

# SAUSD 4<sup>th</sup> Grade Common Core Lesson Planner



<b>Unit: 4</b>  <b>Lesson: 4</b> Performance Task	<b>Grade 4</b> <b>Level/Course:</b> <b>The Big Wave</b>	<b>Duration: 1-2 days</b> (Day 10)
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<p><b>Big Idea:</b> Resourcefulness, courage, and support can enable us to deal with life’s challenges.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What basic needs must be met for people to survive?</li> <li>• What part do others play in our survival?</li> <li>• How can we gain knowledge through the survival stories of others?</li> </ul>
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<b>Common Core and Content Standards</b>	<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections including formatting, illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases.</p> <p>d. Use precise language and domain specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>RL.4.1, RL.4.2, RL.4.3; RI.4.1, RI.4.2, RI.4.3, RI.4.7, RI.4.8, RI 4.9; W4.1, W4.5, W4.8, W4. 9 ; L4.1a-g; L4.2a-d, L4.3a, c</p>
<b>Materials/ Resources/ Lesson Preparation</b>	<p>Circle Map in Student Journal</p> <p>Video on “Boat of Hope”</p> <p>Article in Student Journal: Surviving the Tsunami</p>

<b>Objectives</b>	<p><b>Content:</b> Students will gain understanding and write about how people provide <b>physical</b> and <b>emotional</b> support by reading several texts and viewing a video.</p>	<p><b>Language:</b> Students will cite, interpret, and integrate evidence to compose an essay.</p>
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<b>Depth of Knowledge Level</b>	<p><input type="checkbox"/> Level 1: Recall                      <input type="checkbox"/> Level 2: Skill/Concept</p> <p><input type="checkbox"/> Level 3: Strategic Thinking      <input type="checkbox"/> Level 4: Extended Thinking</p>
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<b>College and Career Ready Skills</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Demonstrating independence</li> <li><input type="checkbox"/> 2. Building strong content knowledge</li> <li><input type="checkbox"/> 3. Responding to varying demands of audience, task, purpose, and discipline</li> <li><input type="checkbox"/> 4. Comprehending as well as critiquing</li> <li><input type="checkbox"/> 5. Valuing evidence</li> <li><input type="checkbox"/> 6. Using technology and digital media strategically and capably</li> </ul>
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	<input checked="" type="checkbox"/> 7. Coming to understand other perspectives and culture
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Common Core Instructional Shifts	<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input type="checkbox"/> Regular practice with complex text and its academic vocabulary
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Academic Vocabulary	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
PROVIDES TEACHER SIMPLE EXPLANATION	shockwaves triggered	frantic dash
STUDENTS FIGURE OUT THE MEANING	urged horrific scene unfolding engulfed	miraculously

Pre-teaching Considerations	Reading of The Big Wave Circle Map on Physical and Emotional Support for Jiya (lesson 3)
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**Lesson Delivery**

Instructional Methods	<b>Check method(s) used in the lesson:</b> <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection
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Lesson Continuum

Preparing the Learner	<p>Say: <i>Today you will write about what you have learned about giving support to survivors of a natural disaster. Before we begin, we will review the circle map on the support given to Jiya after the Tsunami. (lesson 3)</i></p> <p>Review the circle map, making sure students have written the <b>physical</b> and <b>emotional</b> help. Have students discuss why both types of support are important for human survival.</p> <p>Introduce Pg. ___ in the student journal. Have students read the prompt and clarify any misunderstandings. Make sure students understand that they will integrate the information from all 3 texts to answer the prompt.</p>
Interacting with the Text/Concept	<p><b>Reading the Text:</b></p> <p>a. Students read “Surviving the Tsunami”. You may read the text with them as they only have one day to complete the essay. Clarify any misunderstandings if necessary.</p> <p>b. Students must go back and underline evidence on their own of how support was given to people to survive the disaster. They can take notes on their prompt paper in the space provided.</p> <p><b>Viewing “Boat of Hope”:</b></p> <p>a. View the video unencumbered. Then go back and view it again, clarifying where necessary.</p>



	<p>b. Student can take notes on how support was provided to help people survive on the prompt paper in the space provided.</p>								
<p><b>Extending Understanding</b></p>	<p><b>Integrating and clustering the evidence from all texts on the tree map</b></p> <p>a. On their own, students must gather all the evidence that supports how people helped others with <b>physical</b> support from any of the texts. Make sure they cite the text (titles of text or video) when they write it on the tree map.</p> <p>b. Then they must gather all the evidence where <b>emotional</b> support was given. Make sure they cite the text (titles of text or video) when they write it on the tree map.</p> <p><b>Writing the essay</b></p> <p>a. Have students review the rubric checklist for what needs to be in the essay.</p> <p>b. Students can use their own tree map, but it might not be necessary as they grouped ideas on the tree map. They just need to know that they need an opening paragraph, 2 main paragraphs about physical and emotional support, and a closing statement. You can draw it on the board:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Opening</div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Support #1 Physical</td> <td style="width: 50%; padding: 5px;">Support #2 Emotional</td> </tr> <tr> <td style="padding: 5px;">_____</td> <td style="padding: 5px;">_____</td> </tr> <tr> <td style="padding: 5px;">_____</td> <td style="padding: 5px;">_____</td> </tr> <tr> <td style="padding: 5px;">_____</td> <td style="padding: 5px;">_____</td> </tr> </table> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Closing</div> <p>c. Students will write their essay and review for revising and editing. The district rubric for writing informational text is available on the website for scoring.</p>	Support #1 Physical	Support #2 Emotional	_____	_____	_____	_____	_____	_____
Support #1 Physical	Support #2 Emotional								
_____	_____								
_____	_____								
_____	_____								

**Lesson Reflection**

<p><b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b></p>	
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