



## MODULE 0

### 4<sup>th</sup> Grade Curriculum Map Literacy & Integrated Content

#### MODEL 0 SUMMARY

This module allows for students to engage in this exploration of reading as they practice and reflect on key instructional routines and build a classroom culture of reading, writing, and discussion for Modules 1–4.

*Knowledge is like the bee that made that sweet honey, you have to chase it through the pages of a book.*

— Patricia Polacco

Module 0 is a brief module that introduces students and teachers to *Wit & Wisdom*'s key components and features. This introductory module also serves to cultivate a community of readers and writers. The *Wit & Wisdom* design fosters a classroom culture that instills a love of reading, builds the stamina for close and careful analysis of texts, encourages attention to language and its power, and nurtures academic discourse that values inquiry, open-mindedness, and reasoning.

In Module 0 for Grades 3–5, students explore the world of knowledge available through books. In *Thank You, Mr. Falker*, an autobiographical fiction book by Patricia Polacco, students follow a young girl's journey as she perseveres through challenges with the support of a caring teacher and discovers the rewards of "chasing knowledge" through the pages of a book. Students also learn the importance of writing about what they read and practice responding to ideas from the book. Additionally, students begin their yearlong exploration of visual art as they analyze *Reading at the Table*, a painting by Pablo Picasso. This provides an opportunity to examine artistic elements such as color, line, and shape, and to consider what they reveal about the essential meaning of a painting, adding to students' understanding of how close reading and observation build knowledge.

Focusing on suggested texts for the specific grade band, the six lessons in Module 0 guide students through the Content Stages for reading and the types of questions, practices, instructional routines, and strategies they will encounter in Modules 1–4. Instructional routines, like Think-Pair-Share or Gallery Walk, are multistep practices designed to build independence by instilling the habits of mind that expert readers use. Module 0 introduces students to instructional routines that are regularly employed in *Wit & Wisdom*. Module 0 creates a foundation for these instructional routines, and it gives students space to practice and reflect on how the routines support their development of understanding. Instructional strategies, like annotation and sentence frames, provide students with tools and scaffolds to engage with the text. The main purpose of Module 0 is to build classroom culture and introduce *Wit & Wisdom* practices and routines, so the lessons in this module spend less time on content knowledge than most *Wit & Wisdom* lessons.

Module 0 builds students' joy of reading as it sets them up for successful encounters with texts and offers opportunities to practice new routines and strategies they will later use to achieve curricular goals. Although Module 0 includes informal assessments designed to help you get to know your students, it has no formal assessment tasks. Above all, students should leave Module 0 eager to begin Module 1 and equipped with the tools to approach a great text and discover the rewards of reading.

Module 0 is designed to fit the needs of your classroom. Prior to starting Module 0 with students, read through this Overview and each of the six lessons. Review the length and scope of the lessons to plan for the beginning of the year at your school. Consider the following questions:

- Are the lessons longer or shorter than the time allotted for English Language Arts or literature classes? If so, consider whether to trim or extend the lessons. Suggestions for these modifications can be found throughout the lessons.
- Would you prefer to use an alternate text at the beginning of the year? In most lessons, each of the Content Stages and instructional routines can be introduced with any grade-level appropriate, high-quality text. The best texts for this purpose are accessible to students, highly engaging, and rich with opportunities for close reading. See Appendix A: Alternate Texts for grade-level suggestions, or choose another high-quality text. Appendix A of the Common Core State Standards includes more guidelines on choosing complex texts.
- Are students unfamiliar with some of the instructional routines introduced and practiced in the lessons? If so, consider which instructional routines students need to practice.



**MODULE 0**

**4<sup>th</sup> Grade Curriculum Map Literacy & Integrated Content**

(See the Instructional Routines section in the “Resources” chapter of the *Wit & Wisdom* Implementation Guide for more information.)

- Are students unfamiliar with some of the vocabulary introduced and explored in the lessons? For the purpose of Module 0, [Appendix B: Vocabulary](#) is included as a resource and reference for the vocabulary introduced and explored in these lessons. Note that in Modules 1–4, Appendices A–E are included in the Teacher Edition.

**MODEL LEARNING GOALS**

- Read, enjoy, and analyze literary texts and visual art.
- Experience *Wit & Wisdom*'s lesson structure.
- Engage with Focusing Questions, Content Framing Questions, and Craft Questions.
- Practice and reflect on instructional routines and strategies.
- Develop classroom culture and construct systems for a knowledge-building, text-focused community.

**KNOWLEDGE GOALS**

- Explain the role reading plays in building knowledge.
- Analyze the role of perseverance in achieving challenging goals.
- Recognize that difficult goals are often worth the effort they take to achieve.

**CORE TEXTS**

**Picture Book**

- *Thank You, Mr. Falker*, Patricia Polacco

**Painting**

- [Reading at a Table](#), Pablo Picasso

**ALTERNATIVE/SUPPLEMENTARY TEXT**

Any favorite, accessible, short, literary text that engages your students, such as

- *Nasreen's Secret School: A True Story from Afghanistan*, Jeanette Winter

Any engaging, accessible, informational text connected to the Essential Question of Module 0, such as

- From Slavery to Poetry: Phillis Wheatley," Marcia Amidon Lusted

**TRANSFER GOALS**

**MODULE 0**

Transfer goals highlight the effective use of understanding, knowledge and skill that we want students to be able to do when they confront new challenges, both in and out of school. It is the ability to transfer learning independently in not just one setting but varied real-world situations.

<b>KNOWLEDGE</b>	<b>READING</b>	<b>WRITING</b>	<b>SPEAKING/LISTENING</b>	<b>LANGUAGE</b>
<b>Students will be able to independently transfer their learning to:</b>	<b>Students will be able to independently transfer their learning to:</b>	<b>Students will be able to independently transfer their learning to:</b>	<b>Students will be able to independently transfer their learning to:</b>	<b>Students will be able to independently transfer their learning to:</b>
Practice and reflect on effective use of instructional strategies and routines in all areas of literacy.	Use critical and close reading skills to engage in text and images to increase understanding and gain knowledge in all content areas.	Use writing as a means to express knowledge.	Participate in discussions in order to build knowledge.	<b>Not applicable to this module.</b>



**MODULE 0**  
**4<sup>th</sup> Grade Curriculum Map Literacy & Integrated Content**

**MODULE 0**  
**LESSONS 1-5**  
**ESSENTIAL QUESTION: HOW DOES READING HELP US BUILD KNOWLEDGE?**  
**WRITING: INFORMATIONAL/EXPOSITORY**  
**FOCUS QUESTION LESSON 1-5: What does reading mean to Trisha?**

**VOCABULARY**  
 torture, distill, essential, elements of art, color, line \*\*ladle, drizzled, cooed, wiggled, twilight, wobbly, two-tone, stumbled, abuzz, elegant, slick, brilliant, fuzzy, plaid, fault, mole, dumbbell, maggoty, cunning, flicked, bounded, odyssey (\*\* denotes optional words from read aloud)

LESSONS & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY GRAMMAR
<b>L1</b> <b>Lesson at a Glance</b>	Make an observation and ask questions about <i>Thank You, Mr. Falker</i> .	<i>Thank You, Mr. Falker</i> by Patricia Polacco	<b>Wonder:</b> What do I notice and wonder about <i>Thank you, Mr. Falker</i> ?		
<b>L2</b> <b>Lesson at a Glance</b>	Summarize the setting, characters, and events in <i>Thank You, Mr. Falker</i> .	<i>Thank You, Mr. Falker</i> by Patricia Polacco	<b>Organize:</b> What is happening in <i>Thank you, Mr. Falker</i> ?	<b>Examine:</b> Why is it important to write about what I read?	<b>Set-up Vocabulary Journal</b>
<b>L3</b> <b>Lesson at a Glance</b>	Explain how Trisha's feelings towards reading changes throughout <i>Thank You, Mr. Falker</i> .	<i>Thank You, Mr. Falker</i> by Patricia Polacco	<b>Reveal:</b> What does a deeper exploration of Trisha's feelings toward reading reveal in <i>Thank You, Mr. Falker</i> ?  Set-up Response Journal	<b>Experiment:</b> How does writing about what I read work?	<b>SUW Simple Subject/Simple Predicate</b> SUW 3-1 Fragments and Sentences p. 96; Tools 3-1a & 3-1b SUW 3-6 Better Sentences p. 103; Tool 3-6a
<b>L4</b> <b>Lesson at a Glance</b>	Explain an essential meaning of <i>Thank You, Mr. Falker</i> .	<i>Thank You, Mr. Falker</i> by Patricia Polacco	<b>Distill:</b> What is the essential meaning of <i>Thank You, Mr. Falker</i> ?	<b>Execute:</b> How do I write about <i>Thank You, Mr. Falker</i> ?	
<b>L5</b> <b>Lesson at a Glance</b>	Analyze how <i>Thank You, Mr. Falker</i> builds knowledge.	<i>Thank You, Mr. Falker</i> by Patricia Polacco	<b>Know:</b> How does <i>Thank You, Mr. Falker</i> build my knowledge?	<b>Excel:</b> How do I improve my writing?	



MODULE 0

4<sup>th</sup> Grade Curriculum Map Literacy & Integrated Content

LESSONS & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY GRAMMAR
	Improve writing by offering and using peer feedback.				
LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/GRAMMAR
L6 Lesson at a Glance	Express an idea based on the pairing <i>Reading at Table</i> .	<i>Reading at a Table</i> by Pablo Picasso	<b>Know:</b> How does this painting build my knowledge?		

SOCIAL STUDIES Correlation to MODULE 0 Lessons 1-6			
STANDARDS & LEARNING GOALS	FOCUS VOCABULARY	TEXT(S)/QUESTIONING/MATERIALS	ASSESSMENTS WRITING
C.1.4.3 Examine the origins, functions, and structure of state and federal government C.3.4.1 Examine the creation of	<b>Unit:</b> Building a Learning Community <b>Lesson:</b> Create a Classroom Constitution <b>Essential Question:</b> What does a	Introduce classroom library using suggested books related to social studies topics. In this lesson books on the U.S. Constitution such as <u>Shh! We are Writing the Constitution</u> by Jean Fritz and <u>If You Were There When They Signed the</u>	Why are rules and procedures important to have in our social studies classroom?



4<sup>th</sup> Grade Curriculum Map Literacy & Integrated Content

<p>rules and laws at the state level C.3.4.2 Evaluate reciprocal relationships between people and rules, and polices C.2.3.2 Demonstrate the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American Flags</p> <p>Use text and lessons in Social Studies to reinforce literacy goals.</p> <p><b>Wit and Wisdom Module Learning Goals</b> Practice and reflect on instructional routines and strategies.</p> <p>Develop classroom culture and construct systems for a knowledge-building, text focused community.</p> <p>Lesson 2—Vocabulary Journal Lesson 3—Response Journal</p>	<p>Social Studies classroom look like?</p> <p><b>Supporting Questions:</b></p> <ul style="list-style-type: none"> <li>• Why do communities need rules/laws?</li> <li>• What are the proper procedures for reciting the Pledge of Allegiance?</li> </ul> <p>Establishing Classroom Environment/ Procedures/Rules Purpose/Function Government Pledge of Allegiance</p> <p><b>Instructional Routines:</b> Socratic Seminar Think-Pair-Share</p> <p><b>VOCABULARY</b> Bill of Rights, Constitution, citizenship, freedom, pledge, allegiance, republic, indivisible, liberty, justice, Preamble, tranquility, posterity, domestic tranquility, general welfare, common defense</p> <p><b>Wit and Wisdom</b>—Set-up Vocabulary Journal.</p> <p>Use the following from lesson to teach history and meaning of the Pledge of Allegiance. <a href="#">History of the Pledge of Allegiance</a> <a href="#">Examining the U.S. Pledge Flag Code</a></p>	<p><a href="#">Constitution</a> by Elizabeth Levy can be shared.</p> <p><b>Fluency:</b> (Copy of resources should be in each building.) Primary Source Fluency Activities: (Use to guide in creation of Classroom Constitution.) <a href="#">Preamble to the Constitution</a> p. 87-91</p> <p>Use one of the lesson or a combination of the two to have students create a classroom Constitution. <b>Why Do Communities Need Rules?</b> <b>BEFORE READING:</b> <i>In groups have students think about their 3<sup>rd</sup> grade classroom from last year. Have them brainstorm and record what rules, rights, and responsibilities made the classroom successful and help them feel safe.</i></p> <p>Tell students they will be working in groups and as a class to establish behavior expectations for an effective learning community. They will use these to create a classroom Constitution. Discuss how different settings require unique rules. Complete the <i>School &amp; Classroom Issues/Rules Activity</i>.</p> <p><a href="#">School and Classroom Issues/Rules Resource Cards</a></p> <p>Introduce vocabulary words: <b>Constitution &amp; Preamble</b></p> <p><b>DURING READING:</b> Examine the Preamble and refer to sections from the Constitution and Preamble to determine what information is found in the U.S. Constitution. Discuss unfamiliar words encountered in text of the Preamble. After identifying difficult words, discuss them within the context of the text. <a href="#">Constitution Summary</a></p> <p><b>AFTER READING:</b> Students will examine the question "Why do communities need rules/laws"? Discuss importance of understanding the role of government when studying topics in social studies. They will work together to create a classroom constitution. Use one of the following as a model to write class constitution: <a href="#">CRFC We the Students Writing the Constitution Lesson</a></p>	<p>Classroom Constitution</p> <p><b>Social Studies Prompt:</b> Choose one classroom rule that we established; tell why you feel it is necessary. In small groups, complete a preamble for the classroom constitution. Use the following or a similar format. <b>"We the Students of _____'s class, in order to _____, _____ and _____ do hereby ordain and establish this constitution based on the principles of _____ (noun), _____ (noun) and _____ (noun)."</b></p>
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**MODULE 0**  
**4<sup>th</sup> Grade Curriculum Map Literacy & Integrated Content**

		<p><a href="#">Schoolhouse Rock Preamble to the Constitution Video</a></p> <p><a href="#">Readwritethink Lesson "Freedom of Speech and Automatic Language: Examining the Pledge of Allegiance"</a> – Modify for 4<sup>th</sup> grades. Have students write their own pledge.</p> <p><b>Social Studies Classroom</b></p> <p><a href="#">Using Word Walls: Lesson One Words</a></p> <p><a href="#">Social Studies Word Wall Example</a></p> <p><a href="#">Introduce Learning Logs</a></p>	
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