

You Don't Say!!

Grade Level or Special Area: 4th Grade, Language Arts

Written by: Connie Vincent, Paonia Elementary School, Paonia, Colorado

Length of Unit: Takes place during an entire school year, nine lessons (each lesson takes an average of three class periods; one class period=50 minutes)

I. ABSTRACT

This unit gives direction for the yearlong teaching of all the 4th grade sayings and phrases. It provides a concise way of teaching the meaning of each saying and helps to reinforce understanding with student-made sayings journals, which are kept throughout the year.

Additionally, each month's sayings are reinforced by a writing lesson, which follows the teaching of the sayings. Each writing activity is designed to reinforce learning, enhance understanding and help students to use the sayings in contexts other than the one in which they were taught.

II. OVERVIEW

A. Concept Objectives

1. Students will understand how to write and speak for a variety of purposes and audiences. (Colorado State Standards, Reading and Writing, #2)
2. Students will apply thinking skills to their reading, writing, speaking, listening and viewing. (Colorado State Standards, Reading and Writing, #4)
3. Students will read and recognize literature as a record of human experience. (Colorado State Standards, Reading and Writing, #6)

B. Content from the *Core Knowledge Sequence* (page 90)

1. Language Arts/Sayings and Phrases:
 - a. Bury the hatchet
 - b. Once in a blue moon
 - c. On the warpath, RSVP
 - d. Don't put all of your eggs in one basket.
 - e. Etc.
 - f. Half a loaf is better than none.
 - g. Don't count your chickens before they hatch.
 - h. An ounce of prevention is worth a pound of cure.
 - i. Two wrongs don't make a right.
 - j. Haste makes waste.
 - k. Live and let live., Make ends meet
 - l. Can't hold a candle to
 - m. Go to pot
 - n. Lightning never strikes twice in the same place.
 - o. Make hay while the sun shines.
 - p. When it rains, it pours.
 - q. You can lead a horse to water, but you can't make it drink.
 - r. Beauty is only skin deep.
 - s. The bigger they are, the harder they fall.
 - t. Bull in a china shop, Seeing is believing.
 - u. Birds of a feather flock together.
 - v. Laugh and the world laughs with you.
 - w. Money burning a hole in your pocket
 - x. One picture is worth a thousand words.
 - y. Break the ice.
 - z. Through thick and thin

- aa. Timbuktu
- bb. As the crow flies
- cc. Blow hot and cold
- dd. Run-of-the-mill
- ee. Shipshape

C. Skill Objectives

1. Students will generate topics and develop ideas for a variety of writing and speaking purposes. (Colorado State Standards, Reading and Writing, Standard #2, 4th Grade) (used in Lessons One, Two, Four and five)
2. Students will organize their writing. (Colorado State Standards, Reading and Writing, Standard #2, 4th Grade) (used in Lessons Two, Four, five, Eight and Nine)
3. Students will chose vocabulary that communicates their messages clearly and precisely. (Colorado State Standards, Reading and Writing, Standard #2, 4th Grade) (used in Lessons One, four, Five and Nine)
4. Students will create readable documents with legible handwriting or word processing at the appropriate time. (Colorado State Standards, Reading and Writing, Standard #2, 4th Grade) (used in Lessons One, Four, Five and Nine)
5. Students will use reading, writing, speaking, and listening to define and solve problems. (Colorado State Standards, Reading and Writing, Standard #4, 4th Grade) (used in Lessons Two, Six and Seven)
6. Students will respond to written and oral presentations as a reader, listener and articulate speaker. (Colorado State Standards, Reading and Writing, Standard #4, 4^h Grade) (used in Lesson Three)
7. Students will read, respond to and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading. (Colorado State Standards, Reading and Writing, Standard #6, 4th Grade) (used in Lessons Three and Nine)
8. Students will use new vocabulary from literature in other context. (Colorado State Standards, Reading and Writing, Standard #6, 4th Grade) (used in Lessons Three and Nine)
9. Students will produce a variety of types of writing including stories, reports, summaries, descriptions, poems, and letters—with a coherent structure or story line. (*Core Knowledge Sequence*, pg. 93) (used in Lessons Two, Three and Seven)
10. Students will organize material in paragraphs and understand how to use a topic sentence, how to develop a paragraph with examples and details and that each new paragraph is indented. (*Core Knowledge Sequence*, pg. 93) (used in Lessons Six and Seven)

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Explanation of sayings from *What Your 4th Grader Needs to Know* by E .D. Hirsch, Jr.
2. Knowledge of the *Step Up to Writing* program by M. Auman
3. Knowledge of *The Four Square Writing Method*, by J. and E. Gould

B. For Students

1. Paragraph writing skills (Grades 2 and 3)
2. Fairy tale elements from previous grades

IV. RESOURCES

- A. *What Your 4th Grader Needs to Know* by E. D. Hirsch, Jr. (pages 72-84) (used in all Lessons)
- B. *Step Up to Writing* by Maureen Auman (used in Lessons Two, Three and Six)
- C. *Four Square Writing* by Judith S. and Evan Jay Gould (used in Lessons Six and Seven)
- D. *40 Rubrics & Checklists to Assess Reading and Writing* by A. Fiderer (used in Appendices D-1, D-2, E, and J)

V. LESSONS

Lesson One: August-September: The Cartoon (two class periods for saying review and one class period for the cartoon creation; an additional time slot may be used for sharing)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will understand how to write and speak for a variety of purposes and audiences. (Colorado State Standards, Reading and Writing, Standard #2)
 - 2. Lesson Content
 - a. Bury the hatchet
 - b. Once in a blue moon
 - c. On the warpath
 - d. RSVP
 - 3. Skill Objective(s)
 - a. Students will generate topics and develop ideas for a variety of writing and speaking purposes (for example, creating a cartoon).
 - b. Students will chose vocabulary that communicates their messages clearly and precisely.
 - c. Students will crate readable documents with legible handwriting.
- B. *Materials*
 - 1. Overhead transparency and overhead marker for teacher to demonstrate cartoon
 - 2. White construction paper-one piece per student
 - 3. Markers or crayons (variety of colors)
 - 4. Black fine tipped marker to copy print
 - 5. Pencils
 - 6. Large colored construction paper for cover of sayings booklet for each student
 - 7. Transparencies with the graphic organizer shown in Appendix A-one per group
 - 8. Paper copies of Appendix A (four per student), one per saying
 - 9. Optional-transparencies of popular cartoons like *Calvin and Hobbes* or *Charlie Brown* for modeling
 - 10. Laminated copies of this month's sayings
 - 11. *What Your 4th Grader Needs to Know*, by E. D. Hirsch, Jr.
- C. *Key Vocabulary*
 - 1. Cartoon-drawing which illustrates a thought or idea; can show action or words
 - 2. Hatchet-small ax
 - 3. Blue moon-second full moon in a calendar month; quite rare in occurrence
 - 4. RSVP-abbreviation for the French *Repondez S'il Vous Plait*, which means "please reply" in English
- D. *Procedures/Activities*
 - 1. Since this is the first month of the new school year, students should design the cover for their sayings journal for the year. Let students select a large colored piece of construction paper and fold in half (hamburger bun style) vertically. All papers will be put inside this folder as they are completed throughout the year.

The students can then design with markers their own cover, including the words, “My Sayings Journal” and their names. They may need a list of the sayings so they can print some of them on the cover or they can draw pictures or designs of their own choosing. (The teacher probably should collect and hold these covers to be used each month to prevent them from being wrinkled or torn in the students’ desks.)

2. The teacher should then introduce the four sayings of the month. One idea for presentation is to print the sayings on colored sentence strips and laminate them to use year after year. They should be displayed and discussed.
3. The best source explanation for each saying is found in *What Your 4th Grader Needs to Know* by E. D. Hirsch, Jr. The explanations for these four sayings are found on p. 80 (bury the hatchet), p. 82 (once in a blue moon), p. 82 (on the warpath) and p. 83 (RSVP). The teacher can read the explanations and examples for each of the sayings and they should be discussed in class. Students may provide other examples if possible.
4. Students should be divided into four small groups, one for each saying. Each group should be given a transparency of the graphic organizer from Appendix A. One student from each group should be selected as the recorder. The group should then fill out the organizer together, copying the saying at the top and writing one or two sentences which tells what the saying means in their own words. Finally the students should decide what illustration to use to show what the saying means. The illustration should show and not tell what the saying means.
5. The next class period, one student from each group should present Appendix A to the class. The class should give a “thumbs up” or a “thumbs down” as to their understanding of the graphic organizer. Changes should be made if understanding is incomplete. A new transparency may be needed for that purpose.
6. Once each saying is complete, the students should fill out a copy of Appendix A, one for each saying, for their sayings journal. They may use their own words and illustrations or copy the student-shared information.
7. The final step in understanding this month’s sayings should be assignment of one of these sayings to each student in the class. The students should design a cartoon using the saying as a title, which illustrates understanding of the saying’s meaning. The teacher may wish to model a cartoon of his/her own on the overhead before this assignment is made including such items as bubbles for talking and labeling items to promote understanding. (A word of caution: teachers should probably create a cartoon for a different saying than the ones assigned, or students might just copy the teacher’s ideas.) If students experience problems understanding how to write a cartoon, the teacher can copy several for the overhead to point out the features and common elements of cartoons, including ones with and without words or dialogue. Each group can produce one cartoon if the teacher feels it will be too difficult for individual students. The group work should then be copied for each student’s saying journal if that option is chosen.
8. When complete, students should share their cartoons with the class. Transparencies can be made if needed for sharing or the cartoons can be displayed on a class bulletin board.

- E. *Assessment/Evaluation*
1. For evaluation, the teacher should use the assessment rubric in Appendix B. (This rubric is designed for individual assessment...if it is a group project an item for working with others in a group should be added.)

Lesson Two: October: The Narrative Story (one class period for the saying discussion, four to five periods for writing and sharing of the narrative story)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how to write and speak for a variety of purposes and audiences. (Colorado State Standards, Reading and Writing, Standard #2)
 2. Lesson Content
 - a. Don't put all of your eggs in one basket.
 - b. Etc.
 - c. Half a loaf is better than none.
 3. Skill Objective(s)
 - a. Students will generate topics and develop ideas for a variety of writing and speaking purposes.
 - b. Students will organize their writing.
 - c. Students will use reading, writing, speaking and listening to define and solve problems.
 - d. Students will produce a variety of types of writing including stories, reports, summaries, descriptions, poems, and letters—with a coherent structure or story line.
- B. *Materials*
1. Sayings journals from Lesson One
 2. Easy Steps for Writing a Story, adapted from *Step Up To Writing*, Appendix C
 3. Notebook paper
 4. Pencils
 5. Graphic organizer, Appendix A, one transparency per group, and paper copies of each saying, one per saying, one per student
 6. Laminated copies of this month's sayings
 7. Appendix D-1, one transparency per group, and paper copies, one per student
 8. Appendix D-2, one per student
 9. *What Your 4th Grader Needs to Know* by E.D. Hirsch, Jr.
- C. *Key Vocabulary*
1. Etc.-an abbreviation of "et cetera," a Latin phrase for "and the rest," it means "and so forth" or "and so on," it can also mean "and other things just like the things I have mentioned"
 2. Narrative-tells a story
- D. *Procedures/Activities*
1. The first day of the lesson the teacher should display the sayings for the month and discuss their meaning. Students should share whatever background knowledge they have about the meanings of the sayings. The teacher should read the excerpts about each of the month's sayings from *What Your 4th Grader Needs to Know* by E. D. Hirsch, Jr. Pages are as follows: Don't put all your eggs in one basket (p. 74), Etc. (p. 81) and Half a loaf is better than none. (p. 75)
 2. Students should be divided into three groups and a saying assigned to each group. The group appoints a recorder and they fill out a transparency of the graphic organizer in Appendix A. Another student should act as reporter and share the

group's work with the class. Thumbs up and thumbs down can be used to assess student understanding of the saying.

3. Paper copies of Appendix A should be given to each student and filled out. Students should use their own illustrations and meanings of the sayings for their sayings journal or they may use those shared earlier by the groups. When completed, the teacher should collect the journals for next month's work.
4. The writing assignment to tie in this month's sayings is a narrative piece created by the students. If students have not had much practice in writing narratives, it is suggested they do this in their small groups rather than each student writing a story individually. Each student should receive a copy of Appendix C-Easy Steps for Writing a Story, which has been adapted from *Step Up to Writing* by Maureen Auman.
5. The teacher should model the narrative writing using a transparency of Appendix C with the class. **The completed narrative must use one of the sayings in the story line.** It can be in the conclusion or presented during the story. The teacher may choose to model writing a story for one of last month's sayings so that the class does not copy his/her use of the saying in the story. Each of the steps should be modeled and filled out. After the modeling, each group should be given independent time to complete the step themselves. Students should be able to do step one (the title) and steps two and three (the quick sketch and the plan) on the first day of the class. On the second day, they should be able to write a good lead and begin their stories. Day three should allow the groups to finish the story using transitions and a smooth ending. Finally, on day four students should exchange stories among groups and complete the peer editing and self-editing checklists (see Appendix D-1).
6. Finally, the teacher should make copies of the edited stories and each child should copy a final copy for their sayings journal.
7. Sharing of the stories can occur by having a student read his/her group's story aloud to the class.

E. *Assessment/Evaluation*

1. The teacher should complete a copy of Appendix D-2, one per student.

Lesson Three: November: The Fairy Tale (one class period to review meaning of sayings, two to three class periods to change the narrative into a fairy tale)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will read and recognize literature as a record of human experience. (Colorado State Standards, Reading and Writing, Standard #6)
2. Lesson Content
 - a. Don't count your chickens before they hatch.
 - b. An ounce of prevention is worth a pound of cure.
 - c. Two wrongs don't make a right.
3. Skill Objective(s)
 - a. Students will read, respond to and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.
 - b. Students should use new vocabulary from literature in other contexts.
 - c. Students should produce a variety of types of writing including stories, reports, summaries, descriptions, poems, and letters—with a coherent structure or story line.

- d. Student will respond to written and oral presentations as a reader, listener and articulate speaker.
- B. *Materials*
1. Laminated sayings for presentation
 2. Appendix A, one transparency per small group, paper copies of each saying, one per student
 3. Appendix E, one per group, to evaluate fairy tales
 4. Chart paper to write fairy tale elements
 5. Markers for writing chart
 6. Paper and pencils for each student
 7. *What Your 4th Grader Needs to Know* by E. D. Hirsch, Jr.
 8. Student made sayings journals
- C. *Key Vocabulary*
1. Ounce and pound-it takes sixteen ounces to make a pound
 2. Fairy tale -narrative with specific elements such as use of royalty, use of the numbers 3 and 7, good vs. evil, etc.
- D. *Procedures/Activities*
1. The teacher should present this month's sayings and discuss their meanings. The following pages from *What Your 4th Grader Needs to Know* by E. D. Hirsch, Jr. can be used to read the sayings and their meanings: Don't count your chickens before they hatch (p. 73), An ounce of prevention is worth a pound of cure. (p. 77), and Two wrongs don't make a right. (p. 78)
 2. Students should be divided into three groups and assigned one of the month's sayings. They should appoint a recorder and fill out the transparency from Appendix A. A recorder from the group should present the group's transparency to the class and the class should respond with a thumbs up or thumbs down evaluation of understanding of material on the transparency. Afterward, students should make a paper copy of Appendix A for each of their sayings journals. They may use their own unique words and pictures to assign meaning or they may copy what the groups in class shared.
 3. The following day, the students should chart as a class what the elements of a fairy tale are as compared to a narrative. (The teacher may choose to read a few short fairy tales if the students are having trouble listing fairy tale elements.) Examples might include the following:
 - a. beginning the story with the words, "Once upon a time"
 - b. using the numbers 3 and 7 when listing characters or events in the tale
 - c. using royalty in the story
 - d. use of animals in the story
 - e. use of good and bad characters
 - f. developing an evil character, many times an animal or mythical creature like a dragon
 - g. teaching a moral or lesson at the end
 Other elements also may be listed on the chart.
 4. Students should then return to their small groups and using the narrative they created last month (need to use the same three groups from October), the students should change their previously written narrative into a fairy tale. Not all elements need to be used, but enough to make the story a fairy tale. (This may make some of the narratives seem silly or exaggerated, but that is okay.)
 5. An optional activity for more advanced students is to create an entirely new fairy tale, using one of this month's sayings, rather than using the one from September. If the teacher feels his/her students are capable of this, skip step #4.

6. Students may share their newly written fairy tales with the entire class. The class should locate fairy tale elements from the chart created earlier.
- E. *Assessment/Evaluation*
1. The teacher should evaluate the fairy tales with Appendix E, which is just an amended copy of Appendix D-2.

Lesson Four: December-The Teaching Chart (one class period to discuss meaning of sayings for the month and one or two class periods to create the teaching chart)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will apply thinking skills to their reading, writing, speaking, listening and viewing, (Colorado State Standards, Reading and Writing, Standard # 4)
 - b. Students will understand how to write and speak for a variety of purposes and audiences. (Colorado State Standards, Reading and Writing, Standard # 2)
2. Lesson Content
 - a. Haste makes waste.
 - b. Live and let live.
 - c. Make ends meet
3. Skill Objective(s)
 - a. Students will generate topics and develop ideas for a variety of writing and speaking purposes.
 - b. Students will organize their writing.
 - c. Students will create vocabulary that communicates their messages clearly and precisely.
 - d. Students will create readable documents with legible handwriting or word processing at the appropriate time.

B. *Materials*

1. Appendix A, one transparency per small group and paper copies of each saying, one per student
2. Appendix B, evaluation for projects
3. *What Your 4th Grader Needs to Know* by E. D. Hirsch, Jr.
4. Poster board, one per small group
5. Markers of various colors
6. One black fine tipped marker per group for printing
7. Blank transparency for teacher modeling of teaching chart
8. Chart paper to write non-fiction conventions
9. Laminated copies of the sayings for the month of December
10. Sayings journals

C. *Key Vocabulary*

1. Non-fiction conventions-items like captions, italics, bold print, graphic organizers, and underlining that give meaning
2. Haste-acting quickly

D. *Procedures/Activities*

1. The teacher should present the three sayings for the month by displaying them and discussing meaning. Excerpts from *What Your 4th Grader Needs to Know* should be read for each saying with the following page numbers used: Haste makes waste (p. 75), Live and let live. (p. 76), and make ends meet (p. 82)
2. The class should be divided into three small groups and each group should be assigned one of the month's sayings. A recorder from the group should record

the meaning of the saying on a transparency of Appendix A that the group decides. He/she should also draw the illustration the group decides should represent its saying. Next, a second student should present the transparency to the class. Thumbs up or thumbs down should be given by the class to assess meaning. Each student should then fill in his/her own copy of Appendix A, using original meanings and illustrations or using those previously shared with the class.

3. On the following day, the class should chart non-fiction conventions that would be used on a teaching chart. Some examples might include bold typing, italics, underlining, pictures with captions, graphs or graphic organizers, capital lettering, etc. (Examples from textbooks or reference books can be used if students have problems coming up with examples of non-fiction conventions.)
4. Each small group should then be given a piece of poster board and asked to create a teaching chart for their particular saying. The saying should be printed neatly at the top of the poster and then the group should plan what items should go on the chart. The teacher may model a saying from last month on the overhead if necessary.
5. If possible, students should present their teaching chart to a younger group of children to see if they can learn the meaning of the saying by using the chart. If that is not possible to arrange, the students should share their charts with the class.
6. The charts should be displayed somewhere in the school on a community bulletin board.

E. *Assessment/Evaluation*

1. The teacher should assess the teaching charts with Appendix B, which is an assessment for projects.

Lesson Five: January-The Poster- (one class period for the saying discussion and one additional class period for making the poster; sharing time for the posters can be done in an additional period if needed)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand how to write and speak for a variety of purposes and audiences. (Colorado State Standards, Reading and Writing, Standard #2)
2. Lesson Content
 - a. Can't hold a candle to,
 - b. Go to pot,
 - c. Lightning never strikes twice in the same place.
 - d. Make hay while the sun shines.
 - e. When it rains, it pours.
 - f. You can lead a horse to water, but you can't make it drink.
3. Skill Objective(s)
 - a. Students will generate topics and develop ideas for a variety of writing and speaking purposes.
 - b. Students will organize their writing.
 - c. Students will chose vocabulary that communicates their messages clearly and precisely.
 - d. Students will create readable documents with legible handwriting or word processing at the appropriate time.

- B. *Materials*
1. Appendix A, one transparency per group, paper copies, one per saying per student
 2. Appendix B for evaluation of project
 3. Student sayings journals
 4. Laminated sayings
 5. Poster board or large colored construction paper (student choice of color), one per student
 6. A variety of colored markers
 7. A black fine tipped marker for labeling
- C. *Key Vocabulary*
1. Goes to pot-doesn't work anymore; ruined
- D. *Procedures/Activities*
1. The teacher should introduce the sayings from this month's sequence by posting the laminated copies in the classroom and discussing meaning. The excerpts from *What Your 4th Grader Needs to Know* by E. D. Hirsch, Jr. should also be read aloud and discussed. The following pages from this book should be used: can't hold a candle to (p. 81), go to pot, (p. 81), Lightning never strikes twice in the same place., (p. 76), Make hay while the sun shines., (p. 76), When it rains, it pours. (p. 76), When it rains, it pours. (p. 78), You can lead a horse to water, but you can't make it drink. (p. 79).
 2. The students should be placed in six small groups, one per saying, and assigned to complete the transparency from Appendix A. One student should act as recorder and should copy the group's ideas of what the saying means and also draw an illustration which shows meaning. One student who is chosen as the reporter should share this with the class. A thumbs up or thumbs down by the class should be used for evaluation.
 3. Each student should then fill out the paper copies of Appendix A for his/her sayings journal. He/she may either create his/her own meanings and pictures of each saying or copy those already shared in class.
 4. An extension activity to monitor comprehension for these sayings will be the poster assignment. Students will chose one of this month's sayings to illustrate in a poster. Each student should be given poster paper to design a poster, which will illustrate the saying they chose. The saying should be neatly and correctly printed on the poster paper and the student should then sketch a drawing to further illustrate the saying. Writing may be used on the poster as well as pictures. Those students who feel intimidated by drawing my use magazine pictures or images scanned from a computer as long as there is some creativity involved. (Just copying a page from a computer will not suffice, for example. The picture must be labeled and combined with student drawn images or writing to demonstrate this creativity.)
 5. The students will then share their posters with the class. An extension of this might be to cover up the saying and see if the class can guess which saying is being depicted on the poster. This will show how well the student has communicated meaning with his/her poster.
- E. *Assessment/Evaluation*
1. Appendix B for project evaluation should be used by the teacher to assess the student-made poster.

Lesson Six: February-Writing a Newspaper Article with the Five W's (one class period to discuss sayings meaning and three or four to write the newspaper article, depending upon the background knowledge of writing by the students)

A. *Daily Objective*

1. Concept Objective(s)
 - a. Students will apply thinking skills to their reading, writing, speaking, listening and viewing (Colorado State Standards, Reading and Writing, Standard # 4)
2. Lesson Content
 - a. Beauty is only skin deep.
 - b. The bigger they are, the harder they fall.
 - c. Bull in a china shop
 - d. Seeing is believing.
3. Skill Objective(s)
 - a. Students will use reading, writing, speaking and listening to define and solve problems.
 - b. Students will organize material in paragraphs and understand how to use a topic sentence, how to develop a paragraph with examples and details and that each new paragraph is indented.

B. *Materials*

1. One transparency of Appendix A for each group and paper copies of Appendix A for each student, one per saying
2. Laminated copies of this month's sayings
3. Appendix D-2 for assessment of the newspaper article
4. Notebook paper and pencils for writing
5. Chart paper and markers for teacher use
6. Transparency and paper copies of the Four Square graphic organizer, adapted from *Four Square Writing Method* by Judith S. and Evan Jay Gould, one paper copy for each student, Appendix F
7. Sayings journal
8. A colored highlighter (any color), one per student

C. *Key Vocabulary*

1. The Five W's of Newspaper writing-answering the who, what, where, when and why

D. *Procedures/Activities*

1. The teacher should introduce this month's sayings by displaying the laminated copies. He/she should also read excerpts from the Hirsch book, *What Your 4th Grader Needs to Know*, using the following pages: Beauty is only skin deep. (p. 72), The bigger they are, the harder they fall. (p. 72), bull in a china shop (p. 80), Seeing is believing. (p. 77).
2. Students should then be divided into small groups (four, one per saying) and one student as the recorder should fill out the group's transparency of Appendix A with the other students in the group contributing ideas. Each group should then present their transparencies to the class and the class should respond with thumbs up or thumbs down evaluation of the work. Each student should then complete his/her own copies of Appendix A, either using original ideas or copying those already presented. The final paper copies should be placed in the student owned sayings journal.
3. The extension activity this month is the newspaper article, which is basically a factual narrative. Any writing planner can be used for this activity, but one you might like to try is *The Four Square Method*, adapted from Judith and Jay Gould.

4. The student should be given a paper copy of the square, which should also be modeled by the teacher on the overhead (see Appendix F). The saying, which the student chooses, should be written at the top of the page, neatly. Then the student should design a narrative story, which uses this saying somewhere in the telling of the story. It can be something just said in passing by one of the characters in the story or it can be the whole concept of the story. For example, "Seeing is believing" might describe an unbelievable event such as a dog riding a bicycle, which you could only believe if you actually saw it. Therefore, the saying would make an excellent headline for this newspaper article. If the saying is not the main idea, the student should select another title for the story.
 5. After the article is titled, the student should fill in the graphic organizer by briefly telling three events and a main event at the end. They should also fill out the Five W's—who?, what?, where?, when?, and why?
 6. Finally, the student should take the information from the graphic organizer and write a four-paragraph newspaper narrative, using the saying somewhere in the story. Each event should comprise one paragraph. The five W's should also be answered in the story.
 7. When complete, the student should fill in the author-editing portion of Appendix D-1 and then find a peer to do the peer-editing task on the same Appendix. All five W questions should be found and highlighted by the author and checked by the peer. Any color of highlighter can be used.
 8. The student should then recopy his/her story neatly after all editing and revising is made.
 9. The teacher may wish to make a few of the better articles into a transparency to share with the class. If there is time, he/she may wish to assign an additional article using a different saying.
- E. *Assessment/Evaluation*
1. The teacher should evaluate the newspaper article using Appendix D-2, which was also used for a narrative story earlier in this unit.

Lesson Seven: March-Writing an Expository Paragraph (one class period to discuss the sayings and their meaning; three or four periods to write the expository paragraph, depending on student background knowledge in writing)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will apply thinking skills to their reading, writing, speaking, listening and viewing. (Colorado State Standards, Reading and Writing, Standard # 4)
 2. Lesson Content
 - a. Birds of a feather flock together.
 - b. Laugh and the world laughs with you.
 - c. Money burning a hole in your pocket
 - d. One picture is worth a thousand words.
 3. Skill Objective(s)
 - a. Students will use reading, writing, speaking and listening to define and solve problems.
 - b. Students will produce a variety of types of writing including stories, reports, summaries, descriptions, poems, and letters with a coherent structure or story line.

- c. Students will organize material in paragraphs and understand how to use a topic sentence, how to develop a paragraph with examples and details and that each new paragraph is indented.

B. *Materials*

1. A transparency for each small group of Appendix A plus paper copies of each saying, one per student of Appendix A
2. Appendixes D-1 and D-2 for self, peer and teacher editing and evaluation purposes
3. Laminated copies of the sayings
4. Student sayings journals
5. *What Your 4th Grader Needs to Know* by E. D. Hirsch, Jr.
6. *Step Up to Writing* adaptation (Appendix G) or *Four Square Method* adaptation (Appendix F)-whichever the teacher chooses to use
7. Optional-green, yellow and pink highlighters if *Step Up* organizer is combined with *Four Square Method*

C. *Key Vocabulary*

1. Expository paragraph-a paragraph containing information which explains or describes something; it is usually factual, not a story

D. *Procedures/Activities*

1. The teacher should begin by introducing this month's sayings. He/she should explain meaning by discussion and reading Dr. Hirsch's explanations in *What Your 4th Grader Needs to Know*. The following pages should be used: Birds of a feather flock together. (p. 73), Laugh and the world laughs with you., (p. 75), money burning a hole in your pocket (p. 82) and One picture is worth a thousand words., (p. 77). Laminated copies of the sayings should also be displayed in the classroom.
2. Next, the class should be divided into four small groups, one per saying. One student, who serves as the recorder, should fill in Appendix A on a transparency, giving meaning and illustrating what the saying means to that group of students. A sharing time should then take place where a second student from each group shares the completed transparency with the class. A thumbs up or thumbs down evaluation is made by the class.
3. Each student then fills in a copy of Appendix A for each saying of the month. Original definitions and pictures can be used or students may copy from students who have presented in class. These Appendices should be placed in the students' sayings journals.
4. The writing extension for this month is an expository paragraph. Since it is March, students should already be familiar with the format for writing an expository paragraph so not a great deal of explanation by the teacher should be needed. The teacher may choose to use the paragraph planning model adapted from *Step Up to Writing* (Appendix H) or the one from *Four Square* by the Goulds (Appendix G). Actually, a combination is also possible using Appendix G as the model and using yellow, green, and pink highlighters from the *Step Up* program to code topic sentences, main ideas and details.
5. Students should decide before planning if the saying they have chosen will be the topic of the paragraph or used as part of the conclusion before they begin filling out their writing organizer. The teacher may want to model both Appendix F and G on the overhead, once using a saying from a previous month as the topic and again using another saying as just part of the conclusion or even a detail of the paragraph. The saying does need to be planned for, however.

6. Once the graphic organizer has been completed, the student then takes the information from it to write a single expository paragraph. He/she then uses Appendices D-1 and D-2 to do self-editing, peer editing and a final teacher evaluation of the expository paragraph.
 7. After all revising and editing is done, students may share their paragraphs by reading them aloud to a friend, the teacher may select some to read aloud to the class or the finished paragraphs may be displayed before they are placed in the student sayings journal.
- E. *Assessment/Evaluation*
1. Teacher should assess the students' expository paragraphs using Appendix D-2.

Lesson Eight: April-Making a Graphic Organizer (one class period for discussion of the meaning of sayings for the month; two class periods to design the graphic organizers)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will apply thinking skills to their reading, writing, speaking listening and viewing. (Colorado State Standards, Reading and Writing, Standard #4)
 2. Lesson Content
 - a. Break the ice
 - b. Through thick and thin
 - c. Timbuktu
 3. Skill Objective(s)
 - a. Students will organize their writing.
 - b. Students will use new vocabulary from literature in other contexts.
- B. *Materials*
1. Transparency of Appendix A (one per small group) and paper copies, one per saying, one per student, also of Appendix A
 2. Laminated copies of the sayings
 3. Sayings journals
 4. Appendix B to assess a project
 5. White typing paper for drawing a graphic organizer
 6. Rulers
 7. Pencils and black markers for labeling and tracing
 8. Optional-sample graphic organizers from various sources; can be teacher made
 9. *What Your 4th Grader Needs to Know* by E. D. Hirsch, Jr.
- C. *Key Vocabulary*
1. Graphic organizer-a visual aide which is used to give meaning to a topic
 2. Timbuktu-a town in Africa; used to demonstrate a place that is exotic and far away
- D. *Procedures/Activities*
1. The teacher introduces this month's sayings by displaying laminated copies of each saying to the class. He/she then reads excerpts from the Hirsch book, *What Your 4th Grader Needs to Know* on the following pages: Break the ice., (p. 80), through thick and thin, (p. 84), and Timbuktu (p. 84). The class should discuss the meaning of each saying during a discussion.
 2. Next, the class is divided into three small groups. One designated student writes and draws on the transparency of Appendix A as the group dictates what should be placed there. A thumbs up or thumbs down evaluation of meaning is made by the class.

3. Now each student in the class is given handouts of Appendix A for each saying and they fill them in either with original ideas or with ones seen previously during the group presentation.
 4. The writing extension for this month is the creation of a graphic organizer. The teacher may wish to show transparencies of other graphic organizers to the class. The four square model is one and there are many others like a KWAL chart, (which tells what a student already knows about a subject, “K”, what he/she wants to learn, “WA”, and what he/she learned after reading, “L”), a Venn diagram, (compares two or more things), etc. which the class should be familiar with. Appendix A is another example of a graphic organizer. The teacher should encourage the class to be creative, possibly designing a rocket or a fish with the bones being the organizers or a human body with the bones being the lines for organization. Share ideas in class. (If several students seem to struggle with coming up with an idea for an organizer the teacher may wish to complete this assignment in the original small groups with one student drawing and labeling while the others share ideas.) The saying should be given as the topic for the organizer. The whole purpose of the organizer is to explain the meaning behind the saying. For example, the parts explaining Timbuktu could be exotic places or it could be a graphic of Africa with other exotic or faraway places extending from the word, “Timbuktu” as a web. Students should be encouraged to use their imaginations freely.
- E. *Assessment/Evaluation*
1. The teacher should assess the graphic organizer using Appendix B for projects.

Lesson Nine: May-June-The SAYING Card (one class period to discuss the sayings’ meaning and two or three to make the SAYING card)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand how to write and speak for a variety of purposes and audiences. (Colorado State Standards, Reading and Writing, Standard #2)
2. Lesson Content
 - a. As the crow flies,
 - b. Blow hot and cold,
 - c. Run-of-the-mill,
 - d. Shipshape
3. Skill Objective(s)
 - a. Students will respond to written and oral presentations as a reader, listener and articulate speaker.
 - b. Students will organize their writing.
 - c. Students will chose vocabulary that communicates their messages clearly and precisely.
 - d. Students will create readable documents with legible handwriting or word processing at the appropriate time.

B. *Materials*

1. Appendix A, one transparency per group, one paper copy per saying per student
2. Laminated copies of the sayings
3. Sayings journals
4. *What Your 4th Grader Needs to Know* by E. D. Hirsch, Jr.
5. Construction paper copy of Bingo grid (Appendix H), one per student
6. Black fine tipped markers to print on cards

7. Optional-access to a laminator
- C. *Key Vocabulary*
1. Run-of-the-mill-something very ordinary
 2. Shipshape-something neat and orderly like on a ship
- D. *Procedures/Activities*
1. The teacher should begin by introducing this month's sayings to the class and displaying them in the classroom. He/she should also read the explanations of these sayings from the book, *What Your 4th Grader Needs to Know* by Hirsch. The pages for these explanations are as follows: as the crow flies, (pg. 79), blow hot and cold, (pg. 78), run-of-the-mill, (pg. 83).
 2. The class should then be divided into four small groups and assigned Appendix A to be filled out as a transparency and shared with the class. The class should evaluate whether or not they understand the saying from the transparency by thumbs up or thumbs down method. Individual students should fill out copies of Appendix A for each saying and place them in their sayings journals.
 3. Since this is the last month of the school year, the students' writing extension this time is a summary of all the sayings presented in 4th grade. They should use their sayings journals for a complete list of the sayings plus definitions they have copied onto Appendix A. Each student should receive the SAYING graph card (Appendix H) which has been run off on heavy construction paper. The students should each create a game card by copying, in their best handwriting, sayings and meanings on various squares on the card. Not all sayings and definitions will be used, but the card should be filled. Free spaces may be used. The teacher should set the number of free spaces allowed. If possible, the cards should be laminated so they can be used more easily and often. (The teacher may wish to laminate the cards before the students complete them and then use pens that are used for dry erase boards. Then the cards can be erased and redone, year after year.)
 4. Students will use the cards to play Bingo during the culminating activity at the end of this unit.
- E. *Assessment/Evaluation*
1. The teacher should use Appendix B to evaluate the SAYING card.

VI. CULMINATING ACTIVITY

- A. The class may play SAYING using the cards the students have made at the end of the school year. The cards should be shuffled so those students do not get the card they have made. Prizes may be given for individual Bingos or for blackouts. This is a good review of all the sayings plus a fun way to end the study.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Saying Journal's Graphic Organizer
- B. Appendix B: Assessment for Projects (includes cartoon, teaching chart, poster, graphic organizer and SAYING card)
- C. Appendix C: Easy Steps for Writing a Story, adapted from *Step Up to Writing* by Maureen Auman
- D. Appendix D-1: Peer and Self Editing Checklists for Narratives, Fairy Tales, Newspaper Articles, and Expository Paragraphs
Appendix D-2: Teacher Assessment for Narratives, Newspaper Articles, and Expository Paragraphs
- E. Appendix E: Appendix D-2, Amended for Fairy Tales
- F. Appendix F: 4 Square Graphic Organizer
- G. Appendix G: *Step Up to Writing*, adapted model for Expository Writing

H. Appendix H: SAYING Grid

VIII. BIBLIOGRAPHY

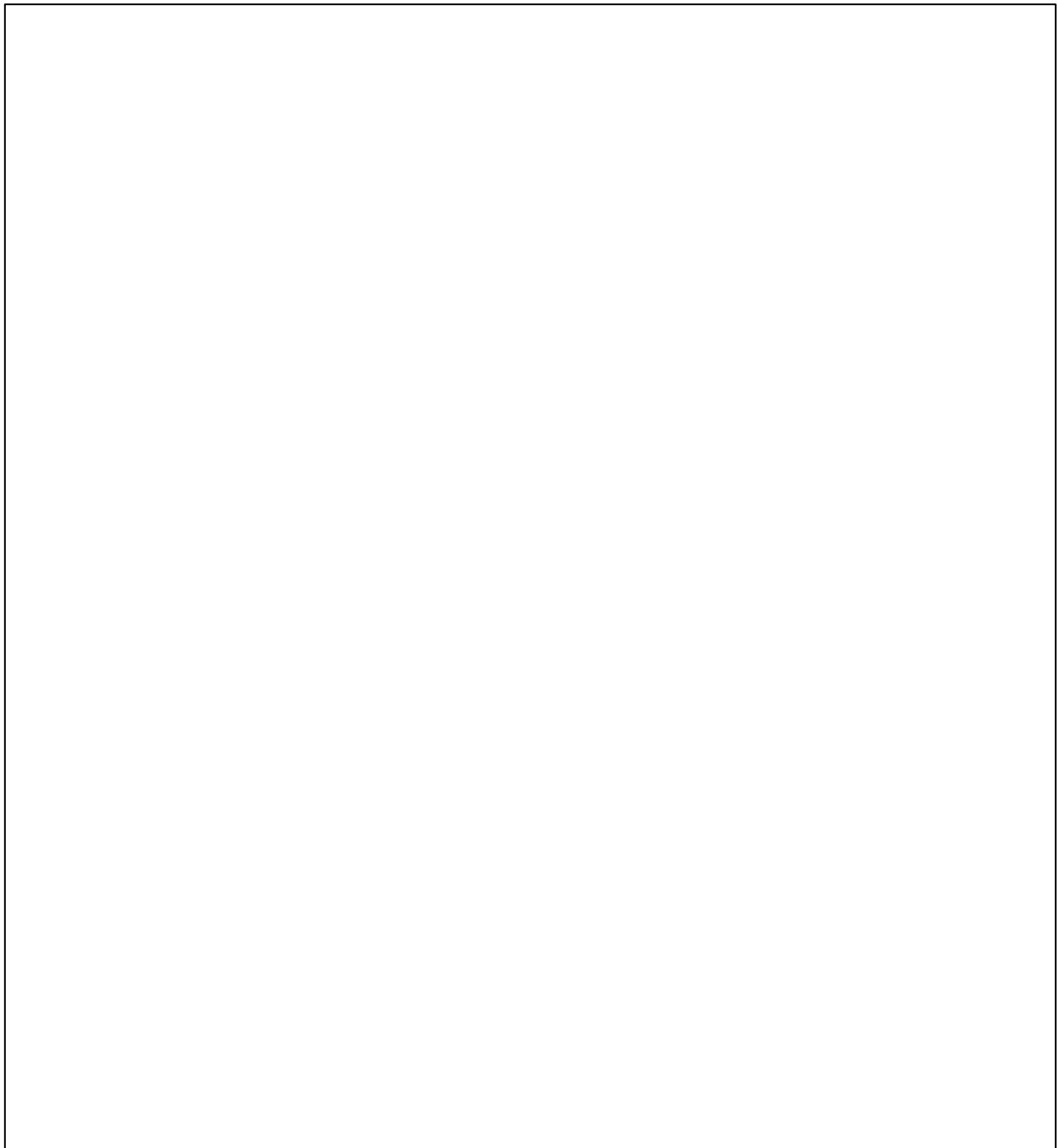
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Appendix A

Saying: _____

Definition (put in your own words) _____

Draw a picture in the box below, which illustrates your saying and shows what the saying means.



Appendix B

Assessment for a Project

**Adapted from *40 Rubrics & Checklists to Assess Reading and Writing*
by Adele Fiderer**

Key Elements for Project Assessment:

Quality of ideas:

(This project teaches others the meanings of the saying being demonstrated. It is presented in a creative way with labels clearly visible and readable.)

Care and Creativity:

(The project is visually appealing to look at and neatly written.)

Presentation:

(Relevant information about the saying is present and the reader has a clear understanding of the saying without verbal sharing of the project.)

Scoring Guide:

- 3 All key elements above are present to a high degree.**
- 2 All key elements are present.**
- 1 Few key elements are present which are satisfactory.**
- 0 No key elements are present.**

Appendix C

Adapted from *Step Up to Writing* by M. Auman

EASY STEPS FOR WRITING A STORY

Step One: Give your story a title. You may use your saying as the title.

Step Two: Sketch your story with pictures. You may use three frames to sketch your stories: the beginning of the story, the middle of the story and the end of the story. Just use stick figures and your regular pencil.

Step Three: Beside each sketch, jot down a few events, which will happen in each part of the story. These do not have to be written in complete sentences.

Step Four: Take out three sheets of notebook paper and lay them on your desk. This is about how long your story should be. Using your sketches and event ideas, begin to write your rough draft. You may add events, which your plan does not include, if you think of ideas to add. Keep in mind where you are going to use your saying. Is the whole story about your saying or will one of the characters use it in dialogue somewhere in your story?

Step Five: Check the beginning of your story or lead. How did you start your story? Will it hook or grab the reader? Ideas for story starters include describing the setting, giving an action, introducing a character, or making an interesting comment.

Step Six: Make sure you use transition words as you continue your story.

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Step Seven: Stop your story smoothly. Do not write “The End”.

Step Eight: Check your story for errors. Change words to stronger verbs or adjectives. Get rid of unnecessary wording.

Step Nine: Give your story to a peer to edit and revise.

Step Ten: Recopy or type your paper carefully, making all changes as you go. Share your story with your teacher!

Appendix D-1

Peer and Self Editing Form

Adapted from *40 Rubrics & Checklists to Assess Reading and Writing* by A. Fiderer

Self Peer

1. I read the complete paper and it made sense. _____
2. The paper has specific words that make the writing clear.

Example: Snickers bar instead of candy _____
3. I looked at the end of each sentence to see if there was the correct period, (.), question mark, (?), or exclamation mark, (!) _____
4. There weren't any extra words (and, then). _____
5. Capital letters were used in the correct places:
 at the beginning of each sentence _____
 for the first letter of each name _____
 for the word "I" _____
6. I marked all the words I thought were misspelled. _____
7. The paper is written neatly and is easy to read. _____
8. There are no run-on or fragment sentences. _____

Appendix D-2

Writing Assessment for Teacher

**Adapted from *40 Rubrics to Assess Reading and Writing* by
A. Fiderer**

KEY ELEMENTS

Idea Development:

The topic/task is fully developed with important information included. Examples, evidence and explanations are visible. These clearly support and clarify the main ideas of the story or paragraph.

Organization:

The information is organized in a logical order. (beginning, middle and end for a story, fairy tale, or newspaper article....topic sentence, main ideas with supporting details and conclusion for expository paragraph). It has a definite beginning and a smooth stop.

Language Usage:

The writing has lots of vivid and exciting descriptive language. The verbs and specific nouns are precise and explain and clarify the information. Sentences vary in types and length.

Mechanics and conventions:

There are few errors in punctuation, capitalization, and paragraphing. Sentences are complete with few run-ons or fragments. Misspelling does not impair meaning.

SCORING

- 5 The key elements are present to a high degree.**
- 4 The key elements are present to a moderate degree.**
- 3 The key elements are present to a satisfactory degree.**
- 2 The key elements are present to a limited degree.**
- 1 No key elements are adequately developed or errors in spelling and mechanics interfere with meaning**

Appendix E

Writing Assessment for Teacher

**Adapted from *40 Rubrics to Assess Reading and Writing* by
A. Fiderer**

KEY ELEMENTS

Idea Development:

The topic/task is fully developed with important information included. Examples, evidence and explanations are visible. These clearly support and clarify the main ideas of the story or paragraph.

Organization:

The information is organized in a logical order. (beginning, middle and end for a story, fairy tale, or newspaper article....topic sentence, main ideas with supporting details and conclusion for expository paragraph). It has a definite beginning and a smooth stop.

Language Usage:

The writing has lots of vivid and exciting descriptive language. The verbs and specific nouns are precise and explain and clarify the information. Sentences vary in types and length.

Mechanics and conventions:

There are few errors in punctuation, capitalization, and paragraphing. Sentences are complete with few run-ons or fragments. Misspelling does not impair meaning.

Elements of a fairy tale:

At least three fairy tale elements are included in the fairy tale including use of 3 and 7, good vs. evil, use of royalty, use of an evil character, use of a good and kind hero or heroine, use of imaginary animals, tale begins with "Once upon a time" or ends with "They all lived happily ever after.", and/or teaches a lesson or moral.

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SCORING

- 5** The key elements are present to a high degree.
- 4** The key elements are present to a moderate degree.
- 3** The key elements are present to a satisfactory degree.
- 2** The key elements are present to a limited degree.
- 1** No key elements are adequately developed or errors in spelling and mechanics interfere with meaning.
- 0** The writing is off topic.

Appendix F

Four Square Graphic Organizer

Adapted from *The Four Square Method* by J. and E. Gould

Article Title: _____

Saying Used _____

| | |
|--|----------------------------------|
| Event-jot down what happens first | Next event-jot down ideas |
| Next event-jot down ideas | Ending-Make it smooth! |

Topic Plus:

Who?

What?

Where?

When?

Why?

Appendix G
Expository Writing Form
Adapted from *Step Up to Writing* by M. Auman

Saying used in this paragraph: _____

Topic Sentence (can contain the saying) (green)

**Reason/Detail/Fact and Transition Word or Words
(yellow)**

Explain (red) _____

Reason/Detail/Fact and Transition (yellow) _____

Explain (red) _____

Conclusion (green-rewrite the topic) _____

Appendix H
SAYING Grid for Bingo

| | | | | | |
|---|---|---|---|---|---|
| S | A | Y | I | N | G |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |