

**Grade 4**

**Unit 2**

**Lessons 6-10**

**Journeys Writing Alignment Project**

<b>Lesson 6: Once Upon a Cool Motorcycle Dude</b>	<b>pages 4-7</b>
• Part 1: Reading Activities (Step 1-3)	page 4
• Student Materials- Anchor Chart	page 5
• Part 2: Writing Prompt	page 6
• Student Materials- Writing Prompt	page 7
<b>Lesson 7: Coming Distractions: Questioning Movies</b>	<b>pages 8-12</b>
• Part 1: Pre-Writing Activities	page 8
○ Step 1: Chalkboard Splash	
• Part 2: Movie Analysis	page 9
○ Student Materials- Chart	page 10
• Part 3: Writing Prompt	page 11
○ Student Materials- Writing Prompt	page 12
<b>Lesson 8: Me and Uncle Romie</b>	<b>pages 13-34</b>
• Step 1: Pre-Writing	page 13
• Step 2: Pre-Writing- Art Connection	page 14
• Step 3: Pre-Writing- Word Choice	page 15
• Step 4: Using Mentor Text- Teacher Model	page 16
• Step 5: Using Mentor Text- Student Opportunity	page 17
• Scene Study Graphic Organizer	page 18
• Step 6: Writing Prompt	page 19
• Scene Planning Graphic Organizer	page 20
• Romare Bearden Artwork	pages 21-27
• Student Response Paper	pages 28-34
<b>Lesson 9: Dear Mr. Winston from “When I Went to the Library”</b>	<b>pages 35-41</b>
• Part 1: Pre-Writing	page 35
○ Step 1: Anchor Chart	page 35
○ Step 2: Chalkboard Splash	page 36
○ Step 3: Writing Prompt	page 37
• Part 2: Research	page 38
○ Step 1: Introduction	page 38
■ Field Guide to Snakes Fact Sheet	page 39
○ Step 2: Writing Prompt	page 40
■ Student Materials- Field Guide Page	page 41

**Lesson 10: Jose! Born to Dance**

- Close Reading Lesson

**page 42**

page 42

## **Lesson 6: “Once Upon a Cool Motorcycle Dude”**

CCLS Writing: W4.1

W4.10 Range of Writing: extended time frame

CCLS Reading: RL4.1, RL4.6 (compare and contrast the point of view of each narrator)

### **Part 1: Reading Activities**

**Step 1:** Teacher read aloud the text **without** including the speech bubbles. Students should listen to the text as teacher reads aloud with fluency and expression. At this time, students should not have the text in front of them.

- The purpose of this is to provide students with an experience in which to notice the impact that the speech bubbles have on the narrative text.
- Think-Pair-Share: What is story about? Who is the narrator of the story? Explain the flow or sequence of events in the story.

**Step 2:** Students read the story (using the SMARTboard, Think Central account or the book).

**Step 3:** Create a class anchor chart (**See Supporting Materials**) to prepare for the writing response. Use the following questions to facilitate the class discussion of the text:

- 1) Who narrates the story?
- 2) What type of story does the girl prefer? What type of story does the boy prefer?
- 3) What is the effect of two narrators on the overall expression of the story?
- 4) How does the narrative text impact the speech bubbles? How do the speech bubbles impact the narrative text?

*\*Teacher Note: Consider allowing students to fill in “Anchor Chart: Once Upon a Cool Motorcycle Dude” with a partner. Then as a whole class, fill in and complete a class anchor chart.*

Name \_\_\_\_\_

Date \_\_\_\_\_

**Anchor Chart: Once Upon a Cool Motorcycle Dude**

Who narrates the story?

What type of story does the girl prefer?

What type of story does the boy prefer?

What is the effect of two narrators on the overall experience of the story?

How does the narrative text impact the speech bubbles?

How do the speech bubbles impact the narrative text?

## 4th Grade Journeys Writing Alignment Project

### **Part 2:**

**Writing Prompt:** Using traditional narration and speech bubbles, the story “Once Upon a Cool Motorcycle Dude” is told by two narrators. What is the role of the narrative text? What is the role of the speech bubbles? How do the two types of text affect each other? **(See Supporting Materials)**

4th Grade Journeys Writing Alignment Project

## Lesson 6 Supporting Materials

Name \_\_\_\_\_

Date \_\_\_\_\_

## “Once Upon a Cool Motorcycle Dude”

Using traditional narration and speech bubbles, the story "Once Upon a Cool Motorcycle Dude" is told by two narrators. Complete a writing response, addressing the following:

- What is the role of the narrative text?
  - What is the role of the speech bubbles?
  - How do the two types of text affect each other?



## **Lesson 7- “Coming Distractions: Questioning Movies”**

CCLS Writing: W4.2b-e

W4.10 Range of Writing: extended time frame

CCLS Reading: RI4.1, RI4.3

### **Part 1: Pre-Writing Activities**

#### **Step 1: Chalkboard Splash**

- 1) Students will be addressing the following question: What should a moviemaker consider when telling a story?
- 2) Read the story.
- 3) With a partner, go back through the story to pick out details to support elements moviemakers should consider when telling a story.
- 4) Each partnership should record two text based details on sentence strips to answer the question: What should a moviemaker consider when telling a story?
- 5) Splash the sentence strips in an area where the class can read classmates' responses.

*Possible Answers: what to include in the frame/object of focus, length, what to keep/what to cut out, pacing, movie making magic, type and time of advertisements, target audience, point of view/perspective of camera, position of lighting, computer generated imagery, music, jolts per minute*

**Part 2: Movie Analysis**

- 1) There are many considerations that are taken into account when making a movie.
- 2) Review the chart “**Coming Distractions: Questioning Movies**” chart (**See Supporting Materials**). Talk with students about each section of the chart.
- 3) Knowing what movie makers consider, view the following trailer for the movie Because of Winn Dixie.
- 4) What do you notice? How does this impact the audience?
- 5) Complete the “Coming Distractions: Questioning Movies” chart (**See Supporting Materials**) with details from the trailer that correlate with the considerations described in the story.

Teacher Note:

- Trailer for “Because of Winn-Dixie” can be found at:

<https://www.youtube.com/watch?v=avWH7T4F2RU>

- Consider showing the video clip more than once.

Name \_\_\_\_\_

Date \_\_\_\_\_

### **“Coming Distractions: Questioning Movies”**

Directions: Knowing what movie makers consider, view the following trailer for the movie Because of Winn Dixie. What do you notice? How does this impact the audience? Complete the chart with details from the trailer.

<b>Considerations:</b> (Think about...)	<b>Details from the Video Clip:</b>	<b>What was the Effect?</b>
Object of Focus: <i>What's included in the trailer?</i>		
Length & Pacing: <i>Is the trailer too long or too short? Are the included scenes too fast or too slow?</i>		
Movie Making Magic: <i>What doesn't paint an accurate picture of real life?</i>		
Type of Advertisement: <i>How do people learn about the movie?</i>		
Target Audience: <i>Who should go to see the movie?</i>		
Perspective of Camera: <i>Where is the camera? What angle is being captured?</i>		
Position of Lighting: <i>How is the lighting used?</i>		
Music: <i>What type of music is played? How do you feel when you hear the music?</i>		
Jolts Per Minute: <i>What gets you excited?</i>		

**Part 3:**

**Writing Prompt:** What are three considerations that are needed to express a good story in a movie? Why are these important? Use details from the story and movie trailer reflection to support your answer. (**See Supporting Materials**)

- Prompting questions:
  - When viewing the trailer, what was the effect of \_\_\_\_\_?
  - How does \_\_\_\_\_ impact the audience?
  - Why is it important to consider \_\_\_\_\_?

4th Grade Journeys Writing Alignment Project

## Lesson 7 Supporting Materials

Name \_\_\_\_\_

Date \_\_\_\_\_



# “Coming Distractions: Questioning Movies”

What are two considerations that are needed to express a good story in a movie? Why are these important? Use details from the story and movie trailer reflection to support your answer.

## **Lesson 8: “Me and Uncle Romie”**

CCLS Writing: W4.3, W4.4, W4.5, W4.8, W4.11

W4.10 Range of Writing: extended time frame

CCLS Reading: RL4.1, RL4.3, RL4.7

### **Step 1: Pre-writing- Word Choice**

- The author, Claire Hartfield, used vivid words and descriptive details to express the “beat and bounce” that James experienced in Harlem. What words and phrases capture the “beat and bounce” of Harlem? With a partner, record at least four examples of these details. (one detail per sentence strip)
  - Think-Pair-Share: What does the phrase “beat and bounce” mean?
  - Consider assigning different pages to sets of partners to start their search. Once assigned page has been completed, students can then choose additional pages to pull details from.
- Teacher model an example.

### **Vivid Words to describe the “Beat & Bounce” of Harlem:**

**building stretching up to the sky, swarms of people, rushing crowds, underground train (202), no regular houses, paints, radios, fabrics, TV's, tried to catch my breath up five flights of stairs (203) full of people walking, working, shopping eating, watching the going-ons from fire escapes, sitting out on stoops, calling out hellos, hot and sweaty, shared some barbecue on a rooftop way up high, kids playing stickball (204), road a ferry boat, zoomed 102 floors up, window shopped, gobbled hotdogs, icy cold water that sprayed out hard from the fire hydrant, street musicians playing their saxophone songs, train watching(205), birds on the rooftop, brown faces, rushed (206), tall buildings, baseball ticket stubs, skyscrapers, city lights at night (211)**

*Teacher Note: If students need further understanding of the phrase “beat and bounce”, consider comparing Harlem to North Carolina by using a video clip or pictures.*

**Step 2: Pre-writing- Word Choice**

- Romare Bearden was portrayed as Uncle Romie in the story. Uncle Romie used art to express the “beat and bounce” of his experience in Harlem and North Carolina. How do the images on the artwork capture the “beat and bounce” of Harlem? As an artist, Romare created paintings to express his experience in Harlem.
  - Gallery Walk:
    - 1) Browse the pictures.
    - 2) Select a text detail (written on sentence strip) and place it next to the painting that is the best match (hinting at all five senses).
    - 3) Browse the pictures, noticing the details on the sentence strips.
      - a. Think-Pair-Share: First ask students to think about the questions on their own. Next, ask students to share their thoughts with a partner. Finally, share out in whole class setting.
        - i. What do you notice?
        - ii. What are the connections between the artwork and the words?

**Step 3: Pre-Writing- Word Choice**

- Add your own vivid words and descriptive details to the paintings. Ask students to move around the room adding words and descriptive details to the paintings. Students can write their words on Post-it notes and place them next to the artwork.

*Teacher Note: If students struggle with generating their own list of words, consider using "Think-Pair-Share" and create a class anchor chart of choices of new adjectives. Students can then chose adjectives from the anchor chart to place next to the artwork.*

4th Grade Journeys Writing Alignment Project

**Step 4: Pre-Writing/Using Main Selection as Mentor Text- Teacher Model**

- Refer to the text on page 211 which describes the painting Uncle Romie created for James.
- Teacher model with the class how to fill in the **Scene Study Graphic Organizer (See Supporting Details)**
- Replicate the graphic organizer on chart paper to complete as a model.

Example for Teacher Reference:

Parts of the Scene:	Scene Details:	Vivid Words:
Introduce the scene	<ul style="list-style-type: none"> <li>• summer in New York</li> </ul>	sweltering blistering scorching
Describe what is going on in the scene	<ul style="list-style-type: none"> <li>• (bright) sky</li> <li>• city lights (at night)</li> <li>• (tall) buildings</li> <li>• baseball ticket stubs</li> <li>• label from pepper jelly jar</li> <li>• trains</li> <li>• skyscrapers</li> </ul>	bright evening tall soaring loud
Explain how the items in the painting effect James	<ul style="list-style-type: none"> <li>• back home from their summer in New York, just like me</li> <li>• still feel the city's beat inside my head</li> </ul>	city's beat sense
Create closure by showing how James moves on	<ul style="list-style-type: none"> <li>• Back home, I lay in the soft North Carolina grass.</li> </ul>	soft

4th Grade Journeys Writing Alignment Project

**Step 5: Pre-Writing/Using Main Selection as Mentor Text- Student Opportunity**

- Refer to the picture and text on page 211-212 which describes the painting James created for Uncle Romie.
- Ask students to fill in the **Scene Study Graphic Organizer (See Supporting Details)**.

Example for Teacher Reference:

Parts of the Scene:	Scene Details:	Vivid Words:
Introduce the scene	<ul style="list-style-type: none"> <li>• It was the (first) of September, almost Uncle Romie's birthday.</li> </ul>	in the beginning first
Describe what is going on in the scene	<ul style="list-style-type: none"> <li>• feather (drifted)</li> <li>• tiger lilies (bent) in the wind</li> <li>• (yanked off) a (few) blossoms</li> <li>• off on a treasure hunt, (collecting) things</li> <li>• painted and pasted</li> <li>• train schedule</li> </ul>	floated drifted bent twisted yank snatched few little
Explain how the items in the painting effect James	<ul style="list-style-type: none"> <li>• collecting things that reminded me of Uncle Romie</li> </ul>	accumulating
Create closure by showing how James moves on	<ul style="list-style-type: none"> <li>• and at the top I wrote: Happy Birthday Uncle Romie</li> </ul>	engraved

Name \_\_\_\_\_

Date \_\_\_\_\_

**"Me and Uncle Romie"**  
**Scene Study Graphic Organizer**

<b>Parts of the Scene:</b>	<b>Scene Details:</b>	<b>Vivid Words:</b>
Introduce the scene		
Describe what is going on in the scene		
Explain how the items in the painting effect James		
Create closure by showing how James moves on		

### **Step 6: Writing Response**

**Writing Prompt:** Choose one painting. Pretend that you are James, using the vivid words and descriptive details write a scene extension in which you describe the event(s) shown in the painting. Use the **Scene Planning Graphic Organizer (See Supporting Details)** plan your writing.

- 1) Students should select one painting.
- 2) Ask students to complete the **Scene Planning Graphic Organizer (See Supporting Details)**.
- 3) Use the graphic organizer to write a complete response.
- 4) Provide opportunities for students to conference (with peers/teachers) and edit their work.
- 5) Students write a **final copy (See Supporting Details)**. Share stories either in small or whole group(s).

*Teacher Note: Consider using one of the paintings and modeling how to fill in the graphic organizer and how to write a scene extension.*

4th Grade Journeys Writing Alignment Project

Lesson 8 Supporting Materials

Name \_\_\_\_\_

Date \_\_\_\_\_

**"Me and Uncle Romie"**  
**Scene Planning Graphic Organizer**

Directions: Choose one painting. Pretend that you are James, using the vivid words and descriptive details, write a scene extension in which you describe the event shown in the painting.

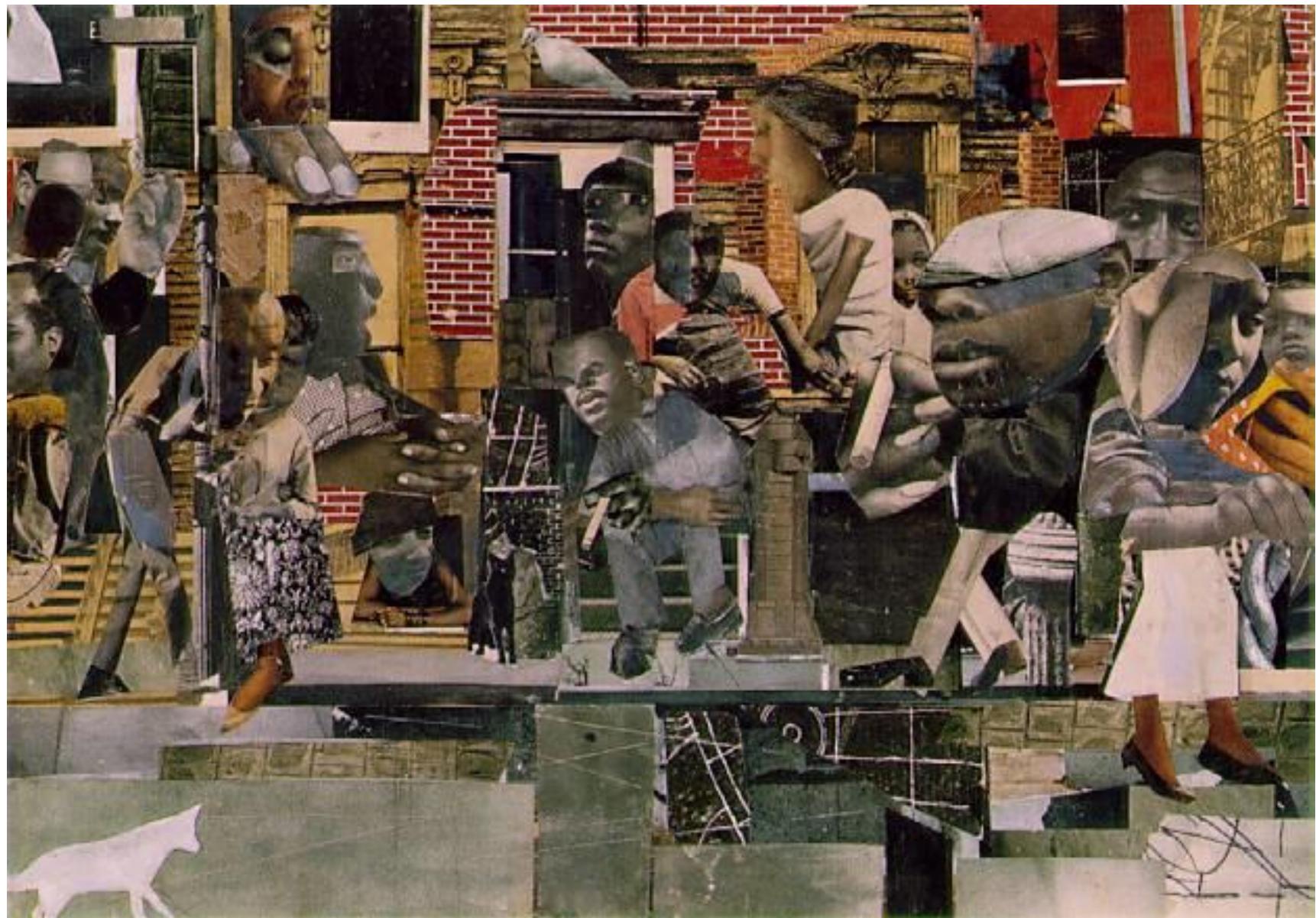
Selected Painting: \_\_\_\_\_

Parts of the Scene:	Scene Details:	Vivid Words:
Introduce the scene		
Describe what is going on in the scene		
Explain how the items in the painting effect James		
Create closure by showing how James leaves Harlem		

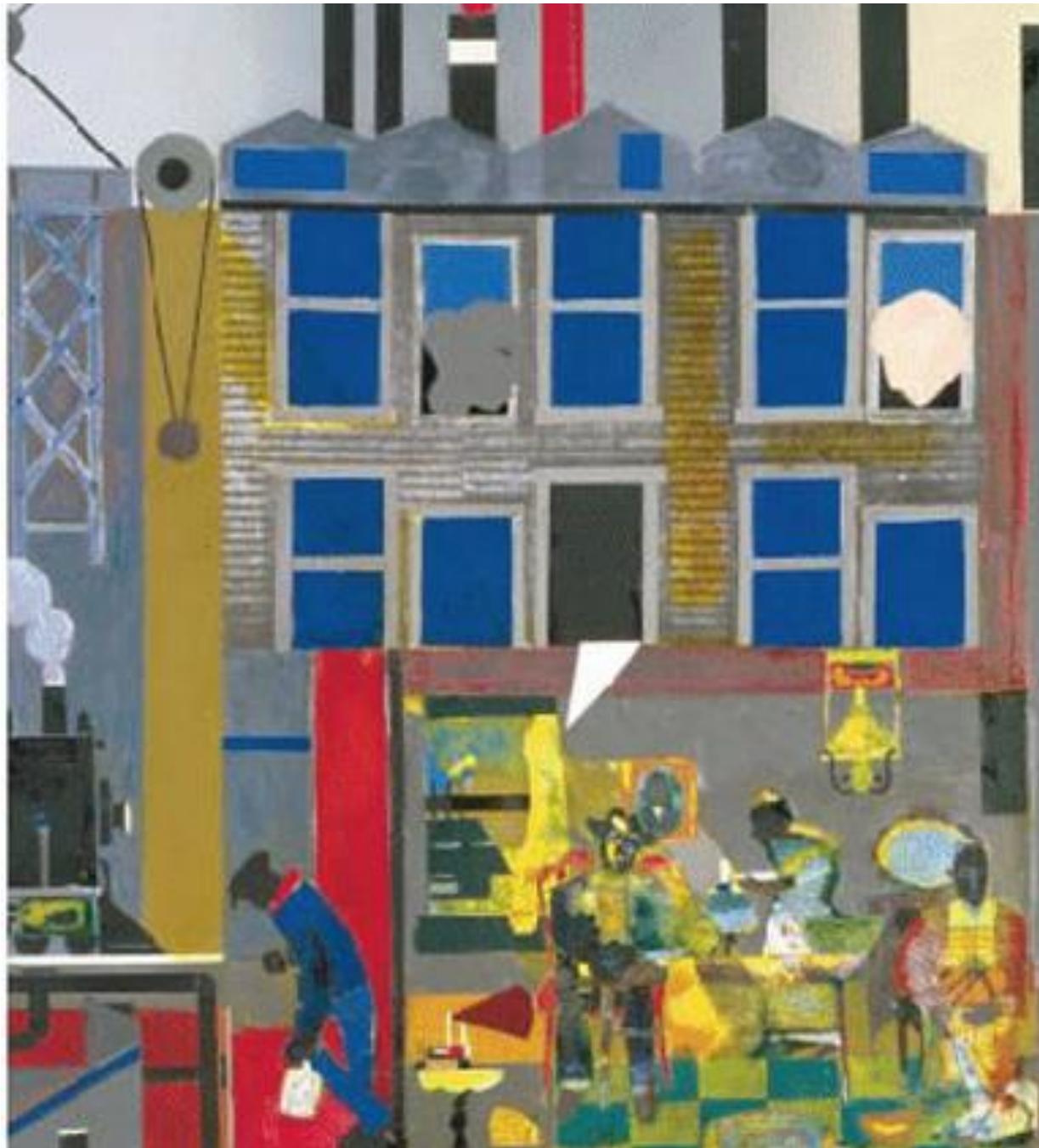
4th Grade Journeys Writing Alignment Project



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4th Grade Journeys Writing Alignment Project



4th Grade Journeys Writing Alignment Project



4th Grade Journeys Writing Alignment Project



4th Grade Journeys Writing Alignment Project



## 4th Grade Journeys Writing Alignment Project

Name \_\_\_\_\_ Date \_\_\_\_\_



## 4th Grade Journeys Writing Alignment Project

Name \_\_\_\_\_

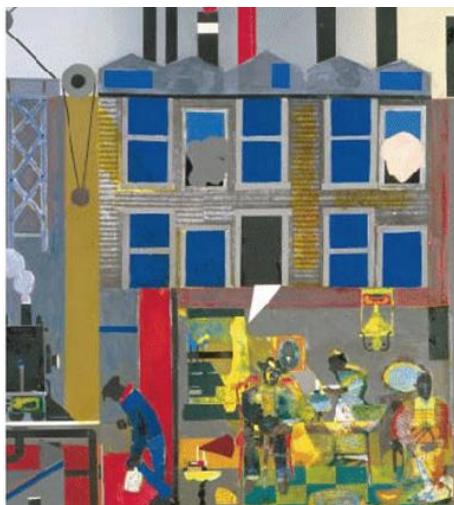
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## 4th Grade Journeys Writing Alignment Project

Name \_\_\_\_\_

Date \_\_\_\_\_



## 4th Grade Journeys Writing Alignment Project

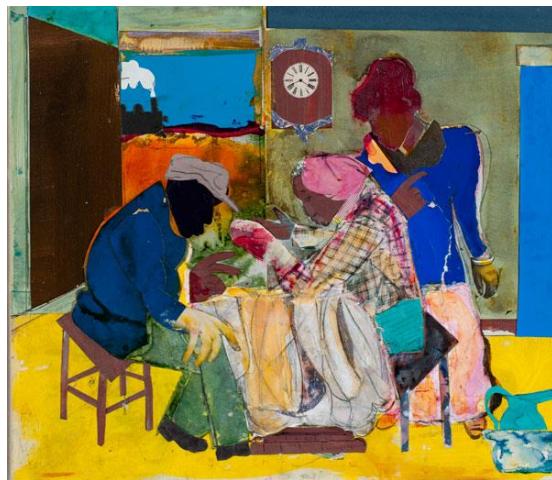
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4th Grade Journeys Writing Alignment Project

Name \_\_\_\_\_

Date \_\_\_\_\_



## 4th Grade Journeys Writing Alignment Project

Name \_\_\_\_\_

Date \_\_\_\_\_



## 4th Grade Journeys Writing Alignment Project

Name \_\_\_\_\_

Date \_\_\_\_\_



## **Lesson 9- “Dear Mr. Winston from- When I Went to the Library”**

CCLS Writing: W4.1, W4.2, W4.4, W4.6, W4.7

W4.10 Range of Writing: extended time frame

CCLS Reading: RI4.1, RL4.1, RL4.3

### **Part 1: Pre-Writing**

#### **Step 1- Anchor Chart**

- 1) Read the main selection.
- 2) Using Think-Pair-Share create an anchor chart responding to the following prompt:
  - Cara has been required to write a letter of apology to Mr. Winston for bringing a snake into the library. What is the overall message of the letter?
    - *Possible responses: disingenuous, insincere, blameless, misleading, unfair, partial, one-sided*
- 3) Ask each student to choose one word from the anchor chart to reflect further on.

**Step 2: Chalkboard Splash**

- 1) What details from the main selection support your word choice of the overall message of the letter?
  - Independently or with a partner, students will go back in the reading to find specific text details.
    - Consider assigning certain pages to individuals or partners to ensure entire text is covered.
- 2) Ask students to write the text details on a sentence strip.
- 3) Splash sentence strips on the board for all classmates to reflect on.
  - Some possible responses: “*there is no way that snake could have escaped if you hadn’t opened the box and dropped it on the floor*” (page 228) “*you told me the big green book was a reference book...had to stay inside the library and I couldn’t take it out, even for ten minutes*” (page 231) “*I was surprised when you wanted to see what was inside the box because I didn’t ask for any help...*” (page 232)

## 4th Grade Journeys Writing Alignment Project

### **Step 3: Writing**

Writing Prompt: Based on what Cara has written, does she feel she has done wrong? Taking the view point of Mr. Winston, write a letter responding to Cara's letter of apology. As Mr. Winston, do you accept Cara's apology? Use text based details from the main selection to support your response.

Be sure to:

- Use letter format
- Write from Mr. Winston's point of view
- Use text based details to support your response

## Part 2: Research

Research Task: The class will create a “Field Guide to Snakes in New York”. Using models on pages 239-240, students will research one snake (found in the New York) and create a one page document which will be compiled into a class field guide. Students will investigate the following categories: characteristics, distribution, size, habitat, food, temperament and any other interesting facts.

*Teacher Note: Pre-teaching of vocabulary may be needed for the following words: characteristics, distribution, habitat and temperament.*

All research information can be found at: <http://nyfalls.com/wildlife/reptiles-amphibians/snakes/>

### Step 1:

- 1) Look at models on pages 239-240
- 2) Allow students to pick a type of snake found in the New York.
  - Choices are: Western Black Rat Snake, Common Garter Snake, Eastern Hognose Snake, Eastern Massasauga Snake, Eastern Milksnake, Eastern Ribbon Snake, Northern Black Racer, Northern Brown Snake, Northern Copperhead Snake, Northern Redbelly Snake, Northern Ringneck Snake, Northern Water Snake, Queen Snake, Shorthead Garter Snake, Smooth Green Snake, Timber Rattle Snake
- 3) To introduce and orient students to the website they will be using, display the website for student viewing. They are several options for students to peruse the website before they begin researching: whole class SMARTboard, partners will explore with a computer, use of an I-Pad or laptop.
- 4) After students have explored the website, share the “**Field Guide to Snakes in New York**” factsheet (**See Supporting Materials**) to provide students with an understanding of the details they will need to collect.
- 5) Students will complete a “Field Guide to Snakes in New York State” factsheet to record their researched information on their chosen snake.

Name \_\_\_\_\_ Date \_\_\_\_\_

**"Field Guide to Snakes in New York" Factsheet**

Directions:

- Use the site: <http://nyfalls.com/wildlife/reptiles-amphibians/snakes/>
- Learn about one of the following types of snakes found in New York State: Western Black Rat Snake, Common Garter Snake, Eastern Hognose Snake, Eastern Massasauga Snake, Eastern Milksnake, Eastern Ribbon Snake, Northern Black Racer, Northern Brown Snake, Northern Copperhead Snake, Northern Redbelly Snake, Northern Ringneck Snake, Northern Water Snake, Queen Snake, Shorthead Garter Snake, Smooth Green Snake or Timber Rattle Snake
- Find the facts to complete the Field Guide to Snakes in New York Factsheet.

Common Name: \_\_\_\_\_ Scientific Name: \_\_\_\_\_

<b>Identifying Characteristics</b> <i>What does your snake look like?</i>	
<b>Distribution</b> <i>Where can your snake be found?</i>	
<b>Size</b> <i>How big is your snake?</i>	
<b>Habitat</b> <i>What type of environment does your snake prefer?</i>	
<b>Food</b> <i>What does your snake eat?</i>	
<b>Temperament</b> <i>Is your snake calm or aggressive?</i>	
<b>Venom</b> <i>Is your snake poisonous?</i>	
<b>Unique Facts</b> <i>What makes your snake different from other snakes?</i>	

## 4th Grade Journeys Writing Alignment Project

### **Research Writing Step 2:**

- 1) Students will synthesize the information collected on the Research Fact Sheet (Writing Step 1) and include the most important information on their **Field Guide Page (See Supporting Materials)**.
- 2) Encourage students to highlight the most important details from the Research Fact Sheet that will be included on their field guide page.
- 3) Create a class book with all of the field guide pages.

4th Grade Journeys Writing Alignment Project

**Lesson 10- “Jose! Born to Dance”**

**Refer to the close reading lesson on Lori Belilove. The writing prompt for this lesson is incorporated in the close reading lesson.**