

Grade 4 Module 9

Global Guardians

Essential Question: What can people do to care for our planet?

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 conservation.

A genre focus on persuasive text provides students with opportunities to identify ideas and support, text and graphic features, and author's craft in order to better understand unfamiliar texts. Students will also encounter a graphic novel, realistic fiction, and a biography to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn that it is up to all of us to work together to preserve our planet and its natural resources.

Writing Overview: Students will think about an endangered plant or animal and write a research report about that plant or animal. Students will conduct research, provide facts, details and explain why their plant or animal should be protected.

Connections: Conservation (Science)

Inquiry and Research Project: Over the next few weeks, students will work in groups to research and participate in a local environmental initiative.

Background: Explain to students that many people are interested in helping to care for the environment. This involves conserving natural resources, such as water, and cleaning up and protecting natural areas. Focus students' thinking by asking the following questions: Why is it important to care for the environment? What effects might taking care of the environment have on plants, animals, and humans?

Goal: Students will be able to come up with ideas to help care for the environment and create public awareness.

Module 9 Essential Question: What can people do to care for our planet?

Week 1		Vocabulary	
		Big Idea Words: ecology, recycle, conservation, sanctuary (Lesson 1) 4L4a, 4L6 Academic Critical Vocabulary: frequent, sufficient, oasis, permission, installing, abandoned (Lessons 2 & 3) 4L6, 4R4 Vocabulary Strategy: Synonyms and Antonyms (Lesson 3) 4L5c * Generative Vocabulary: Suffixes <i>-able</i>, <i>-ible</i> (Lesson 4) 4L4b*	
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>The Eco Guardians!</i> <i>Luz Sees the Light</i>	Module Launch Ideas and Support: fact, opinion, support 4R1 Read for Understanding Make Inferences: inference 4R1 Close Read Text and Graphic Features: graphic feature, text feature, visual 4R7 * Theme: theme 4R2 * Idioms: idiom 4L4a * Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Informational Text The Case of the Vanishing Honeybees: A Scientific Mystery Instructional Vocabulary: Research report Experts Endangered Protected	Informational Text: Research Report Introducing the Focus Text: The Case of the Vanishing Honeybees 4W6 p. W144-146 Vocabulary 4L6 p. W147 Prewriting I: Preparing to write 4W6 p. 148 Prewriting II: Choosing Sources 4W6 p. 149 Prewriting III: Evaluating Sources 4W6 4W3e p. 150 Grammar: p. w346, w347, w348, w344, w350* 4L1, 4L2 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module

	Foundational Skills	Communication
	Decoding: Words with VV Syllable Division Pattern Spelling: Words with VV Syllable Division Pattern Fluency: Expression pp. T282–T285 4RF3a	Listening Comprehension: <i>The Lifecycle of Trash</i> pp. T290–T293 Speaking and Listening: Work Collaboratively p. T308 4SL1b

	Foundational Skills	Communication
	Decoding: Final Syllable (<i>r</i>-controlled vowel), Final Schwa + /<i>r</i>/ Sound Spelling: Final Schwa + /<i>r</i>/ Sound Fluency: Reading Rate pp. T322–T323 4RF3a	Research and Media Literacy: Organize and Evaluate Information p. T344 4R1

Week 3		Vocabulary	
Academic Critical Vocabulary: ancestors, swirled, currents, sneered, outspoken, canopy, envision (Lessons 11 & 12) 4L6 , 4R4		Vocabulary Strategy: Context Clues (Lesson 12) 4L4a *	
Generative Vocabulary: Suffixes <i>-en</i> , <i>-ic</i> (Lesson 13) 4L4b *			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>Seeds of Change</i>	Read for Understanding Ask and Answer Questions: ask and answer questions 4R1 Close Read Author's Craft: anecdote, author's craft, voice 4R1 * Literary Elements: event, literary elements, plot, setting 4R3 * Text Structure: chronological order, problem, solution, text structure 4R3 * Module Wrap-Up: Make Connections 4R1 Performance Task: Opinion Essay Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Information Text The Case of the Vanishing Honeybees: A Scientific Mystery Instructional Vocabulary: Summary Paraphrase	Informational Text: Research Report Revising I: Formatting Quotations and Summaries 4W5 p. W156 Revising II: Conferencing 4SL1 p. W157 Editing I: Peer Proofreading 4L2 p. W158 Publishing: 4W2 p. W159 Sharing 4SL1 p. W160 Grammar: p. w251*, w252*, w253, w319, w255 4L1, 4L2 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module
Foundational Skills		Communication	
Decoding: Final Stable Syllables Spelling: Final Schwa + /l/ Sound Fluency: Phrasing pp. T358–T361 4RF3a		Research and Media Literacy: Paraphrase and Cite Sources p. T376 4W7	