

Grade 4 Module 2

Come to Your Senses

Essential Question: How do people and animals use their senses to navigate the world?

Overview

Reading Overview: In this module, students will listen to, read, and view a variety of texts and media that present them with information about the five senses. A genre focus on informational text provides students with opportunities to identify central ideas, text and graphic features, and media techniques in order to better understand unfamiliar texts. Students will also encounter a personal narrative and historical fiction to build knowledge across genres. As students build their vocabulary, and synthesize topic knowledge, they will learn that our senses are powerful tools that help us experience the world in exciting ways.

Writing Overview: Students will write a description about an animal they think is amazing as they make connections to a topic and theme, identify central ideas, and recognize a pattern of organization in a text.

Connection: The Five Senses (Science)

Inquiry and Research Project: Over the next few weeks, Students will work in groups to create an advertisement for a sensory invention and then present their advertisement to the class. Focus students' thinking by asking the question: What invention might be helpful to people or animals who have challenges with using one of their five senses?

Background: Explain to students that a sensory disability is a condition in which a person or animal is unable to fully experience one of the five senses, such as sight or sound. Have students share possible challenges one might have if they cannot fully experience each of the five senses.

Goal: Students will be able to come up with an invention that will help people who have a sensory disability.

Module 1 Essential Question: How do people and animals use their senses to navigate the world?

Week 1				Vocabulary			
				Big Idea Words: perception, aroma, distinguish, tactile (Lesson 1) 4L6			
				Critical Vocabulary: luminous, transparent, reflect, illuminates, judge (Lessons 2 & 3) 4R4			
				Generative Vocabulary: Latin Root <i>lumin</i> (Lesson 4) 4L4b *			
				Vocabulary Strategy: Multiple-Meaning Words (Lesson 3) 4L4a , 4L4c *			
Reading				Writing			
Required Resources		Priority Skills & Instructional Vocabulary		Required Resources & Instructional Vocabulary		Priority Skills	
<i>What Are the Five Senses?</i>		Module Launch		Description		Informational Text: Description	
<i>The Science Behind Sight</i>		Central Idea: central idea, details 4R2		<i>Apex Predators</i>		Priming the Students (Make connections-Amazing creatures live in this world) 4SL1b , 4SL1c p. W18	
		Read for Understanding: Summarize 4R2 , 4R3		Instructional Vocabulary: text structure, description, freewriting, main idea, detail		Priming the Text: Focal Text 4W6 p. W19	
		Close Read				Vocabulary 4L3a , 4L5c p. W21	
		Text and Graphic Features: diagrams, graphic features, text features 4R7 *				Prewriting I: Preparing to Write (Think about an animal students think is amazing, Identify task, audience, and purpose) 4W2 p. W22	
		Text Structure: text structure, comparison/contrast, cause/effect, sequence, problem/solution 4R5 *				Prewriting II: Choosing a Topic (Explore the topic with freewriting) 4W2 p. W23	
		Content Area Words: content-area words, context clues, domain 4R4 *				Prewriting III: Identifying Details (Identify audience and purpose, Create a details web) 4W2 p. W24	
		Bold means priority skill – teach with more depth				<i>Grammar</i> p.W226-228*, W334, W230 4L1 , 4L2	
		*Means assessed at end of week or end of module				Bold means priority skill – teach with more depth	
						*Means assessed at end of week or end of module	

Foundational Skills	Communication
Decoding: Short and Long o Spelling: Words with Short and Long o Fluency: Accuracy and Self-Correction 4RF3a	Listening Comprehension: Teacher Read-Aloud: The Man Who Climbed Everest p. T162-165 Research and Media Literacy: Gather Information p.T180 4W7

Week 2	Vocabulary		
	Critical Vocabulary: relish, familiar, savor, enhance, (Lessons 6 & 7) accepted, obstacles, command, denying, adapt, comfort (Lessons 8 & 9) 4L6		
	Generative Vocabulary: Suffixes <i>-ness, -ment</i> (Lesson 10) 4L4b *		
	Vocabulary Strategy: Multiple-Meaning Words (Lesson 9) 4L4a , 4L4c *		
	Reading	Writing	
	Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary
			Priority Skills
	<i>Animal Senses</i> <i>Blind Ambition</i>	Read for Understanding Ask and Answer Questions: domain 4R1 Close Read Media Techniques: digital text, media, sound elements, visual elements 4R7 Figurative Language: figurative language, idiom, metaphor, simile 4R4 , 4L5b , 4L5a * Text Structure: text structure, author's purpose, comparison/contrast, cause/effect, sequence, problem/solution 4R5 * Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Description <i>Apex Predators</i> Instructional Vocabulary: conclusion Informational Text: Description Drafting I: Beginning the Draft (Develop an Engaging Idea) 4W2 p. W25 Drafting II: Integrating Descriptive Language (Identify descriptive language) 4L3a , 4W2 p. W26 Drafting III: Completing the Draft (Refine an introduction, write a conclusion) 4W2 p. W27 Revising I: Integrating Grammar and Punctuation (Vary sentence types) 4W2 p. W28 Revising II: Conferencing (Discuss drafts with peers) 4W2 p. W29

Week 3	Vocabulary		
Critical Vocabulary: absurd, taunt, forfeit, despised, ferocious, elaborately, coveted (Lessons 11, 12 & 14) 4L6 Generative Vocabulary: Suffixes -y, -ly (Lesson13) 4L4b * Vocabulary Strategy: Context Clues (Lesson 12) 4L4a			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>The Game of Silence</i>	Read for Understanding Visualize: visualize 4R3 Close Read Plot: climax, conflict, falling action, plot, resolution, rising action 4R3 * Figurative Language: figurative language, metaphor, sensory word, simile 4R4 * Author's Craft: author's craft, voice 4R4 * Module Wrap Up: Making Connections 4R9 Performance Task: Expository Essay 4R1 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Description <i>Apex Predators</i> Instructional Vocabulary:	Informational Text: Description Revising III: Adding Descriptive Details 4L3a , 4L5c p. W30 Editing I: Mechanics and Spelling 4L2b , 4W2 p. W31 Editing II: Peer Proofreading (Use Editing Checklist) 4L2b , 4W2 p. W32 Publishing (Publish through writing or typing) 4W2 p. W33 Sharing (Share descriptions of amazing animals using an author's chair) 4W3e , 4W2 p. W34 <i>Grammar p.W 226-228*, 229, 270*</i> 4L1 , 4L2 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module

	Foundational Skills	Communication
	Decoding: Vowel Sounds /ŭ/, /yoo/, and /oo/ Spelling: Vowel Sounds /ŭ/, /yoo/, and /oo/ Fluency: Expression 4RF3a	Research and Media Literacy: Create a Multimedia Presentation p. T248 4SL5