

Grade 4 Module 8

Food for Thought

Essential Question: What can we do to make more healthful food choices?

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 nutrition.

A genre focus on informational/argumentative text provides students with opportunities to identify text and graphic features, ideas and support, and author's purpose to better understand unfamiliar texts. Students will also encounter realistic fiction and recipes to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn that eating healthful, sustainable food is good for our bodies and our world.

Writing Overview: Students will write an opinion essay. They will think about a food that people may not like and write why people should try that food. Students will use persuasive language and issue a call to action.

Connections: Nutrition (Science)

Inquiry and Research Project: Over the next few weeks, students will work in groups to plan a restaurant with a healthy menu and create an ad campaign for the restaurant. Focus students' thinking by having them answer the question: What kinds of foods make a healthy and tasty menu?

Background: Share with students a few examples of menus from local restaurants. Have them discuss which foods appeal to them and which are the healthiest options. Tell students that when they are planning their restaurant, they will want to look for items that are both tasty and healthy!

Goal: Students will be able to create a healthy and appealing restaurant menu.

Module 8 Essential Question: What can we do to make more healthful food choices?

Week 1		Vocabulary	
		Big Idea Words: digest, sustainable, nutrition, compost (Lesson 1) 4L4a Academic Critical Vocabulary: assess, disposable, convenient, transported, hydrated, impact, intensive (Lessons 2 & 3) 4R4 , 4L6 Vocabulary Strategy: Context Clues (Lesson 3) 4L4a * Generative Vocabulary: Latin Roots <i>port</i> , <i>dict</i> (Lesson 4) 4L4b *	
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>To Your Health!</i> <i>Eco-Friendly Food</i>	Module Launch Text and Graphic Features: text feature, graphic feature, heading, diagram, graph 4R7 * Read for Understanding Monitor and Clarify: monitor, clarify 4RF4b Close Read Author's Purpose: author's purpose, persuade 4R1 , 4R3 * Ideas and Support: claim, fact, argument, reason, evidence, audience 4R8 * Text and Graphic Features: text feature, graphic feature, heading, diagram, graph 4R7 * Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Opinion Essay <i>It's Disgusting and We Ate It! True Food Facts from Around the World and Throughout History</i> Instructional Vocabulary: opinion, argument, facts, reasons, support, transition words	Argument: Opinion Essay Introducing the Focal Text (Connection-We should all try something new) 4W6 p. W126–W128 Vocabulary 4L4 p. W129 Prewriting I: Preparing to Write 4W6 , 4W1 p. W130 Prewriting II: Establishing an Opinion 4W1 p. W131 Prewriting III: Organizing Reasons 4W1a p. W132 Grammar: p. w326, w327*, w328*, w309, w330 4L1 , 4L2 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module

	Foundational Skills	Communication
	Decoding: VCCV and VCV Syllable Division Patterns Spelling: VCCV and VCV Syllable Division Patterns Fluency: Phrasing pp. T154–T157 4RF3a	Listening Comprehension: <i>Not So Sweet</i> pp. T162–T165 Research and Media Literacy: Take Notes and Organize Information p. T180 4W7

Week 2		Vocabulary	
Academic Critical Vocabulary: adventurous, unique (Lessons 6 & 7) pests, edible, forbidden, attitudes (Lessons 8 & 9) 4R4 , 4L6 Vocabulary Strategy: Context Clues (Lessons 7 & 9) 4L4a * Generative Vocabulary: Prefixes <i>sub-</i> , <i>fore-</i> (Lesson 10) 4L4b *			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>Kids Rock Nutrition in the Kitchen Bug Bites</i>	Read for Understanding Ask and Answer Questions 4R1 Close Read Media Techniques: audience, expert, media techniques, visual elements 4SL2 * Central Idea: central idea, detail, relevant, supporting evidence, text structure 4R2* Ideas and Support: argument, audience, claim, fact, opinion 4R1 4R8 * Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Opinion Essay <i>It's Disgusting and We Ate It! True Food Facts from Around the World and Throughout History</i> Instructional Vocabulary: Reasons, support, transition words, call to action, independent clause, dependent clause, subordinating conjunction	Argument: Opinion Essay Drafting I: Beginning the Draft 4W1a p. W1133 Drafting II: Integrating Persuasive Elements 4W1a p. W134 Drafting III: Completing the Draft 4W3e p. W1135 Revising I: Combining Sentences 4L2 p. W136 Revising II: Conferencing 4W1 p. W317 Grammar: p. w336*, w337, w338*, w299, w340 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 the VCCV Syllable Division Pattern Spelling: Multisyllabic Words with VCCV Syllable Division Pattern Fluency: Intonation pp. T194–T197 4RF3a	Research and Media Literacy p. T216 4R1

Week 3	Vocabulary			
Academic Critical Vocabulary: react, astounded, luscious, culinary, offense, crestfallen, opted (Lessons 11 & 12) 4R4 , 4L6 Vocabulary Strategy: Spiral Review: Analogies (Lesson 12) 4L6 Generative Vocabulary: Greek Roots <i>meter, therm, phon, tele, scope</i> (Lesson 13) 4L4b *				
Reading		Writing		
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills	
<i>Now You're Cooking!</i>	Read for Understanding Make and Confirm Predictions: confirm, predictions 4R1 Close Read Text and Graphic Features: graphic, graphic feature, photo, visual 4R7 * Idioms: idiom 4L5b Point of View: point of view, character's perspective 4R6 * Module Wrap Up: Make Connections 4R1 4SL1c Performance Task: Write an Opinion Essay Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Opinion Essay <i>It's Disgusting and We Ate It!</i> <i>True Food Facts from Around the World and Throughout History</i> Instructional Vocabulary	Argument: Opinion Essay Revising III: Connecting Ideas 4W3e p. W138 Editing I: Proofreading and Mechanics 4L2b p. W139 Editing II: Peer Proofreading 4L2b, 4SL1 p. W140 Publishing 4W1 p. W141 Sharing 4W1, 4SL1 p. W142 Grammar: p. w341*, w342*, w343, w314, w345 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 the VCCCV Syllable Division Pattern Spelling: Words with VCCCV Syllable Division Pattern Fluency: Accuracy and Self-Correction pp. T230–T233 4RF3a	Speaking and Listening: Oral Instructions p. T248 4L3c