

<b>Submitted by</b>	<i>Alyssa Bellows</i>		
<b>Title of Book</b>	<i>Through the Window: Views of Marc Chagall's Life and Art</i>		
<b>Grade level (interest)</b>	<b>Fourth Grade</b>	<b>Reading Grade level</b>	2 <sup>nd</sup> -4 <sup>th</sup>
<b>Lexile Level</b>	AD800L	<b>Guided Reading level</b>	Fountas & Pinnell W
<b>A. Purpose for Instruction/ Essential Questions/ Theme</b>	<p>The purpose for this unit is to help students master literacy objectives through reading, writing, listening, and speaking and that are correlated with common core standards. Students will predict elements of the story by activating background knowledge, use questioning skills to deepen their comprehension, and synthesize their thinking as a way of monitoring what they read. Additionally, they will practice inferencing skills to determine the theme of the text, make connections to their own lives, and finally, visualize their own version of the story by thinking of their own perspective. These activities not only increase literacy skills, and deepen their understanding of the text, but also provide an engaging way of doing so.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How does asking questions help us better our understanding of a text?</li> <li>2. What can we achieve through perseverance?</li> <li>3. How do words affect how readers visualize a text?</li> </ol>		

**B. Alignment to the depth of the Common Core – Standards addressed and assessed**

<b>CCSS ELA Standards</b>	<ol style="list-style-type: none"> <li>1. <a href="#">CCSS.ELA-LITERACY.RL.4.3</a> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</li> <li>2. CCSS.ELA-LITERACY.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>3. <a href="#">CCSS.ELA-LITERACY.SL.4.2</a> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>4. <a href="#">CCSS.ELA-LITERACY.RL.4.2</a> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</li> <li>5. CCSS.ELA-LITERACY.W.4.3.D</li> </ol>
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	<p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>6. <a href="#">CCSS.ELA-LITERACY.SL.4.4</a> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
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**C. Student Learning Outcomes – Targeted unit goals**

<p><b>Webb’s Depth of Knowledge: Recall, Skill/Concept, Strategic Thinking, Extended Thinking</b></p> <ol style="list-style-type: none"><li>1. I can <b>predict</b> elements of the story prior to reading.</li><li>2. I can read the text to <b>discover</b> answers to questions generated while reading.</li><li>3. I can <b>synthesize</b> their thinking throughout the story in order to write a summary.</li><li>4. I can <b>determine</b> the theme of the text through identifying themes and plot.</li><li>5. I can <b>categorize</b> showing versus telling in a piece of text.</li><li>6. I can <b>write</b> their own version of through the window by <b>sequencing</b> major events in their life.</li></ol>
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**D. Text Sections to be read closely with plans to support reading and discussion – identify pages**

<p>Lesson 1: before reading Lesson 2: pages 5-9 Lesson 3: pages 2, 9 Lesson 4: pages 25-28 Lesson 5: pages 2, 8 Lesson 6: pages 1, 16, 21</p>
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<b>Academic Language Vocabulary</b> <b>Tier 2 Words</b> <b>Tier 3 Words</b>	<ul style="list-style-type: none"><li>• Butcher (p. 3)</li><li>• Blacksmith (p. 3)</li><li>• Misfit (p. 7)</li><li>• Czar (p. 8)</li><li>• Revolutionary (p. 14)</li><li>• Artisans (p. 22)</li></ul>
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<b>Bloom's Levels Addressed: (Check all that apply)</b>	
Remembering	Analyzing
Understanding	Evaluating
Applying	Creating

**E. Instructional Lessons**

<b>Research Based Strategies</b> <b>[Tied to STW &amp; standards]</b>	List the strategies that you plan to emphasize: <ol style="list-style-type: none"><li>1. Predicting</li><li>2. Questioning</li><li>3. Synthesizing</li><li>4. Inferring</li><li>5. Visualizing</li><li>6. Connecting</li></ol>
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**Brainstorming for Lessons**

<b>Interactive activities for each lesson</b>	<p>Lesson One: Students will be predicting elements of the story prior to reading by completing a Vocab-O-Gram. This will be started as a class through a Smartboard activity.</p> <p>Lesson Two: Students will be reading the text to discover answers to questions while reading by completing a thick vs. thin chart. Students will learn how to differentiate between the two types of questions. This will be completed as a class through a Smartboard activity.</p> <p>Lesson Three: Students will actively synthesize their thinking as they read in order to write a summary. This will be modeled through the I-do, We-do, You-do method as a class using a Smartboard activity.</p> <p>Lesson Four: Students will determine the theme of the text by first differentiating the meaning of theme and plot. This will be completed as a class through a Smartboard activity.</p>
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Lesson Five: Students will categorize showing versus telling in a piece of text. This will be achieved through a Smartboard activity where they can differentiate between “showing” words that are more descriptive and “telling” words that are not as easy to visualize.

Lesson Six: Students will write and illustrate their own versions of *Through the Window* by connecting to key moments in the text. They will reflect on a moment when they were younger, imagine what life might be like in college, and when they are adults. This will be modeled using a Smartboard activity.

### **Procedure Lesson One:**

**Objective:** Students will predict elements of the story prior to reading.

**Materials:** Smartboard activity, “Vocab-O-Gram” handouts

#### **Lesson Development & Smartboard Instructions:**

- Instructor will introduce the text to the class without revealing too much about the book or its content.
- Instructor will explain “Vocab-O-Gram” activity sheet and components to predict: setting, characters, problem/goal, actions, resolution.
- Project smartboard activity and read each word/phrase.
- Show students how to move words into categories (infinite cloning)
- Allow for some volunteers to engage in this activity on the board.
- After this, hard-copies are given to students. This is to be completed independently or in partnerships by using the words and phrases at the top of the sheet (each word may be used more than once).
- Allow for 20 minutes for completion. Instructor may circulate to answer questions.
- After completion, have some students share their answers of what they predict the story may be about.

**Vocab-O-Gram**

City of Light	spirited rabbis	Russia	brave	wars	tangled in darkness
Student	soldiers	painter	dreams in color	revolutionary	journey

**Use vocabulary to make predictions about.....**

Setting: What will the setting be like?

Characters: Any ideas about the characters? Who are they?

The problem/goal: What might it be?

The actions: What might happen?

The resolution: How might it end?

**Procedure  
Lesson Two:**

This lesson corresponds to pages 5-9

**Objective:** Students will read the text to discover answers to questions generated while reading.

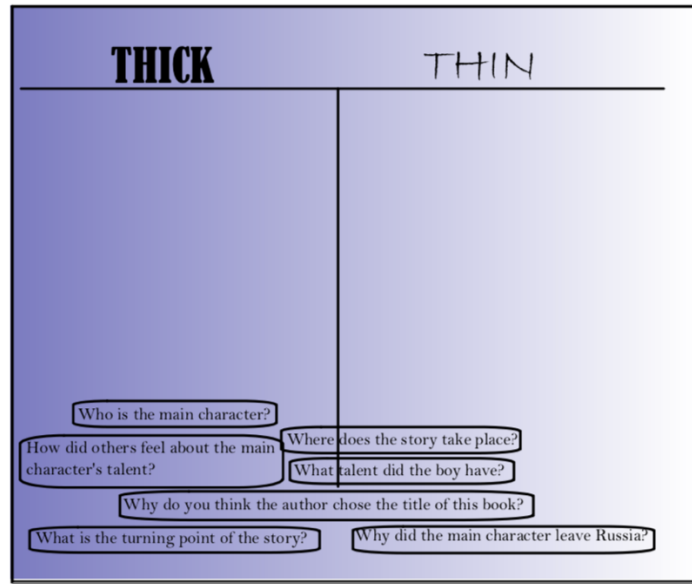
**Materials:** Smartboard activity, Thick/Thin T-Chart handout

**Lesson Development & Smartboard Instructions:**

- Begin lesson by introducing the objective to students. Remind them of questions they ask in their lives that help them discover answers. Questioning in a text also helps them understand better.
- Introduce the idea of “thick” and “thin” questions. Thin questions can easily be found in the text. Thick questions offer for deeper thought or analysis on an idea. They may not be as easily answered in the text.
- Model the first two examples of a thick and thin questions by using the smartboard. Use the pen to drag questions into the correct category.
- With teacher guidance, have the class categorize the rest of the questions using the Smartboard. This can be completed using volunteers to come up to the board.
- After the questions are sorted, students will develop one thin question and three thick questions that are relevant to the text. They may work in partnerships or individually. Everyone should have their own

questions.

- Allow students to share their questions at the end of the lesson.



**Procedure**

**Lesson Three:**


This lesson corresponds to pages 2, 9

**Objective:** Students will synthesize their thinking throughout the story in order to write a summary

**Materials:** Smartboard activity, Think Sheet handout

**Lesson Development & Smartboard Instructions:**

- Begin with a discussion about synthesizing. Remind them that when reading, synthesizing is gathering more ideas as they read to add with that they already know.
- Introduce the think sheet chart on Smartboard noting what goes in each column.
- Teacher will model the first example. The first questions under “thinking” are covered but can be moved with the smartboard pen. Teacher will think aloud their process reading a specific quote from the book, and what it made them think of.
- Next, students will be guided with the teacher to come up with their own thinking. The second quote is given. Allow students to generate their own ideas that are prompted from the quote. Once their answers are heard, the teachers thinking can be uncovered.
- Distribute Think Sheet handouts
- Prompt the students to come up with at least five of their own thinking using text evidence.

<b>Think Sheet</b>	
<b>Quote &amp; Page</b>	<b>Thinking</b> 
"neighbors squabble, rabbis bless, a bowlegged fiddler plays on a rooftop" (p. 2)	What is a rabbi? What is a fiddler?
"Stale professors dismiss his easel flooded with fragments of folk tales" (p. 9)	Why doesn't the teacher like his artwork? I think it looks pretty!

**Procedure**  
**Lesson Four:**

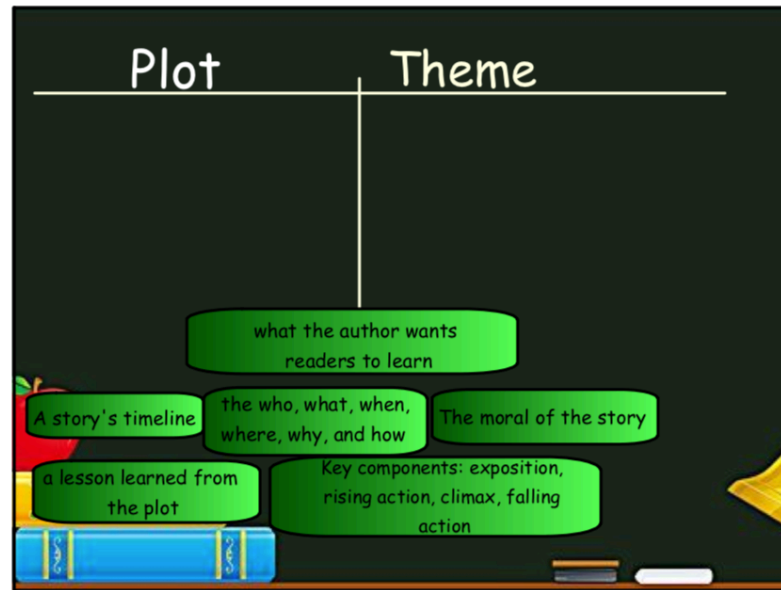
This lesson corresponds to pages 25-28

**Objective:** Students will determine the theme of the text through identifying themes and plot.

**Materials:** Smartboard activity, Plot/Theme handout

**Lesson Development & Smartboard Instructions**

- Begin by introducing the objective of the story
- Using the smartboard, have students decipher the difference between plot and theme with teacher guidance. This can be done through discussion between students about one definition at a time. Students may volunteer to move the definition in either side of the chart using the pen
- When confident with their answers, read the definitions of plot and theme to the students
- Check to see if their work reflects the formal definitions
- When completed, students now have the opportunity to describe the story's plot as well as infer the theme.





**Procedure**  
**Lesson Five:**

This lesson corresponds to pages 2, 8

**Objective:** Students will categorize showing versus telling in a piece of text.

**Materials:** Smartboard activity, Show vs. Tell handout

**Lesson Development & Smartboard Instructions:**

- Begin lesson by introducing the concept of showing versus telling. Explain to students that good writers use descriptive words that help the reader visualize what they are saying. This is how they “show.” The opposite only tells the reader and may make it hard to them to visualize it.
- Use smartboard to model the difference between showing and telling.
- Students may volunteer to drag a phrase into the show or tell vortex. Examples provided are directly from the reading.
- Once completed, students will receive the show vs. tell handout. Prompt them to find at least 5 phrases in the book that *tells* the reader rather than *shows* the reader what is happening in the story.
- Prompt them to adjust these phrases into more descriptive, visual, and specific words/phrases.



**Procedure**  
**Lesson Six:**

This lesson corresponds to pages 1, 16, 21

**Objective:** Students will write their own version of through the window by sequencing major events in their life.

**Materials:** Smartboard activity, Eyewitness testimony handout, movie strip

**Lesson Development & Smartboard Instructions:**

- Begin lesson by introducing the objective. To achieve this objective, we will be making connections between the March Chagall's story to our own lives.
- This lesson will act as a component of the summative assessment.
- Display eyewitness testimony Smartboard activity.
- Teacher will model on the Smartboard. Pg. 1 "Through the window, a boy sees..." This goes in the Author's Words section. Teacher will think aloud about when she was a young girl and what she might have seen. Example starter, "Through the window, a girl sees..." Next, teacher will draw a picture to match their version.
- Distribute three copies of the Eyewitness Testimony to each student.
- Students will find a section of the story that describes what Marc Chagall sees through the window when he is young, in the middle of his life, and when he is old. Then, they will make connections to their own life at those three moments. They will use past experiences as well as predict what they might see through their window in the future.

**EYEWITNESS TESTIMONY**

Author's words:	My version:
My Picture:	

<b>Plans for Formative and Summative Assessment linked to standards and learning outcomes (objectives)</b>	<b>Formative Assessment:</b> <ul style="list-style-type: none"><li>• <b>Interactive smartboard activities</b></li><li>• <b>Completion of handouts, graphic organizers, and worksheets</b></li><li>• <b>Participation in discussions</b></li></ul> <b>Summative Assessment:</b> <ul style="list-style-type: none"><li>• <b>Students will create a movie strip describing their own version of <i>Through the Window: Views of Marc Chagall's Life and Art</i>. The movie strip will include what they would see out their windows as a child, as a teenager, and as an adult. These will be created using vivid details as well as a prediction of what their future will look like. They will be encouraged to reflect on their own goal or dream, as Chagall did, and portray it in their movie strip.</b></li></ul>
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