

## Grade 4 Module 7

### Tricksters and Tall Tales

**Essential Question:** What lessons can you learn from characters in traditional tales?

#### 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 traditional tales. A genre focus on traditional stories provides students with opportunities to identify central ideas, figurative language, and media techniques in order to better understand unfamiliar texts. Students will also encounter an informational text to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn that traditional stories can teach many lessons about life and the world around us.

**Writing Overview:** Students will write an imaginative story that explains an interesting natural occurrence or animal. They will write how that thing came to be. Students will tell the story in order and use descriptive words and phrases.

#### Connections: Traditional Stories (Social Studies)

**Research Based Inquiry Project:** Tell students that over the next few weeks, they will work in groups to research fables and trickster tales to write and publish a literary magazine. Explain that they will write their own fables and tales, but that they may base their stories on traditional examples, such as those written by Aesop.

**Background:** Read aloud a short fable, such as one written by Aesop. After you have read the fable, ask students about the characters, the problem faced by the characters, and how the characters solved their problem. Tell students their groups will be responsible for creating a literary magazine of fables and trickster tales.

**Goal:** Students will be able write their own fables and tales to create a class magazine.

**Module 7 Essential Question:** What lessons can you learn from characters in traditional tales?

| Week 1                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Big Idea Words:</b> trickster, shrewd, exaggeration, legendary (Lesson 1) <a href="#">4L4a</a> , <a href="#">4L6</a><br><b>Academic Critical Vocabulary:</b> recall, vividly, accentuated, partial, splendor, resourceful, disposition, commendable, devastation (Lessons 2 & 3) <a href="#">4L6</a> , <a href="#">4R4</a><br><b>Vocabulary Strategy:</b> Analogies (Lesson 3) <a href="#">4L5c</a> *<br><b>Generative Vocabulary:</b> Suffix <i>-ion</i> (Lesson 4) <a href="#">4L4b</a> * |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Reading                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Required Resources                                            | Priority Skills & Instructional Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Required Resources & Instructional Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Priority Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <i>A Tale of Traditional Tales</i><br><br><i>Thunder Rose</i> | Module Launch<br>Central Idea: central idea, details <a href="#">4R2</a><br><br>Read for Understanding<br>Retell/Summarize: retell <a href="#">4R1</a><br><br>Close Read<br>Figurative Language: figurative language, similes, hyperbole <a href="#">4L5a</a> *<br><br><b>Characters:</b> characters, appearance, behaviors, voice and dialogue, thoughts and emotions, character perspective <a href="#">4R3</a> , <a href="#">4R5</a> *<br><br><b>Adages and Proverbs:</b> adages, proverbs <a href="#">4L5b</a> *<br><br><b>Bold means priority skill – teach with more depth</b><br><b>*Means assessed at end of week or end of module</b> | Imaginative Story (Narrative)<br><br><i>The Luck of the Loch Ness Monster:</i><br><i>A Tale of Picky Eating</i><br><br><b>Instructional Vocabulary:</b> narrative, narrator, dialogue, character, setting, conflict, chronological order, resolution                                                                                                                                                                                                                                           | <b>Narrative: Imaginative Story</b><br><br>Introducing the Focal Text (Connection-Imaginative stories can make us laugh and teach us a lesson) <a href="#">4W2</a><br>p. W108–W110<br><br>Vocabulary <a href="#">4L4</a><br>p. W111<br><br>Prewriting I: Preparing to Write <a href="#">4W2</a><br>p. W112<br><br>Prewriting II: Types of Imaginative Literature <a href="#">4W2</a><br>p. W113<br><br><b>Prewriting III: Plotting Events</b> <a href="#">4W2</a><br>p. W114<br><br>Grammar p. W306, W307-308*/ W324, W310* <a href="#">4L1</a> , <a href="#">4L2</a><br><br><b>Bold means priority skill – teach with more depth</b><br><b>*Means assessed at end of week or end of module</b> |

|  | Foundational Skills                                                                                                                                                                                                | Communication                                                                                                                                  |
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|  | <p>Decoding: Suffixes <i>–ful, –less, –ness, –ment</i></p> <p>Spelling: Suffixes <i>–ful, –less, –ness, –ment</i></p> <p>Fluency: Accuracy and Self-Correction</p> <p>pp. T26–T29</p> <p><a href="#">4RF3a</a></p> | <p>Listening Comprehension: <i>Anaya</i></p> <p>pp. T34–T37</p> <p><b>Engage in Discussion</b></p> <p>pp. T52</p> <p><a href="#">4SL1b</a></p> |



|  | Foundational Skills                                                                                                                                                                                                                    | Communication                                                                                       |
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|  | <p><b>Decoding:</b> Multisyllabic Words with VCCV Syllable Division Pattern</p> <p><b>Spelling:</b> Words with VCCV Pattern and Closed Syllables</p> <p><b>Fluency:</b> Expression</p> <p>pp. T66–T69</p> <p><a href="#">4RF3a</a></p> | <p><b>Speaking and Listening: Give a Presentation</b></p> <p>p. T88</p> <p><a href="#">4SL4</a></p> |

| Week 3                                                                                                                                                                                                                                                                                                                     | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                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| <b>Academic Critical Vocabulary:</b> gratitude, withered, scorching, reckless, assumed, prosper (Lessons 11 & 12) <a href="#">4L6, 4R4</a><br><b>Vocabulary Strategy:</b> Reference Sources (Lesson 12) <a href="#">4L4c</a><br><b>Generative Vocabulary:</b> Suffixes <i>-ity, -ty</i> (Lesson 13) * <a href="#">4L4b</a> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           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| Required Resources                                                                                                                                                                                                                                                                                                         | Priority Skills & Instructional Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                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| <i>Ten Suns: A Chinese Legend</i><br><i>The Ten Suns</i>                                                                                                                                                                                                                                                                   | Read for Understanding<br>Synthesize: synthesize <a href="#">4R2</a><br><br>Close Read<br><b>Text and Graphic Features:</b> text features, graphic features <a href="#">4R7*</a><br><br>Media Techniques: media techniques, sound elements, visual elements, live action, animation <a href="#">4R7</a><br><br><b>Literary Elements:</b> literary elements, sequence, cause, effects <a href="#">4R3, 4R5*</a><br><br>Module Wrap-Up: Make Connections <a href="#">4R9</a><br><br>Performance Task: Expository Essay<br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br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|  | Foundational Skills                                                                                                                                                                                                    | Communication                                                                         |
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|  | <p><b>Decoding:</b> Words with VCV Syllable Division Pattern</p> <p><b>Spelling:</b> Words with VCV Open or Closed Syllables</p> <p><b>Fluency:</b> Reading Rate</p> <p>pp. T102–T105</p> <p><a href="#">4RF3a</a></p> | <p><b>Research and Media Literacy</b></p> <p>p. T120</p> <p><a href="#">4SL1d</a></p> |