

Grade 4 Module 5

Art Everywhere

Essential Question: How far can your talents take you?

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 arts.

A genre focus on biography provides students with opportunities to identify ideas and support, text structure, and figurative language in order to better understand unfamiliar texts. Students will also encounter informational text and poetry to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn that sharing our creative talents with the world can bring us closer together.

Writing Overview: Students will write an expository essay about an artist they know. Students will use facts and details to show how talented that artist is.

Connections: The Arts (Social Studies)

Inquiry and Research Project: Over the next few weeks, students can work in groups on an art project that they feel would enhance the school and present an argument for why it should be implemented. For example, photos or murals for the walls, attractive signs welcoming visitors, painted stones, sculptures, or an outdoor garden.

Background: Explain to students that there are many ways that students can help their school environment. One is by making the school a more attractive place to work, study, and play. Art can help accomplish this.

Goal: Students will be able to create an art project that will enhance the feel of their school.

Module 5 Essential Question: How far can your talents take you?

Vocabulary			
Week 1 Big Idea Words: inspiration, expressive, creativity, sculpture (Lesson 1) Academic Critical Vocabulary: dignified, stunned, polished, regretted, hilarious, observant, flattered, trampled (Lessons 2 & 3) 4L6, 4R4 Vocabulary Strategy: Shades of Meaning (Lesson 3) 4L5a * Generative Vocabulary: Suffixes <i>-ity</i> , <i>-ly</i> (Lesson 4) 4L4b *			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>Why Art Centers Matter</i> <i>The Beatles Were Fab (and They Were Funny)</i>	Module Launch Ideas and Support: claim, evidence, fact, opinion 4R8 * Read for Understanding Ask and Answer Questions: ask and answer questions 4R1 Close Read Ideas and Support: claim, evidence, fact, opinion 4R8 * Text Structure: text structure, author's purpose, chronological order 4R5 * Figurative Language: figurative language, idioms, sensory words, descriptive language 4R4, 4L5b * Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Expository Essay (Informational Text) <i>Mr. Ferris and His Wheel</i> Instructional Vocabulary: Central idea, detail, research, research plan	Informational Text: Expository Essay Introducing the Focal Text (Connection-People are extraordinary) 4W2, 4SL1 p. W72–W74 Vocabulary 4L4 p. W75 Prewriting I: Preparing to Write 4W2 p. W76 Prewriting II: Crafting a Central Idea (Identify central idea about topic) 4W6, 4W2 p. W77 Prewriting III: Organizing Events 4W6 p. W78 Grammar: pgs. W281, W282, W283*, W249, W285* 4L1, 4L2 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module

Foundational Skills	Communication
Decoding: Recognize Base Words Spelling: Adding <i>–ed</i> or <i>–ing</i> Fluency: Reading Rate 4RF3a	Listening Comprehension: Teacher Read Aloud <i>Carmen Lomas Garza: Bringing Memories to Life</i> pp. T162–T165 4R1 Research and Media Literacy: Paraphrase pp. T180 4SL2

Week 2	Vocabulary		
	Academic Critical Vocabulary: curator, foreground, background (Lessons 6 & 7) rhythmic, distinctive, highlight, horizontal (Lessons 8 & 9) 4L6, 4R4		
	Vocabulary Strategy: Shades of Meaning (Lesson 7 & 9) 4L5c *		
	Generative Vocabulary: Suffixes -er, -or, -ist (Lesson 10) 4L4b *		
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>How Can Photos Take Us Back in Time?</i> <i>Let's Dance Around the World</i>	View for Understanding Monitor and Clarify: monitor, clarify 4R1 Close View Central Idea: central idea, details 4R2 * Read for Understanding Monitor and Clarify: monitor, clarify 4R1 Close Read Text Structure: text structure, purpose, compare/contrast 4R5 * Text and Graphic Features: graphic features, photos, visuals 4R7 * Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Expository Essay (Informational Text) <i>Mr. Ferris and His Wheel</i> Instructional Vocabulary: Hook, chronological order, coherent	Informational Text: Expository Essay Drafting I: Beginning the Draft 4W6, 4W2 p. W79 Drafting II: Integrating Expository Features (Central Idea) 4W2 p. W80 Drafting III: Completing the Draft 4W2e p. W81 Revising I: Connecting Ideas (Revise drafts) 4W6, 4W2b p. W82 Revising II: Conferencing 4SL1 p. W83 <i>Grammar: pgs W291*, W292*,W293*,W259, W295* 4L1, 4L2</i> Bold means priority skill – teach with more depth *Means assessed at end of week or end of module

	Foundational Skills	Communication
	Decoding: Final Long <i>e</i> in Multisyllabic Words Spelling: Final Long <i>e</i> Fluency: Phrasing 4RF3a	Speaking and Listening: Engage in Discussion pp. T216 4SL1b

Week 3	Vocabulary			
	Academic Critical Vocabulary: necessary, unsurpassed, stir, extraordinarily, cruising, plunges (Lessons 11 & 12) 4L6 , 4R4 Vocabulary Strategy: Homographs and Homophones (Lesson 12) 4L4a , 4R4 Generative Vocabulary: Prefixes un-, in- (Lesson 13) 4L4b			
	Reading	Writing		
	Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
	<i>The Art of Poetry</i> Read for Understanding Visualize: visualize 4R3 Close Read Elements of Poetry: elements of poetry, stanza, rhyming words, rhythm, imagery, onomatopoeia 4R5 * Figurative Language: figurative language, similes, metaphors, allusions 4L5a * Theme: theme 4R2 * Module Wrap-Up: Make Connections 4R9 Performance Task: Opinion Essay Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Expository Essay (Informational Text) <i>Mr. Ferris and His Wheel</i> Instructional Vocabulary: Coherence, glossary	Informational Text: Expository Essay Revising III: Combining Sentences 4W3e , 4W6 p. W84 Editing I: Mechanics and Spelling (Edit drafts using complete sentences, correct subject-verb agreement, capitalization, punctuation, and spelling) 4L3 p. W85 Editing II: Peer Proofreading 4L2b p. W86 Publishing 4W2c , 4W3e p. W87 Sharing 4W2 p. W88 Grammar: W286*, W287*, W288, W339, W290* 4L1 , 4L2 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	

	Foundational Skills	Communication
	Spelling: Change the Final y to <i>i</i> Fluency: Expression 4L2i	Speaking and Listening: Oral Instructions pp. T248 4SL1