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| **Objectives**  Unit 3:  Animals Are Characters, Too  **4**  **==** | **Key Vocabulary** | **Additional Required Components**  **Essential Questions:**   1. How are animals portrayed in writing? 2. How do questions guide my research? | **Required Assessments** | **Resources** |
| 1. Find similarities and differences in how animal characters are portrayed in fiction. 2. Write a story with vivid details and well developed characters. 3. Read informational texts about a topic, (e.g., animals) and compare the factual information with fictional portrayals. 4. Compare print and film versions of stories (ex: *The Black Stallion*). 5. Develop a research plan, including brainstorming a list of questions that will need to be ordered. 6. Research a topic, using at least two sources, and compile the information into a usable format. 7. Write a detailed report on the animal of their choice. 8. Explain the meaning of common idioms, adages, and proverbs. 9. Apply rules for properly punctuating dialogue. 10. Choose words that convey ideas precisely. | **Character Traits**  **Figurative Language**  **First Person Narration**  **Generalization**  **Literature**  **Metaphor**  **Narration**  **Personification**  **Portrayal**  **Simile**  **Third Person Narration** | **Mini-Lessons**  L.4.2, L.4.2b, L.4.3, L.4.3a, L.4.5, L.4.5b  **What If…**  **Animal Generalizations Chart**  (RL.4.3, SL.4.1, a, b, c, & d)  **Animals in Literature**  **Characters that Gallop Bark & Squeak Matrix**  (RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RF.4.4a, RF4.4b, SL.4.1, SL.4.1a, SL.4.1b, SL.4.1c,  & SL.4.1d)  **Mechanics Mini-Lesson**  (L.4.2, L.4.2a, L.4.2b)  **Animal Facts Matrix**  (RI.4.4, RI.4.3, RI.4.4, RI.4.7, RI.4.9 , RF.4.4, RF.4.4a, SL.4.1, SL.4.1a, SL.4.1b, SL.4.1c,  & SL.4.1d)  **Compare/Contrast**  **Film & Print Versions**  (RL.4.5, RL.4.7)  **Figurative Language T-Chart**  RL.4.1, RF.4.4, RF.4.4a, RF.4.4b, L.4.5, L.4.5a, L.4.5b, L.4.5c, & L.4.6  **Mechanics / Grammar Wall**  (L.4.1, L.4.2, L.4.3)  **Vocabulary / Word Wall**  (L.4.4, L.4.4a, L.4.4b, L.4.4c) | **Animal Portrayals**  **Reality vs. Fiction**  **H Chart**  RL.4.1, RI.4.1, W.4.9, W.4.9a, W.4.9b  **Informational Essay**  **Animal Report**  RI.4.7, RI.4.9, W.4.2, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.2e,W.4.4, W.4.5, W.4.7, W.4.8, L.4.1, L.4.2, L.4.2a, L.4.2c, L.4.2d, L.4.6  **Animal Tale**  **Narrative Writing**  W.4.3. W.4.3a, W.4.3b, W.4.3c, W.4.3d, W.4.3e, W.4.4, W.4.5, L.4.1f, L.4.2, L.4.2a, L.4.2b, L.4.2c, L.4.2d, L.4.3 | **Exemplar Text:**  “The Black Stallion” by: Walter Farley  “A Bird Comes Down the Walk” by: Emily Dickinson  “Horses” by: Seymour Simon  **Other Texts:**  “Because of Winn Dixie” by Kate DiCamillo |
| **I Can Statements** |
| 1. I can analyze the way in which animal characters are portrayed in literature. 2. I can write a story with vivid descriptions and well-developed characters. 3. I can compare and contrast different versions of the same story. 4. I can develop a research plan (including questions) that will guide my investigation. 5. I can use more than one source to find information. 6. I can paraphrase information found to use in my report. 7. I can write an informational report. 8. I can cite the sources I used. 9. I can explain the meaning of idioms, adages, and proverbs. 10. I can correctly use quotation marks and commas when writing dialogue. 11. I can choose words that help my audience see what I am describing. 12. I can revise my writing by improving my word-choice. |