragraph. Share the Elements of Reasoning handout with the students. Explain that these can help us think and argue better and that we will be paying closer attention to them during writing. Students will respond to the following writing prompt: You have \$25 that your

grandmother gave you for your birthday. You are trying to decide whether to spend it on a book or put the money in the bank.

Modeling: The teacher “thinks aloud” about how he/she will answer the prompt. The teacher will go through the questions on the Elements of Reasoning sheet.

Check for Understanding: The teacher will ask students to repeat what will be expected in the lesson. As the students begin their work, the teacher will rotate around the room to ensure that everyone is on task.

Closure: Once around the room – the teacher will ask each student for their decision and two supporting ideas. The answers will be recorded on the board.

Evaluation: Teacher evaluation (rubric).



Self-Assessment for Writing

(Handout 6E)

NAME: _____ DATE: _____

ASSIGNMENT: _____

Directions: Grade your own writing. For each sentence below, circle the choice that describes your writing best.

- | | | | |
|---|-------------------|--------------|-----------|
| 1. My main idea is clear. | Needs Improvement | Satisfactory | Excellent |
| 2. My details support the main idea. | Needs Improvement | Satisfactory | Excellent |
| 3. My ideas flow smoothly and orderly. | Needs Improvement | Satisfactory | Excellent |
| 4. The hamburger paragraph structure is clear (introduction, body, conclusion). | Needs Improvement | Satisfactory | Excellent |
| 5. My vocabulary is rich and varied. | Needs Improvement | Satisfactory | Excellent |

MY WRITING IS STRONG IN THESE WAYS:

MY WRITING COULD BE IMPROVED IN THESE WAYS:

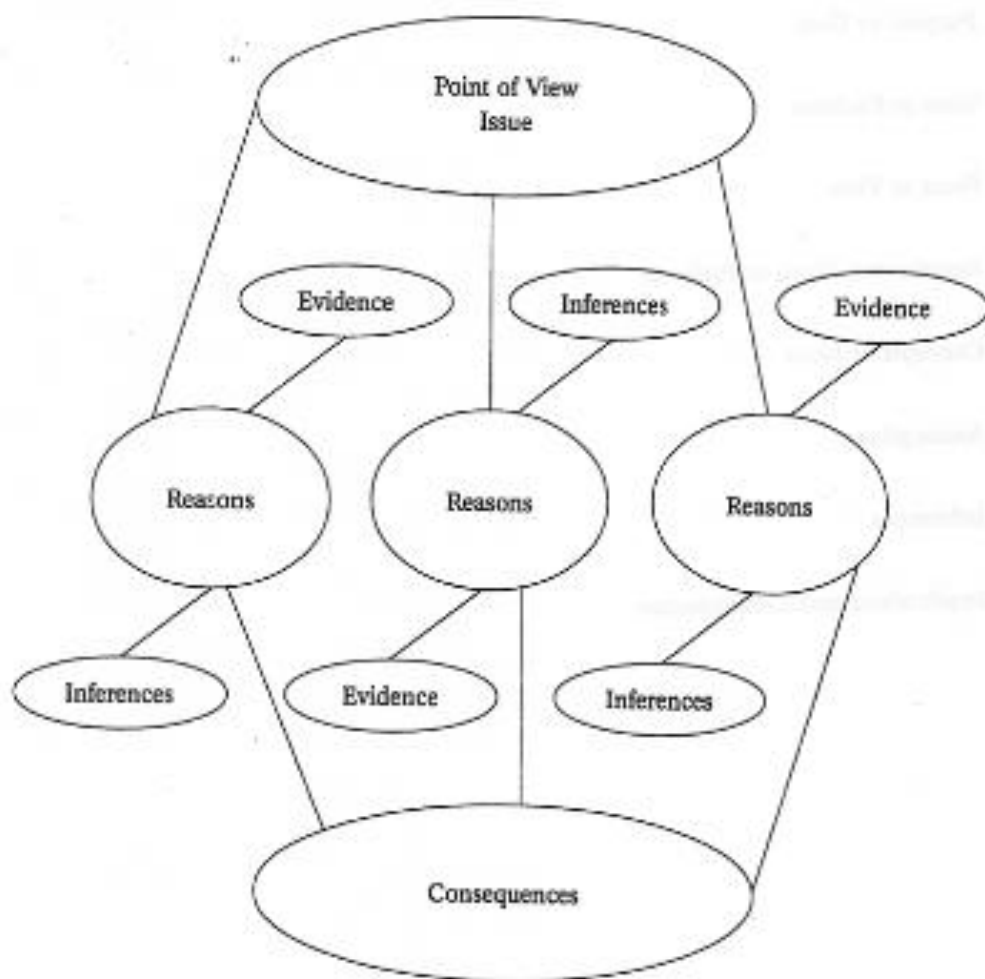


Hamburger Paragraph Structure

(Handout 8B)

NAME: _____

DATE: _____





Standards of Reasoning

(Handout 8C)

NAME: _____ DATE: _____

- ▼ Are there **enough reasons** to make a convincing argument? One or two reasons might not be enough to show your point of view well enough to be fully understood.
- ▼ Is the evidence **correct or right**?
- ▼ Are the reasons **clear**? Is the meaning understandable by anyone who reads this? Are they explained well, or is more information needed?
- ▼ Are **specific reasons** or examples included rather than **vague generalizations**?
- ▼ Are the arguments and reasons **strong and important**? or do they seem to be included just to have something to say?
- ▼ Is the thinking **logical**? Does the paragraph follow an understandable path or is it just a disconnected group of statements? Do the sentences seem to go together and to be in the right order?