

Teacher:

Date:

Grade:

Subject / Course: ELA

Unit Title: State of Grace

Duration: 10–15 Minutes

CCRS:

- W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.4.3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.4.3b** Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- W.4.3c** Use a variety of transitional words and phrases to manage the sequence of events.
- W.4.3d** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.4.3e** Provide a conclusion that follows from the narrated experiences or events.
- SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on grade 4 topics and texts building on others' ideas and expressing their own clearly.
- L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Summary of Unit:

Writing. Write a paragraph about how you can be generous and helpful in your community.

Lesson Objectives:

- Discuss Oseola McCarty's life and contribution to her community
- Discuss how you can be helpful and generous in your community
- Write a paragraph about how you can be generous and helpful in your community

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Lesson Structure:

- The teacher will show the “State of Grace” *Mississippi, Believe It!*TM Poster to the students.
 - The students and teacher will read the poster and discuss Ms. Oseola McCarty’s life and contributions to her community. The teacher can add information in the activities section to further discuss the topic. (Use this at your discretion, depending on your students’ needs.)
 - Students will write a paragraph with the following prompt:
Write a paragraph about how you can be generous and helpful within your community.
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Guiding Questions:

1. What is a community?
2. What is a gift or contribution?
3. What is a philanthropist?
4. What does it mean to be helpful?
5. What is something that you do to help your community?
6. What is something that you would like to do to help your community?
7. What needs to be included in a well-written paragraph?

Activity:

Discuss student responses to the writing prompt and have the class decide on one way that they can help the community together during the school year. Have the students plan and work actively to complete this activity by helping within the community.

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Key Vocabulary:

- Goal
- Accomplishment
- Referee

Resources & Materials

- Whiteboard
- Charts/Maps
- Computer
- Smartboard
- Video/Audio
- Textbook Pages
- Workbook Pages
- Handout
- Manipulatives
- Other:

Assessments:

- Pre-Test
 - Post-Test
 - Observation
 - Oral
 - Writing Assessment
 - Journal
 - Homework
 - Demonstration
 - Other:
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Learning styles addressed:

- Visual
- Auditory
- Kinesthetic
- Tactile

Guided Practice:

Notes:

Interventions:

- Small Group
- Modified Assignments
- Accommodations
- One-on-One
- Tutoring (Peer and Teacher)
- Manipulatives
- Other:

Independent Practice:

