

# Unit 1: Natural Disasters

How do natural disasters affect people?

## Unit 1- Shared Reading

### STAGE 1: DESIRED LEARNING

**Essential Question:** How do natural disasters affect people?

**Essential Understanding:** Students will explore natural disasters to learn more about the risks that may occur in different places around the world based on the geography, climate, and human-influenced factors such as climate change. Students will rank the level of danger that they think relates to different types of natural disasters at the beginning, middle, and end of this unit to see how their thinking has changed over time after learning more about different types of natural disasters.

Students will focus on natural disasters that occur due to changes beneath the Earth, including earthquakes and volcanoes, natural disasters that occur near water, including tsunamis and flooding, and natural disasters that occur due to extreme weather including tornadoes, blizzards, and hurricanes. Students will consider the causes of each type of natural disaster to compare and contrast the dangers posed by each type of disaster.

Students will read informational texts (including articles, maps, and other text passages) to gather information about natural disasters. They will read with a purpose in order to identify the main idea of informational texts and will gather and cite text evidence to support their own understanding of natural disasters.

Mid-unit, students will explore a novel study using a paired text to learn what it would be like to experience a natural disaster through reading Lauren Tarshis' "I Survived Hurricane Katrina, 2005," both in a traditional novel format as well as a graphic novel format. Students will compare and contrast how authors and illustrators tell stories using different formats and will consider which format they enjoy most as a reader and the elements of a text that support their enjoyment.

Finally, students will incorporate academic vocabulary terms related to natural disasters through daily vocabulary exploration that includes key terms related to natural disasters and key terms related to the "I Survived" text to support their understanding of both informational texts and literature. Students will also dive deeper into noticing elements of words through word study activities that are included within each inquiry. Word study topics include: syllable types, using morphemes to learn about word meanings, Latin roots, and suffixes. Students will continue exploring elements of words throughout 4th grade to support their understanding of academic vocabulary and to help them see connections between key terms throughout the year.

### STAGE 3: THE LEARNING PLAN

The Learning Plan in Stage 3 provides a detailed explanation of the work that happens on a day to day basis to get students to the Essential Question, Essential Understandings, and standards outlined in Stage 1. The expectation is that all inquiries are taught in the order that they are written.

## Unit 1 Inquiry Overview

Inquiry #	Inquiry Question	# Sessions
<b>Inquiry 1</b>	What makes something a disaster? ¿Qué hace que algo sea un desastre natural?	<b>4 Sessions</b>
<b>Inquiry 2</b>	Where can natural disasters occur? ¿Dónde pueden ocurrir los desastres naturales?	<b>3 Sessions</b>
<b>Inquiry 3</b>	How do tectonics plates cause natural disasters? ¿Cómo las placas tectónicas causan desastres naturales?	<b>3 Sessions</b>
<b>Inquiry 4</b>	How dangerous are natural disasters that happen near bodies of water? ¿Qué tan peligrosos son los desastres naturales que ocurren cerca de cuerpos de agua?	<b>3 Sessions</b>
<b>Inquiry 5</b>	How dangerous are weather-related natural disasters? ¿Qué tan peligrosos son los desastres naturales relacionados con el tiempo?	<b>3 Sessions</b>
<b>Inquiry 6</b>	How does climate change affect natural disasters? ¿Qué efecto tiene el cambio climático en los desastres naturales?	<b>3 Sessions</b>
<b>Inquiry 7</b>	How did people start preparing for Hurricane Katrina? ¿Cómo empezó la gente a prepararse para el huracán Katrina?	<b>5 Sessions</b>
<b>Inquiry 8</b>	How did the broken levees worsen Hurricane Katrina's devastation? ¿Cómo los diques rotos empeoraron la devastación del huracán Katrina?	<b>5 Sessions</b>
<b>Inquiry 9</b>	Was the hurricane the real danger? Why? ¿Era el huracán el verdadero peligro? ¿Por qué?	<b>5 Sessions</b>
<b>Inquiry 10</b>	How did Hurricane Katrina change people's lives? ¿Cómo cambió la vida de las personas el huracán Katrina?	<b>5 Sessions</b>
<b>Inquiry 11</b>	How do natural disasters affect people? ¿Cómo afectan los desastres naturales a las personas?	<b>3 Sessions</b>
<b>Total Sessions</b>		<b>42 Sessions</b>

# Unit 1: Natural Disasters

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## Unit 1- Shared Writing

### STAGE 1: DESIRED LEARNING

**Essential Question:** How do natural disasters affect people?

**Essential Writing Tasks:** This unit includes three writing tasks for students to explore three genres of writing: narrative, opinion, and research.

*Narrative:* Students will work to develop a narrative paragraph to tell a story about an experienced inconvenience or disastrous situation. Students will develop an understanding of the differences between an inconvenience and a disaster during Inquiry 1 within shared reading and this task is intended for students to apply what they have learned through writing.

*Opinion:* Students will work to develop an opinion paragraph that states which natural disaster they consider to be the most dangerous and explain their reasoning. This task includes an introduction to research as students will need factual information about their selected natural disaster to support their opinion. Students will learn about different natural disasters during shared reading and this task is intended for students to apply what they have learned about natural disasters and make a choice as to which they consider the most dangerous.

*Research:* Students will work to develop a paired text that includes a 1-2 paragraph research essay and a comic strip that both inform their reader about a type of natural disaster and how people may try to stay safe during the disaster situation. Students will be reading a traditional text and graphic novel version of "I Survived Hurricane Katrina: 2005" during their novel study portion of Unit 1 in shared reading to experience a paired text through a reader's lens, and this task is intended for students to experience developing a paired text through a writer's lens and consider how the same topic can be presented to a reader through different modes of text.

**Looking Back:** Throughout 3rd grade students worked to write a developed paragraph that included an opening statement, details about a topic, and a closing statement. Students continued to work within the writing process (brainstorming, planning, drafting, revising, and presenting) in order to develop their ideas and elaborate on their topics in writing. Students worked to develop their writing within three genres (narrative, opinion, and research) during 3rd grade and were introduced to authors' styles and purposes within each genre of writing. Writing instruction within 3rd grade included teacher modeling, shared writing to develop pieces as a whole group, and time for students to develop their independent writing craft following the writing process.

**Looking Ahead:** Students will continue to develop their writing in all three genres: narrative, opinion, and research, throughout 4th grade. Each unit in 4th grade includes opportunities for students to write a piece using each genre of writing. One genre will be a larger focus per unit for students to have more time to work with that type of writing within a larger task, and the remaining two genres will be within shorter tasks so that all genres spiral throughout 4th grade units. Written tasks will incorporate content students learn through shared reading units so that they can apply what they have read through writing.

4th graders will be working toward writing multi-paragraph pieces that include appropriate opening and closing statements, include details and examples that support a main idea, and incorporate conventions and grammar. All units will include daily mini lessons using Patterns of Power so that conventions and grammar become a daily routine for

students to notice correct usage of conventions and grammar within exemplar texts and begin to transfer those components into their own writing through guidance from teachers and daily writing tasks.

**Connection to Technology:** 4th grade students will first begin learning traditional keyboarding skills to support them in longer written tasks using technology. Since students will have only begun learning keyboarding during the first part of the school year, students will be offered the choice to type one of their written pieces during this unit as a way to practice their typing skill set and publish their work digitally. If students are not ready to type a written piece they may be offered the option to handwrite at this time and may try typing a final draft during a later unit.

Students may also use Book Creator as a tool to help develop a short graphic piece about a selected natural disaster. Book Creator is a tool that was introduced to students in primary grades that they may have previously used to support their writing tasks. Teachers should reach out to the district technology coaches with questions to support students in using Book Creator.

## STAGE 3: THE LEARNING PLAN

The Learning Plan below gives a detailed explanation of the work that happens on a day-to-day basis to get students to the Essential Question, Essential Writing Tasks, and learning standards outlined in Stage 1. The expectation is that all writing tasks are taught and in the order outlined in Stage 3.

### UNIT 1 PLANNER

<b>Writing Task 1</b>	<p><b>Narrative</b> Have you ever experienced a disaster? / <i>¿Alguna vez has experimentado un desastre?</i></p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p><b>Patterns of Power Conventions Lessons</b></p> <ul style="list-style-type: none"> <li>● Capitalize proper nouns to show the names of people, places, and things.</li> <li>● Use appropriate punctuation at the end of sentences.</li> </ul>	<b>10 Sessions</b>
<b>Writing Task 2</b>	<p><b>Opinion</b> What is the most dangerous natural disaster? Why? / <i>¿Cuál es el desastre natural más peligroso? ¿Por qué?</i></p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p><b>Patterns of Power Conventions Lessons</b></p> <ul style="list-style-type: none"> <li>● Use verbs to show action</li> <li>● Use verbs to show time: past, present, and future</li> </ul>	<b>10 Sessions</b>
<b>Writing Task 3</b>	<p><b>Research</b> Create a paired passage (traditional essay and comic strip) to teach about a natural disaster and ways to prepare / <i>Crear un pasaje emparejado (ensayo tradicional y tira cómica) para enseñar sobre un desastre natural y maneras de prepararse.</i></p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p><b>Patterns of Power Conventions Lessons</b></p> <ul style="list-style-type: none"> <li>● Simple sentences have a noun and a verb</li> <li>● Nouns and verbs in a sentence need to match</li> <li>● Use commas and quotation marks to show dialogue</li> <li>● Prepositions tell where things are located</li> </ul>	<b>22 Sessions</b>
<b>Total Sessions</b>		<b>42 Sessions</b>

