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Grade 4 – General and Special Education

Intended Audience

Students in a fully inclusive fourth grade social studies class are the audience of the lessons and the play. Reading levels of the students range from Primer – Grade 8. Fourth grade is the first time the students receive explicit daily social studies education. These lessons meet state objectives in both language arts and social studies. The readers’ theater play was designed to help emergent readers expand vocabulary and develop fluency as well as teach social studies. Readers’ theatre differs from traditional plays in that the focus is on the oral reading of the play. Sets, costumes, and placement of actors is not addressed. The activities that precede the play were designed to specifically hone nonfiction reading skills and strategies.

Ohio Fourth Grade Objectives Addressed

Language Arts

Language Arts Benchmark: Acquisition of Vocabulary

- A. Use context clues and text structures to determine the meaning of new vocabulary.
- F. Use multiple resources to enhance comprehension of vocabulary.

**Language Arts Benchmark: Reading Process:
 Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies**

- A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.
- B. Apply effective reading comprehension strategies, including summarizing and making predictions and comparisons, using information in text, between text and across subject areas.
- D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.

**Language Arts Benchmark:
 Reading Applications: Informational, Technical and Persuasive Text**

- A. Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.

- B. Recognize the difference between cause and effect and fact and opinion to analyze text.
- C. Explain how main ideas connect to each other in a variety of sources.
- D. Identify arguments and persuasive techniques used in informational text.
- E. Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.
- F. Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of origin

Social Studies

Citizenship Rights and Responsibilities

Participation

1. Describe the ways in which citizens can promote the common good and influence their government including:
 - a. Voting;
 - b. Communicating with officials;
 - c. Participating in civic and service organizations;
 - d. Performing voluntary service.

Rights and Responsibilities

2. Explain why personal responsibilities (e.g., taking advantage of the opportunity to be educated) and civic responsibilities (e.g., obeying the law and respecting the rights of others) are important.
3. Explain the importance of leadership and public service.
4. Explain why characteristics such as respect for the rights of others, fairness, reliability, honesty, wisdom and courage are desirable qualities in the people citizens select as their leaders.

Government

Rules and Laws

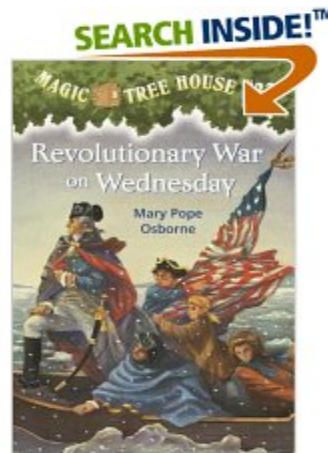
3. Explain the purpose of a democratic constitution:
 - a. To provide a framework for a government;
 - b. To limit the power of government;
 - c. To define the authority of elected officials.
4. Explain that the Ohio Constitution tells how the state government should be organized and guarantees the rights of individuals.

****All standards and objectives taken from Ohio Department of Education
www.ode.state.oh.us**

Prior to Instruction

Education does not take place in a vacuum, thus, it is important to interweave instruction across content areas. Prior to the execution of the following activities, the following will have taken place:

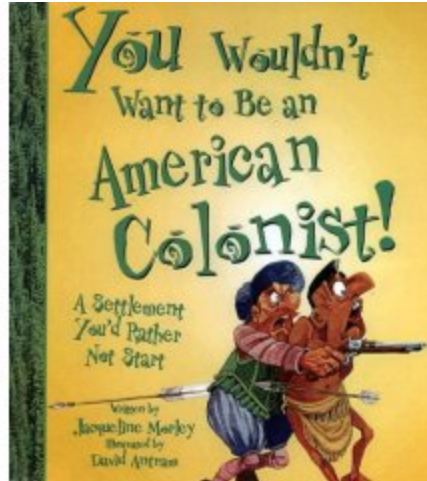
- Read aloud Revolutionary War on Wednesday by Mary Pope Osborne
Historical fiction at a grade 3 reading level to familiarize the students to the events that will be studied more in depth.



- Practice “Wonderous World” to refresh the seven continents and four oceans.
- Practice “Government Song” to review the functions of the four branches.

Part 1: Geography

1. Review “Wonderous World” geography song.
2. Atlas Scavenger Hunt using Appendix A in heterogeneous partners
3. Read You Wouldn't Want to Be an American Colonist! By Jacqueline Morley and Illustrated by David Antram to familiarize students with advantages and disadvantages of settlement in the New World.



- Review pages 16, 22, 24, 26, 28 on color transparencies on the overhead using “Nonfiction Structure Time.” “Nonfiction Structure Time is a chant in which the students echo the teacher and is modeled after “Peanut Butter Jelly Time!”:

Teacher

“Nonfiction structure time!”
 “Richard!”
 “Bernstein!”
 “What is?”
 “A subheading?”

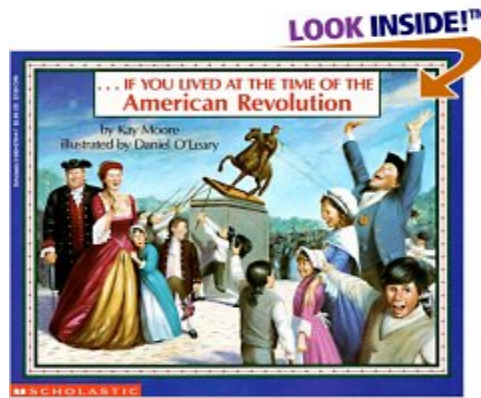
Students

“Nonfiction structure time!”
 “Richard!”
 “Bernstein!”
 “What is?”
 “A subheading?”

The student responds using the nonfiction text on the overhead and the chant continues. Refer to appendix B for other nonfiction text features.

Part 2 – Daily Life in the Colonies and the Seeds of

- Obtain a class set of If You Lived at the Time of the American Revolution by Kay Moore and illustrated by Daniel O’Leary.



- Read pages 12-13 as a whole class.

3. Complete nonfiction graphic organizer (Appendix B) for pages 14 – 23 in heterogeneous groups.
4. Jigsaw groups and each group must summarize one of the following sections: pages 14-15; pages 16 – 17, or pages 18-22. This will allow students to practice the skill of summarizing with familiar text. Use Appendix C for summaries.
5. Reconfigure students into heterogeneous groups. Assign each group one of the following section to summarize: Pages 32-33; pages 41-42; page 45; pages 46-47; pages 50-51; page 52; pages 54 – 56; page 57; pages 74-77, pages 77 – 79.
6. Students use summaries to independently complete activity sheet (Appendix D).

Part 3 – Reader’s Theatre Play

1. Have students read through play in partners and list their top three choices for a part.
2. Read through the play several times and discuss accordingly.
3. Highlight new vocabulary and create a personal glossary.
4. Perform play for a younger grade.

Atlas Scavenger Hunt!

Name _____

Directions - Use your atlas to complete the questions below.

1. On what continent is *Great Britain* and *France*?

2. On what continent is the *United States*?

3. What kind of landform is *Great Britain*?

4. Why would *Great Britain* want to control land so far away? List as many reasons that would make sense.

Name _____

Date _____

Directions - Complete the graphic organizer below. Remember, you don't have to write in complete sentences.

	Example or Description and page number	What can you learn from this text feature.
Title		
Subheading		
Bold words		
Words in italics		
Charts, graphs or diagrams		
Picture with a caption		
Table of contents		
Glossary		
Index		
Reader's choice _____		

...If You Lived at the Time of the Revolution by Kay Moore

Name _____

Date _____

Section Subheading _____

Who?

Did What?

When?

Where?

Why?

Combine your notes above into a 2-3 sentence summary.

...If You Lived at the Time of the American Revolution

Mural

Name _____

Subheading

Comic strip depicting your section

Title _____

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Cause and Effect Statement
