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| **Unit 2/Week 4** | **Text** *Marven of the Great North Woods* |
| **Grade 4** | **subject:**   ELA  SS  SCI  Math  |

PREPEARATION

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| **content objectives:** Students will be able to read closely to determine what the text says explicitly and to make logical inferences from it, using specific evidence when writing and speaking to support conclusions drawn from the text.*\*Teachers can write or adjust content objectives to meet the needs of their students.* | **language objectives:** Through discussion and writing students will demonstrate an understanding of word relationships and nuances in word meaning.*\*Teachers should review the text dependent questions in order to specifically identify which language features being addressed. Those language features should be inserted into the objective.* Students will engage in a range of collaborative discussions and build on others’ talk in conversation by responding to the comments of others through multiple exchanges.*\*Collaborative discussion includes one-on-one partnerships with students and/or adults, small groups, and the whole class.* *\*Teachers should identify and incorporate those language features necessary for students to effectively communicate their ideas to one another.* |
| **accommodations (IEP/504):** Use appropriate accommodations as designated by students’ IEPs and in response to students’ needs.  | **materials**Planning TemplateStudent Anthology |
| **ela**/**literacy standards:** RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL 4.10, W.4.2, W.4.4, SL.4.1, SL.4.2, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5 | **content area standards:** N/A |
| **instructions:** First Reading: During the first reading students will read to understand the purpose of the text. On level students will read the text independently. Below level readers will read the text with the teacher, a partner or using the listening center. Rereading (2 lessons): During the next readings, done over two days, students will carefully examine the author’s choice of vocabulary, syntax, and literary elements. During the next days or class periods, students will reread and discuss important sections of the text to examine the author’s choice of vocabulary, syntax, and literary elements through text dependent questions. During these lessons students may be asked to record their ideas in writing. Culminating Writing Task: Students are challenged to organize their thinking and cite evidence to explain the big ideas of the text.  |

BUILDING ACADEMIC VOCABULARY

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| **embedded instruction** (Tier 3 & Tier 2)Identify vocabulary words that require some attention in order for students to comprehend the text. Define these words quickly in context, using a student friendly definition. | **extended instruction** (Tier 2)Identify vocabulary words that build academic language and are essential to comprehending the text. These words may be defined quickly in context, but will be revisited for students to integrate into their vocabulary.  |
| silhouettes (pg 218) – an outline or side view of a person's head that is filled with a dark, solid colorimmense (pg 218) – very large; hugecorral (pg 218) – enclosed area for animalsledger (pg 220) – a book used to record all of the financial transactions of a business, esp. as a final record of accountswoodstove (pg 220) – a stove, connected to a chimney, that burns wood to provide heatknickers (pg 221) – fairly loose knee-length pants gathered to a band just below the kneestirred (pg 222) – to put into motion, movedgrunted (pg 222) – to make the short deep sound of a hog, or a sound similar to thismuttered (pg 222) – to speak in a low tone that is hard to understand; mumbletremble (pg 222) – to shake from fear, weakness, or coldskillets (pg 224) – a shallow pan with a long handle, used for frying food; frying pankosher (pg 224) – prepared according to Jewish laws of foodthawing (pg 224) – to return to a normal temperature after being frozencord (pg 224) – an amount of wood cut for fuel, arranged in a pile measuring 4 feet wide, 4 feet high, and 8 feet longchit (pg 226) – a written statement of money owed, like a bill belching (pg 227) – to throw out violently; spoutsooty (pg 227) – covered, blackened, or dirty with soot | relieved (pg 221) – feeling happy anxiously (pg 222) – worried desperately (pg 228) – needing or wanting something very muchglistened (pg 228) – to shine or sparkle with reflected light  |

TEACHER OVERVIEW

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| **big ideas and key understandings:** Being on your own in an adult’s world can be frightening and challenging for a young boy who has left home for the first time. As he adapts to his new environment, he forms an unusual friendship. | **synopsis:** Ten-year-old Marven Lasky has left his parents and sisters and has traveled to the north woods to work there as a bookkeeper. |

GUIDE

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| **introduction**/**opening: “**Today we will read *Marven of the Great North Woods*. All good readers pay close attention to the text. As we read today I want you to be thinking about the text and its meaning.”  |
| **text dependent questions*** Begin with a “winnable” question that will help orient students to the text.
* The sequence of questions should build a gradual understanding of the key meanings.
* Questions should focus on a word/phrase, sentence or paragraph.
 | **responses*** Answers that reference the text.
* Multiple responses may be provided using different pieces of evidence
* Inferences must be grounded logically in the text
 | Teacher Notes: |
| Page 218Describe Marven’s environment using clues from the words and the pictures on pgs 218 and 219. | It is nighttime and there is lots of snow at the camp. There are log buildings and horses. Music is playing and lumberjacks are dancing. Students may infer that the mood is festive and lively. |  |
| Page 218What words and phrases does the author use to describe the lumberjacks? | Men with long beards and wild hair. Immense Men. Big and wild men. As a pack of frantic grizzly bears. |  |
| Page 220-221 (up to, alone again)What does Marven discover about his new life at the camp? | He discovers that the small office will be his room. He will be alone in the room without his younger sisters. His job is to do the payroll for Mr. Murray. In addition to doing the payroll, he needs to wake up the Lumberjacks in the bunkhouse who oversleep at 4:00 in the morning.  |  |
| Page 221 (half-way down the page) - 224 (up to, tried not to stare)Based on the text what are Marven’s feelings and actions as he awakens the Lumberjacks? How do you know? | He is relieved when two of Lumberjacks wake on their own and he doesn’t have to wake them. He was wishing for a Hebrew blessing to help him. He was anxious and nervous. Students can infer this from evidence of Marven taking deep breaths, trying to act brave, trying not to tremble, pleading and whispering and trying not to stare.  |  |
| Page 224Why did Marven “stare at the food in dismay”? After students have answered the first question then ask, how did Marven deal with the situation? | Marven stared at the food because it was not kosher and it would go against his religious beliefs if he ate it in certain combinations. He solved his problem coming to a quick decision of deciding to eat flapjacks and oatmeal with milk. The next day he would eat the steak and the oatmeal without milk. And never the bacon.  |  |
| Page 224 (last paragraph) - 227 (middle of second paragraph)What challenge does Marvin face and how does he solve or overcome the challenge?  | The bookkeeping was very confusing. Sometimes there were two names on one chit. And sometimes chits were in the wrong pay-period box. He solved his challenge by remembering how his mother always made a list when she had many things to do, and he thought of this when he took on the job. His system was to list the jacks’ names alphabetically, and noted the proper symbol for those who could not write. Then he listed the dates for a single pay period, coded each chit with the dates, and, with a ruler, made a chart. |  |
| Page 228 (first two paragraphs)Similes compare two things using the words *like* or *as*. Personification gives human qualities to inanimate objects. How does the author use similes and personification to describe the Great North Woods? | Beads of ice glistened on bare branches like jewels. The frosted needles of pine and spruce pricked the eggshell sky, and a ghostly moon began to climb over the treetops. Marven came upon a frozen lake covered with snow, which lay in a circle of tall trees like a bowl of sugar. |  |
| Page 228 (half-way down the page) – 229 (top of the page)How does Marven react to the thought of a grizzly bear?Page 291How do his feelings change? | He began to tremble and stood very still like a tree. Students can infer that Marven is scared and may even connect to a time that they were scared and stood still. As he stood in fear of a possible grizzly Marven was homesick remembering his mother, father and sisters the day he left on a train. He was sad and lonely for his family and wished to be back in Duluth with them. He was so scared and lonely he began to cry. He realizes it’s not a grizzly bear but Jean Louis who comforts him by rubbing his thumb down Marven’s cheek and lightened the mood by laughing about being mistaken for a grizzly bear. |  |
| **culminating question:**Being on your own in an adult’s world can be challenging for a young boy who has left home for the first time. Use evidence from the text to explain how Marven overcomes the many challenges he faces. |
| **closing:** Highlight key skills and strategies students used while making meaning of the text. *For example: I like the way Bryce cited evidence from the text. I noticed Joe was inferring meaning when he recognized that Jessie was feeling guilty.*  |
| **assessment:** observation checklist, written response |