

**PATHS® Curriculum
Grade 4**

Alignment Report by Standard

to

**Common Core State Standards
for English Language Arts**

March 2011

Alignment Report by Standard

PATHS® Curriculum—Grade 4

Subject: English Language Arts
Standard: Common Core State Standards for English Language Arts
Source: Common Core State Standards Initiative
Note: The correlations between PATHS and common standards were created by an independent third party. They are applicable to the best of our knowledge as of the date they were created. As with any educational product, the effectiveness of this product depends on many factors, including teacher effectiveness and a child's learning pace and receptiveness. (03/11)

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**PATHS® Grade 4 Curriculum
Common Core State Standards
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**Reading Literature:
Key Ideas and Details**

<p>RL.4.1</p>	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect reasoning; consequential thinking; cooperative group learning (optional); reading comprehension (optional); social studies-character biography (optional); writing (optional) To emphasize the importance of setting goals and developing plans to reach them.</p> <p>PATHS-Gr4, U4, L25 Goals for Our World – Global Understanding/Cooperative group learning; oral discussion; problem solving; reasoning; science; social studies; music (optional); writing (optional) To emphasize the importance of considering global goals. To help children see how their actions affect others at home and around the world.</p> <p>PATHS-Gr4, U5, L28 The Eagles and the Playoffs: Part 1/Attentional and listening skills; oral discussion; role-playing To promote and reinforce skills in forming groups and learning how to work well in teams.</p> <p>PATHS-Gr4, U5, L29 The Eagles and the Playoffs: Part 2/Attentional and listening skills; associational thinking; oral discussion; problem solving To promote and reinforce skills in forming groups and learning how to work well on teams. To illustrate how conflicts can escalate quickly.</p> <p>PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 3/Cause-effect reasoning; communication skills; oral discussion; role-playing; writing (optional) To promote and reinforce skills in forming groups and learning how to work well on teams. To teach direct, assertive ways to handle conflict.</p> <p>PATHS-Gr4, U6, L33 Being Responsible and Creating Change: A Biography of Dr. Martin Luther King, Jr./Cause-effect reasoning; oral discussion; problem solving; reading comprehension; social studies-character biography; writing (optional); cooperative group learning (optional) To provide a biographical story in which a person identifies an important problem and goes about creating change in a responsible manner.</p> <p>PATHS-Gr4, U6, L34 Rejected, Excluded/Attentional and listening skills; cooperative group learning; oral discussion; problem solving To help children better understand how their feelings are affected by their perceptions and by evaluations by others. To informally illustrate one solution to a problem. To facilitate discussion regarding possible fears or feelings of inferiority that special needs children might have as a result of their differences.</p> <p>PATHS-Gr4, U6, L35 Stereotypes and Discrimination/Associational thinking; cause-effect reasoning; cooperative group learning; problem solving; writing (optional) To facilitate awareness about stereotypes and how they might lead to unfair treatment or discrimination towards other people.</p> <p>PATHS-Gr4, U6, L36 Dealing with Gossip/Associational thinking; cause-effect reasoning; problem solving; writing (optional) To help children better understand gossip and how it affects friendship.</p> <p>PATHS-Gr4, U6, L39 Being Responsible: A Class Project of Commemoration/Cause-effect reasoning; cooperative group learning; problem solving; reading comprehension; social studies-character biography; art (optional) To increase children’s awareness of important events and people in their</p>
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		<p>solve his problem.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L7 Chapters 13-14/To discuss Chapters 13 and 14, in which Marty cannot think of any solutions to keep Shiloh, so he goes early Sunday morning to talk to Judd. To explore the complex decision Marty makes when he sees Judd shoot the does out of season.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L8 Chapter 15/To complete Chapter 15, in which Marty works off his debt to Judd Travers, Judd pushes Marty to work very hard, Judd teases him about getting the dog, and, in the end, Marty and Judd understand each other. To review the book in its entirety and identify its main themes. To understand the cultural differences between Judd and Marty, and the way they learn to tolerate one another.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L1 “January” Chapter/To discuss the “January” chapter, in which Bandit learns that she is moving to the U.S. and is given an American name, Shirley. To discuss the meaning behind names in Shirley’s family and students’ names. To explore the emotions Shirley and family members may have about the move and her new name.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L2 “February” Chapter/To discuss the “February” chapter, in which Shirley and her mother travel “A Journey of Ten Thousand Miles,” are introduced to their new home, and receive father’s Chinese friends. To think and write about the experience of being lost where you cannot speak the language. To reflect on the difficulty of going from an undeveloped country to an industrial one with a very different culture and values.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L3 “March” & “April” Chapters/To discuss the “March” and “April” chapters, in which Shirley goes to fifth grade, we learn of her loneliness, and she gets roller skates. To explore the difficulties Shirley faces in making friends at her American school. To identify reasons for Shirley’s challenges and to brainstorm solutions for Shirley.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L4 “May” & “June” Chapters/To discuss the “May” and “June” chapters, in which Shirley gets two black eyes, tells her parents nothing happened, refuses to go to school for two days, joins Mabel’s stickball team and becomes known as “Jackie Robinson.” To explore the kinds of opportunities in the U.S. that may not be available in other cultures. To explore cultural differences in how people give compliments.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L5 “July” & “August” Chapters/To discuss the “July” and “August” chapters, in which Shirley has no friends with whom she can play, she becomes a diehard Dodgers and Jackie Robinson fan, and she spends time helping her father be a landlord. To explore Shirley’s motivation when volunteering her family to do something very generous. To understand how doing hard work transformed into developing handy skills and good relations with neighbors.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L6 “September” Chapter/To discuss the “September” chapter, in which Shirley worries about returning to school, Shirley becomes friends with a girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for what she has done that compromises her Chinese character. To reflect on Shirley’s dilemma of facing different cultural expectations and on ways to handle them. To focus on Shirley’s feelings of guilt and shame, and on ways she resolved them.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L7 “October” & “November” Chapters/To discuss the “October” and “November” chapters, in which the Dodgers lose the World Series, Shirley’s family misses their relatives, especially Grandfather, and the family belatedly celebrates the Fall Harvest Moon. To consider traits of heroes and role models, and examine students’ choices of heroes. To examine why it is important to maintain one’s cultural heritage.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L8</p>
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		<p>“December” Chapter/To discuss the “December” chapter, in which Shirley is a turkey in the school play, Shirley introduces Jackie Robinson as a speaker, and she learns that she will have a sibling. To identify and enjoy the teamwork needed to transform Shirley into a turkey for the school play. To focus on the feelings that Shirley has when she is nominated to introduce Jackie Robinson to speak and how her feelings change by the end of the presentation. To review the book as a whole and its themes.</p>
<p>RL.4.2</p>	<p>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>PATHS-Gr4, U2, L9 Calm or Relaxed, Tense/Oral discussion; self-monitoring; writing (optional) To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.</p>
		<p>PATHS-Gr4, The Hundred Dresses, L5 Chapter 5/To discuss Chapter 7, in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter to the class and, in her letter, gives Maddie and Peggy the drawings of dresses she had made in their likeness. To explore feelings of regret or remorse and ways to resolve these uncomfortable feelings. To understand how important events can shape someone’s reputation and the rest of his or her life.</p>
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		<p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L3 “March”</p>

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<p>RL.4.3</p>	<p>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).</p>	<p>PATHS-Gr4, U2, L10 Feelings Dictionary/Cause-effect reasoning; comparative thinking; hierarchical thinking; oral discussion; writing (optional) To facilitate and increase the use of emotion labels. To increase the understanding of emotion concepts. To provide a generalization technique for using emotion concepts throughout the classroom day during the entire school year.</p> <p>PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary.</p> <p>PATHS-Gr4, U3, L14 Making Good Decisions: At the Mall/Attentional and listening skills; decision making; oral discussion; problem solving; writing (optional) To encourage careful decision making. To explore peer relations and social pressure.</p> <p>PATHS-Gr4, U3, L15 Identifying Problems, Feelings, Goals and Solutions/Attentional and listening skills; cause-effect reasoning; cooperative group learning; problem solving; writing</p>

	<p>To review problem-solving steps 2-5. To assess students' knowledge of problem-solving steps 2-5. To have cooperative learning groups apply problem-solving steps 4 and 5 to the story <i>At the Mall</i>.</p>
	<p>PATHS-Gr4, U3, L16 Consequences: What Might Happen Next/Brainstorming; consequential thinking; decision making; problem solving To review problem-solving steps 1-5.</p>
	<p>PATHS-Gr4, U3, L17 Making a Good Plan/Cooperative group learning; decision making; oral discussion; problem solving To review and practice the problem-solving steps learned thus far. To reinforce the importance of thinking before acting.</p>
	<p>PATHS-Gr4, U3, L20 Trying Again: Obstacles/Oral discussion; problem solving; reasoning; role-playing; art (optional) To review the problem-solving steps 1-10. To teach a persistent approach to solving problems.</p>
	<p>PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect reasoning; consequential thinking; cooperative group learning (optional); reading comprehension (optional); social studies-character biography (optional); writing (optional) To emphasize the importance of setting goals and developing plans to reach them.</p>
	<p>PATHS-Gr4, U4, L25 Goals for Our World – Global Understanding/Cooperative group learning; oral discussion; problem solving; reasoning; science; social studies; music (optional); writing (optional) To emphasize the importance of considering global goals. To help children see how their actions affect others at home and around the world.</p>
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	<p>PATHS-Gr4, U6, L35 Stereotypes and Discrimination/Associational thinking; cause-effect reasoning; cooperative group learning; problem solving; writing (optional) To facilitate awareness about stereotypes and how they might lead to unfair treatment or discrimination towards other people.</p>
	<p>PATHS-Gr4, U6, L36 Dealing with Gossip/Associational thinking; cause-</p>

	<p>effect reasoning; problem solving; writing (optional) To help children better understand gossip and how it affects friendship.</p>
	<p>PATHS-Gr4, U6, L39 Being Responsible: A Class Project of Commemoration/Cause-effect reasoning; cooperative group learning; problem solving; reading comprehension; social studies-character biography; art (optional) To increase children’s awareness of important events and people in their school and community. To provide a biographical story of an artist who honors others. To conduct a cooperative group project.</p>
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	<p>PATHS-Gr4, <i>The Hundred Dresses</i>, L6 Review/To review the important themes of the book. To practice problem solving by brainstorming different endings to the book. To identify lessons learned from this story, and ways they apply to students’ lives.</p>
	<p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L1 Chapters 1-4/To understand the preexisting circumstances affecting Drita and Maxie, and what brings the two girls into one another’s lives. To discuss the cultures of each of the girls, and to compare their differences and similarities. To explore the emotions Drita and Maxie might have (one coping with the loss of her mother, the other coping with the consequences of war and a mother struggling with war trauma).</p>
	<p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L2 Chapters 5-8/To discuss Chapters 5-8, in which Drita and her grandmother get lost, Maxie reveals her secret to the reader, Maxie gets in trouble with the principal at school, and Drita’s grandmother makes a favorite recipe from home. To consider Maxie’s motivation for misbehavior. To reflect on both Drita’s and Maxie’s feelings.</p>
	<p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L3 Chapters 9-12/To discuss Chapters 9-12, in which Drita helps her grandmother make a favorite Albanian dish, her mother – after days of sleeping – gets up screaming from a nightmare, Maxie is rude to Lisa and her son, and Maxie and her father talk about her mother. To explore the powerful emotions each of the girls is experiencing at home, and how they are coping with them.</p>
	<p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L4 Chapters 13-16/To discuss Chapters</p>

		<p>13-16, in which Drita is rejected by her peers, her father does not get the job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both Brandee and Maxie wind up with the principal while Drita hides. To identify Drita's attempts in trying to make friends and to discuss strategies that she could use that might work better. To explore the importance of "frikacake," "scrub" and "world's biggest hotdog" and other names the girls use to judge themselves and each other.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L5 Chapters 17-20/To discuss Chapters 17-20, in which Drita and Maxie's friendship begins and both girls talk with their grandmothers about their problems. To explore the uncomfortable feelings both girls have regarding their families and the other girls at school. To define bullying and identify what students can do if they see bullying or are bullied.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L6 Chapters 21-24/To understand Chapters 21-24, in which Drita invites Maxie to her apartment, Maxie apologizes to her father and Maxie arrives at the apartment just when Drita's mother has a breakdown. To reflect on how distressed everyone feels about Drita's mother and what they can or should do. To discuss Maxie's conversation with her father, and how Maxie successfully apologized to her father.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L7 Chapters 25-28/To discuss Chapters 25-28, in which Maxie's grandmother takes Drita's mother to the hospital and Maxie buys a gift for Drita's mother with Lisa. To consider how emergencies and life-or-death situations can bring people together to work toward a common good. To focus on the familial relationships in the novel and how this emergency enabled people to care for one another.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L8 Chapters 29-32/To discuss Chapters 29-32, in which Maxie gives Drita's mother her gift, Brandee still won't talk to Maxie, Drita's mother recovers, and Maxie presents her project on Project Night. To identify what Drita and Maxie had in common and what their differences were, and to consider what solidified their friendship. To review the book as a whole and its major themes.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L1 Chapters 1-2/To discuss Chapters 1 and 2, in which Marty meets Shiloh, Shiloh follows Marty home and Marty meets Judd, Shiloh's owner. To examine the feelings experienced by Marty when he becomes attached to Shiloh and fears for Shiloh's future.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L2 Chapters 3-4/To develop a better understanding of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh in the woods). To explore Marty's uncomfortable feelings of anger and guilt. To evaluate Marty's problem-solving skills. To practice problem-solving skills by considering possible solutions and plans for Marty.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L3 Chapters 5-6/To understand how problems escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to his own family by implying that he has not seen Shiloh. To explore the different shades of dishonesty (telling half-truths, avoiding the truth, telling outright lies). To help students connect the strong temptation to lie evidenced by Marty's actions with their own experiences.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L4 Chapters 7-8/To discuss Chapters 7 and 8, in which Marty spends the day with his friend David Howard, and Marty's mother discovers his secret. To explore unintended consequences of actions, and to understand that one cannot control these. To identify others' feelings and practice problem solving in difficult situations.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L5 Chapters 9-10/To focus on the relationship between Marty and his father in Chapters 9 and 10. Marty's father takes Shiloh to Doc Murphy, Marty tells David Howard about Shiloh and Marty's father agrees to let Shiloh return to their house until he is healed. To explore some of the key elements in a good interpersonal relationship, such as trust, reliability and open communication. To develop the ability to</p>
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	<p>consider multiple sides of a story at once by considering the complexities of Marty's problem.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L6 Chapters 11-12/To discuss Chapters 11 and 12, in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out that the Prestons are hiding Shiloh and Judd demands they return Shiloh on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry. To understand how Marty's determination and perseverance help him to solve his problem.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L7 Chapters 13-14/To discuss Chapters 13 and 14, in which Marty cannot think of any solutions to keep Shiloh, so he goes early Sunday morning to talk to Judd. To explore the complex decision Marty makes when he sees Judd shoot the does out of season.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L8 Chapter 15/To complete Chapter 15, in which Marty works off his debt to Judd Travers, Judd pushes Marty to work very hard, Judd teases him about getting the dog, and, in the end, Marty and Judd understand each other. To review the book in its entirety and identify its main themes. To understand the cultural differences between Judd and Marty, and the way they learn to tolerate one another.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L1 "January" Chapter/To discuss the "January" chapter, in which Bandit learns that she is moving to the U.S. and is given an American name, Shirley. To discuss the meaning behind names in Shirley's family and students' names. To explore the emotions Shirley and family members may have about the move and her new name.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L2 "February" Chapter/To discuss the "February" chapter, in which Shirley and her mother travel "A Journey of Ten Thousand Miles," are introduced to their new home, and receive father's Chinese friends. To think and write about the experience of being lost where you cannot speak the language. To reflect on the difficulty of going from an undeveloped country to an industrial one with a very different culture and values.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L3 "March" & "April" Chapters/To discuss the "March" and "April" chapters, in which Shirley goes to fifth grade, we learn of her loneliness, and she gets roller skates. To explore the difficulties Shirley faces in making friends at her American school. To identify reasons for Shirley's challenges and to brainstorm solutions for Shirley.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L4 "May" & "June" Chapters/To discuss the "May" and "June" chapters, in which Shirley gets two black eyes, tells her parents nothing happened, refuses to go to school for two days, joins Mabel's stickball team and becomes known as "Jackie Robinson." To explore the kinds of opportunities in the U.S. that may not be available in other cultures. To explore cultural differences in how people give compliments.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L5 "July" & "August" Chapters/To discuss the "July" and "August" chapters, in which Shirley has no friends with whom she can play, she becomes a diehard Dodgers and Jackie Robinson fan, and she spends time helping her father be a landlord. To explore Shirley's motivation when volunteering her family to do something very generous. To understand how doing hard work transformed into developing handy skills and good relations with neighbors.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L6 "September" Chapter/To discuss the "September" chapter, in which Shirley worries about returning to school, Shirley becomes friends with a girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for what she has done that compromises her Chinese character. To reflect on Shirley's dilemma of facing different cultural expectations and on ways to handle them. To focus on Shirley's feelings of guilt and shame, and on ways she resolved them.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L7</p>
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		<p>“October” & “November” Chapters/To discuss the “October” and “November” chapters, in which the Dodgers lose the World Series, Shirley’s family misses their relatives, especially Grandfather, and the family belatedly celebrates the Fall Harvest Moon. To consider traits of heroes and role models, and examine students’ choices of heroes. To examine why it is important to maintain one’s cultural heritage.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L8 “December” Chapter/To discuss the “December” chapter, in which Shirley is a turkey in the school play, Shirley introduces Jackie Robinson as a speaker, and she learns that she will have a sibling. To identify and enjoy the teamwork needed to transform Shirley into a turkey for the school play. To focus on the feelings that Shirley has when she is nominated to introduce Jackie Robinson to speak and how her feelings change by the end of the presentation. To review the book as a whole and its themes.</p>
Reading Literature: Craft and Structure		
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	<p>PATHS-Gr4, U2, L10 Feelings Dictionary/Cause-effect reasoning; comparative thinking; hierarchical thinking; oral discussion; writing (optional) To facilitate and increase the use of emotion labels. To increase the understanding of emotion concepts. To provide a generalization technique for using emotion concepts throughout the classroom day during the entire school year.</p> <p>PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary.</p> <p>PATHS-Gr4, U3, L15 Identifying Problems, Feelings, Goals and Solutions/Attentional and listening skills; cause-effect reasoning; cooperative group learning; problem solving; writing To review problem-solving steps 2-5. To assess students’ knowledge of problem-solving steps 2-5. To have cooperative learning groups apply problem-solving steps 4 and 5 to the story <i>At the Mall</i>.</p> <p>PATHS-Gr4, U3, L20 Trying Again: Obstacles/Oral discussion; problem solving; reasoning; role-playing; art (optional) To review the problem-solving steps 1-10. To teach a persistent approach to solving problems.</p> <p>PATHS-Gr4, U5, L29 The Eagles and the Playoffs: Part 2/Attentional and listening skills; associational thinking; oral discussion; problem solving To promote and reinforce skills in forming groups and learning how to work well on teams. To illustrate how conflicts can escalate quickly.</p> <p>PATHS-Gr4, U6, L34 Rejected, Excluded/Attentional and listening skills; cooperative group learning; oral discussion; problem solving To help children better understand how their feelings are affected by their perceptions and by evaluations by others. To informally illustrate one solution to a problem. To facilitate discussion regarding possible fears or feelings of inferiority that special needs children might have as a result of their differences.</p> <p>PATHS-Gr4, U6, L35 Stereotypes and Discrimination/Associational thinking; cause-effect reasoning; cooperative group learning; problem solving; writing (optional) To facilitate awareness about stereotypes and how they might lead to unfair treatment or discrimination towards other people.</p> <p>PATHS-Gr4, U6, L36 Dealing with Gossip/Associational thinking; cause-effect reasoning; problem solving; writing (optional) To help children better understand gossip and how it affects friendship.</p> <p>PATHS-Gr4, Drita, My Homegirl, L1 Chapters 1-4/To understand the preexisting circumstances affecting Drita and Maxie, and what brings the two girls into one another’s lives. To discuss the cultures of each of the girls, and to compare their differences and similarities. To explore the emotions Drita and Maxie might have (one coping with the loss of her</p>

		<p>mother, the other coping with the consequences of war and a mother struggling with war trauma).</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L2 Chapters 5-8/To discuss Chapters 5-8, in which Drita and her grandmother get lost, Maxie reveals her secret to the reader, Maxie gets in trouble with the principal at school, and Drita's grandmother makes a favorite recipe from home. To consider Maxie's motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L4 Chapters 13-16/To discuss Chapters 13-16, in which Drita is rejected by her peers, her father does not get the job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both Brandee and Maxie wind up with the principal while Drita hides. To identify Drita's attempts in trying to make friends and to discuss strategies that she could use that might work better. To explore the importance of "frikacake," "scrub" and "world's biggest hotdog" and other names the girls use to judge themselves and each other.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L5 Chapters 17-20/To discuss Chapters 17-20, in which Drita and Maxie's friendship begins and both girls talk with their grandmothers about their problems. To explore the uncomfortable feelings both girls have regarding their families and the other girls at school. To define bullying and identify what students can do if they see bullying or are bullied.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L1 Chapters 1-2/To discuss Chapters 1 and 2, in which Marty meets Shiloh, Shiloh follows Marty home and Marty meets Judd, Shiloh's owner. To examine the feelings experienced by Marty when he becomes attached to Shiloh and fears for Shiloh's future.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L2 Chapters 3-4/To develop a better understanding of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh in the woods). To explore Marty's uncomfortable feelings of anger and guilt. To evaluate Marty's problem-solving skills. To practice problem-solving skills by considering possible solutions and plans for Marty.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L3 Chapters 5-6/To understand how problems escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to his own family by implying that he has not seen Shiloh. To explore the different shades of dishonesty (telling half-truths, avoiding the truth, telling outright lies). To help students connect the strong temptation to lie evidenced by Marty's actions with their own experiences.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L4 Chapters 7-8/To discuss Chapters 7 and 8, in which Marty spends the day with his friend David Howard, and Marty's mother discovers his secret. To explore unintended consequences of actions, and to understand that one cannot control these. To identify others' feelings and practice problem solving in difficult situations.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L7 Chapters 13-14/To discuss Chapters 13 and 14, in which Marty cannot think of any solutions to keep Shiloh, so he goes early Sunday morning to talk to Judd. To explore the complex decision Marty makes when he sees Judd shoot the does out of season.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L8 Chapter 15/To complete Chapter 15, in which Marty works off his debt to Judd Travers, Judd pushes Marty to work very hard, Judd teases him about getting the dog, and, in the end, Marty and Judd understand each other. To review the book in its entirety and identify its main themes. To understand the cultural differences between Judd and Marty, and the way they learn to tolerate one another.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L3 "March" & "April" Chapters/To discuss the "March" and "April" chapters, in which Shirley goes to fifth grade, we learn of her loneliness, and she gets roller skates. To explore the difficulties Shirley faces in making friends at her American school. To identify reasons for Shirley's challenges and to brainstorm solutions for Shirley.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L4 "May" &</p>
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		<p>“June” Chapters/To discuss the “May” and “June” chapters, in which Shirley gets two black eyes, tells her parents nothing happened, refuses to go to school for two days, joins Mabel’s stickball team and becomes known as “Jackie Robinson.” To explore the kinds of opportunities in the U.S. that may not be available in other cultures. To explore cultural differences in how people give compliments.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L6 “September” Chapter/To discuss the “September” chapter, in which Shirley worries about returning to school, Shirley becomes friends with a girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for what she has done that compromises her Chinese character. To reflect on Shirley’s dilemma of facing different cultural expectations and on ways to handle them. To focus on Shirley’s feelings of guilt and shame, and on ways she resolved them.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L7 “October” & “November” Chapters/To discuss the “October” and “November” chapters, in which the Dodgers lose the World Series, Shirley’s family misses their relatives, especially Grandfather, and the family belatedly celebrates the Fall Harvest Moon. To consider traits of heroes and role models, and examine students’ choices of heroes. To examine why it is important to maintain one’s cultural heritage.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L8 “December” Chapter/To discuss the “December” chapter, in which Shirley is a turkey in the school play, Shirley introduces Jackie Robinson as a speaker, and she learns that she will have a sibling. To identify and enjoy the teamwork needed to transform Shirley into a turkey for the school play. To focus on the feelings that Shirley has when she is nominated to introduce Jackie Robinson to speak and how her feelings change by the end of the presentation. To review the book as a whole and its themes.</p>
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	PATHS-Gr4, Shiloh, L6 Chapters 11-12 /To discuss Chapters 11 and 12, in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out that the Prestons are hiding Shiloh and Judd demands they return Shiloh on Sunday. To explore Marty’s feelings of loneliness, guilt, fear and worry. To understand how Marty’s determination and perseverance help him to solve his problem.
Reading Literature: Integration of Knowledge and Ideas		
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	<p>PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect reasoning; consequential thinking; cooperative group learning (optional); reading comprehension (optional); social studies-character biography (optional); writing (optional) To emphasize the importance of setting goals and developing plans to reach them.</p> <p>PATHS-Gr4, U5, L28 The Eagles and the Playoffs: Part 1/Attentional and listening skills; oral discussion; role-playing To promote and reinforce skills in forming groups and learning how to work well in teams.</p> <p>PATHS-Gr4, U5, L29 The Eagles and the Playoffs: Part 2/Attentional and listening skills; associational thinking; oral discussion; problem solving To promote and reinforce skills in forming groups and learning how to work well on teams. To illustrate how conflicts can escalate quickly.</p> <p>PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 3/Cause-effect reasoning; communication skills; oral discussion; role-playing; writing (optional) To promote and reinforce skills in forming groups and learning how to work well on teams. To teach direct, assertive ways to handle conflict.</p> <p>PATHS-Gr4, U6, L33 Being Responsible and Creating Change: A Biography of Dr. Martin Luther King, Jr./Cause-effect reasoning; oral discussion; problem solving; reading comprehension; social studies-</p>

		<p>character biography; writing (optional); cooperative group learning (optional)</p> <p>To provide a biographical story in which a person identifies an important problem and goes about creating change in a responsible manner.</p> <p>PATHS-Gr4, U6, L39 Being Responsible: A Class Project of Commemoration/Cause-effect reasoning; cooperative group learning; problem solving; reading comprehension; social studies-character biography; art (optional)</p> <p>To increase children’s awareness of important events and people in their school and community. To provide a biographical story of an artist who honors others. To conduct a cooperative group project.</p> <p>PATHS-Gr4, Drita, My Homegirl, L2 Chapters 5-8/To discuss Chapters 5-8, in which Drita and her grandmother get lost, Maxie reveals her secret to the reader, Maxie gets in trouble with the principal at school, and Drita’s grandmother makes a favorite recipe from home. To consider Maxie’s motivation for misbehavior. To reflect on both Drita’s and Maxie’s feelings.</p> <p>PATHS-Gr4, Shiloh, L2 Chapters 3-4/To develop a better understanding of Marty’s problem, as revealed in Chapters 3 and 4 (in which Marty’s father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh in the woods). To explore Marty’s uncomfortable feelings of anger and guilt. To evaluate Marty’s problem-solving skills. To practice problem-solving skills by considering possible solutions and plans for Marty.</p> <p>PATHS-Gr4, Shiloh, L8 Chapter 15/To complete Chapter 15, in which Marty works off his debt to Judd Travers, Judd pushes Marty to work very hard, Judd teases him about getting the dog, and, in the end, Marty and Judd understand each other. To review the book in its entirety and identify its main themes. To understand the cultural differences between Judd and Marty, and the way they learn to tolerate one another.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L7 “October” & “November” Chapters/To discuss the “October” and “November” chapters, in which the Dodgers lose the World Series, Shirley’s family misses their relatives, especially Grandfather, and the family belatedly celebrates the Fall Harvest Moon. To consider traits of heroes and role models, and examine students’ choices of heroes. To examine why it is important to maintain one’s cultural heritage.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L8 “December” Chapter/To discuss the “December” chapter, in which Shirley is a turkey in the school play, Shirley introduces Jackie Robinson as a speaker, and she learns that she will have a sibling. To identify and enjoy the teamwork needed to transform Shirley into a turkey for the school play. To focus on the feelings that Shirley has when she is nominated to introduce Jackie Robinson to speak and how her feelings change by the end of the presentation. To review the book as a whole and its themes.</p>
<p>Reading Literature: Range of Reading and Level of Text Complexity</p>		
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>PATHS-Gr4, U2, L7 Feelings Review/Memory retrieval; vocabulary development; writing (optional)</p> <p>To encourage categorical and creative thinking. To provide practice in memory and language skills. To help children understand that the way we feel can be associated with things that have happened during the day.</p> <p>PATHS-Gr4, U2, L9 Calm or Relaxed, Tense/Oral discussion; self-monitoring; writing (optional)</p> <p>To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.</p> <p>PATHS-Gr4, U2, L10 Feelings Dictionary/Cause-effect reasoning; comparative thinking; hierarchical thinking; oral discussion; writing (optional)</p> <p>To facilitate and increase the use of emotion labels. To increase the understanding of emotion concepts. To provide a generalization technique</p>

	<p>for using emotion concepts throughout the classroom day during the entire school year.</p> <p>PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary.</p> <p>PATHS-Gr4, U3, L14 Making Good Decisions: At the Mall/Attentional and listening skills; decision making; oral discussion; problem solving; writing (optional) To encourage careful decision making. To explore peer relations and social pressure.</p> <p>PATHS-Gr4, U3, L15 Identifying Problems, Feelings, Goals and Solutions/Attentional and listening skills; cause-effect reasoning; cooperative group learning; problem solving; writing To review problem-solving steps 2-5. To assess students' knowledge of problem-solving steps 2-5. To have cooperative learning groups apply problem-solving steps 4 and 5 to the story <i>At the Mall</i>.</p> <p>PATHS-Gr4, U3, L16 Consequences: What Might Happen Next/Brainstorming; consequential thinking; decision making; problem solving To review problem-solving steps 1-5.</p> <p>PATHS-Gr4, U3, L17 Making a Good Plan/Cooperative group learning; decision making; oral discussion; problem solving To review and practice the problem-solving steps learned thus far. To reinforce the importance of thinking before acting.</p> <p>PATHS-Gr4, U3, L18 Trying Your Plan and Evaluating What Happens/Cooperative group learning; decision making; problem solving; role-playing and communication skills To provide continued review and practice in using the problem-solving steps learned thus far. To discuss the idea of evaluating the entire problem-solving process.</p> <p>PATHS-Gr4, U3, L20 Trying Again: Obstacles/Oral discussion; problem solving; reasoning; role-playing; art (optional) To review the problem-solving steps 1-10. To teach a persistent approach to solving problems.</p> <p>PATHS-Gr4, U3, L21 Solving Problems: Dear Problem-Solvers/Decision making; oral discussion; problem solving; role-playing; writing To provide practice in formal problem solving in a group situation with a designated problem.</p> <p>PATHS-Gr4, U4, L23 Setting a Goal: A Class Project to Improve the School/Cause-effect reasoning; cooperative group learning; oral discussion; problem solving; writing (optional) To increase children's awareness of social problems and how they can be solved. To demonstrate to children how they can set goals to create positive change.</p> <p>PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect reasoning; consequential thinking; cooperative group learning (optional); reading comprehension (optional); social studies-character biography (optional); writing (optional) To emphasize the importance of setting goals and developing plans to reach them.</p> <p>PATHS-Gr4, U4, L25 Goals for Our World – Global Understanding/Cooperative group learning; oral discussion; problem solving; reasoning; science; social studies; music (optional); writing (optional) To emphasize the importance of considering global goals. To help children see how their actions affect others at home and around the world.</p> <p>PATHS-Gr4, U5, L26 Making New Friends/Associational thinking; cause-effect reasoning; oral discussion; role-playing; writing (optional) To promote and reinforce skills in forming friendships.</p>
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	<p>PATHS-Gr4, U5, L27 Joining Other Kids/Cause-effect reasoning; communication skills; oral discussion; role-playing; cooperative group learning (optional); writing (optional) To further promote and reinforce skills in friendship.</p>
	<p>PATHS-Gr4, U5, L28 <i>The Eagles and the Playoffs: Part 1</i>/Attentional and listening skills; oral discussion; role-playing To promote and reinforce skills in forming groups and learning how to work well in teams.</p>
	<p>PATHS-Gr4, U5, L29 <i>The Eagles and the Playoffs: Part 2</i>/Attentional and listening skills; associational thinking; oral discussion; problem solving To promote and reinforce skills in forming groups and learning how to work well on teams. To illustrate how conflicts can escalate quickly.</p>
	<p>PATHS-Gr4, U5, L30 <i>The Eagles and the Playoffs: Part 3</i>/Cause-effect reasoning; communication skills; oral discussion; role-playing; writing (optional) To promote and reinforce skills in forming groups and learning how to work well on teams. To teach direct, assertive ways to handle conflict.</p>
	<p>PATHS-Gr4, U5, L31 Managing Our Feelings/Cause-effect reasoning; cooperative group learning; oral discussion; problem solving To discuss problems that are out of one's control. To encourage alternative solutions that provide relief from feelings of stress.</p>
	<p>PATHS-Gr4, U5, L32 Forgiving/Resentful/Cause-effect reasoning; oral discussion; problem solving; writing (optional) To discuss the concept of forgiveness and its relationship to intentionality.</p>
	<p>PATHS-Gr4, U6, L33 Being Responsible and Creating Change: A Biography of Dr. Martin Luther King, Jr./Cause-effect reasoning; oral discussion; problem solving; reading comprehension; social studies-character biography; writing (optional); cooperative group learning (optional) To provide a biographical story in which a person identifies an important problem and goes about creating change in a responsible manner.</p>
	<p>PATHS-Gr4, U6, L34 Rejected, Excluded/Attentional and listening skills; cooperative group learning; oral discussion; problem solving To help children better understand how their feelings are affected by their perceptions and by evaluations by others. To informally illustrate one solution to a problem. To facilitate discussion regarding possible fears or feelings of inferiority that special needs children might have as a result of their differences.</p>
	<p>PATHS-Gr4, U6, L35 Stereotypes and Discrimination/Associational thinking; cause-effect reasoning; cooperative group learning; problem solving; writing (optional) To facilitate awareness about stereotypes and how they might lead to unfair treatment or discrimination towards other people.</p>
	<p>PATHS-Gr4, U6, L36 Dealing with Gossip/Associational thinking; cause-effect reasoning; problem solving; writing (optional) To help children better understand gossip and how it affects friendship.</p>
	<p>PATHS-Gr4, U6, L37 Bullying: How to Respond/Creative thinking; oral discussion; problem solving; role-playing; self-monitoring; communication skills (optional) To define bullying. To discuss what children can do if they are bullied.</p>
	<p>PATHS-Gr4, U6, L39 Being Responsible: A Class Project of Commemoration/Cause-effect reasoning; cooperative group learning; problem solving; reading comprehension; social studies-character biography; art (optional) To increase children's awareness of important events and people in their school and community. To provide a biographical story of an artist who honors others. To conduct a cooperative group project.</p>
	<p>PATHS-Gr4, <i>The Hundred Dresses</i>, L1 Chapters 1-2/To discuss the first two chapters of the book, which set up the story and the issues that Wanda Petronski faces. To explore the importance of being accepted and liked by</p>

		<p>peers. To identify cultural and economic differences in Wanda’s class and several ways that people may respond to those who are different.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L2 Chapter 3/To discuss Chapter 3, in which Maddie reflects on how “the dresses game” started. To brainstorm ways to be accepted in a group, especially as a newcomer or outsider. To explore issues related to cultural and economic differences and how to be sensitive to others.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L3 Chapters 4-5/To discuss Chapters 4 and 5, in which Wanda wins the contest and the teacher reads the letter from her father saying that they have moved away. To understand how being a silent bystander contributes to teasing or harassment. To explore the issue of discrimination towards people who are different.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L4 Chapter 6/To discuss Chapter 6, in which Maddie and Peggy go up to Boggins Heights to find Wanda’s house, only to find the Petronski family has already moved. To expand on issues related to being a bystander and contributing to teasing or harassment. To help children identify when they feel sorry for what they have done and how they can apologize.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L5 Chapter 5/To discuss Chapter 7, in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter to the class and, in her letter, gives Maddie and Peggy the drawings of dresses she had made in their likeness. To explore feelings of regret or remorse and ways to resolve these uncomfortable feelings. To understand how important events can shape someone’s reputation and the rest of his or her life.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L6 Review/To review the important themes of the book. To practice problem solving by brainstorming different endings to the book. To identify lessons learned from this story, and ways they apply to students’ lives.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L1 Chapters 1-4/To understand the preexisting circumstances affecting Drita and Maxie, and what brings the two girls into one another’s lives. To discuss the cultures of each of the girls, and to compare their differences and similarities. To explore the emotions Drita and Maxie might have (one coping with the loss of her mother, the other coping with the consequences of war and a mother struggling with war trauma).</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L2 Chapters 5-8/To discuss Chapters 5-8, in which Drita and her grandmother get lost, Maxie reveals her secret to the reader, Maxie gets in trouble with the principal at school, and Drita’s grandmother makes a favorite recipe from home. To consider Maxie’s motivation for misbehavior. To reflect on both Drita’s and Maxie’s feelings.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L3 Chapters 9-12/To discuss Chapters 9-12, in which Drita helps her grandmother make a favorite Albanian dish, her mother – after days of sleeping – gets up screaming from a nightmare, Maxie is rude to Lisa and her son, and Maxie and her father talk about her mother. To explore the powerful emotions each of the girls is experiencing at home, and how they are coping with them.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L4 Chapters 13-16/To discuss Chapters 13-16, in which Drita is rejected by her peers, her father does not get the job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both Brandee and Maxie wind up with the principal while Drita hides. To identify Drita’s attempts in trying to make friends and to discuss strategies that she could use that might work better. To explore the importance of “<i>frikacake</i>,” “scrub” and “world’s biggest hotdog” and other names the girls use to judge themselves and each other.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L5 Chapters 17-20/To discuss Chapters 17-20, in which Drita and Maxie’s friendship begins and both girls talk with their grandmothers about their problems. To explore the uncomfortable feelings both girls have regarding their families and the other girls at school. To define bullying and identify what students can do if they see</p>
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		<p>bullying or are bullied.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L6 Chapters 21-24/To understand Chapters 21-24, in which Drita invites Maxie to her apartment, Maxie apologizes to her father and Maxie arrives at the apartment just when Drita's mother has a breakdown. To reflect on how distressed everyone feels about Drita's mother and what they can or should do. To discuss Maxie's conversation with her father, and how Maxie successfully apologized to her father.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L7 Chapters 25-28/To discuss Chapters 25-28, in which Maxie's grandmother takes Drita's mother to the hospital and Maxie buys a gift for Drita's mother with Lisa. To consider how emergencies and life-or-death situations can bring people together to work toward a common good. To focus on the familial relationships in the novel and how this emergency enabled people to care for one another.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L8 Chapters 29-32/To discuss Chapters 29-32, in which Maxie gives Drita's mother her gift, Brandee still won't talk to Maxie, Drita's mother recovers, and Maxie presents her project on Project Night. To identify what Drita and Maxie had in common and what their differences were, and to consider what solidified their friendship. To review the book as a whole and its major themes.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L1 Chapters 1-2/To discuss Chapters 1 and 2, in which Marty meets Shiloh, Shiloh follows Marty home and Marty meets Judd, Shiloh's owner. To examine the feelings experienced by Marty when he becomes attached to Shiloh and fears for Shiloh's future.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L2 Chapters 3-4/To develop a better understanding of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh in the woods). To explore Marty's uncomfortable feelings of anger and guilt. To evaluate Marty's problem-solving skills. To practice problem-solving skills by considering possible solutions and plans for Marty.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L3 Chapters 5-6/To understand how problems escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to his own family by implying that he has not seen Shiloh. To explore the different shades of dishonesty (telling half-truths, avoiding the truth, telling outright lies). To help students connect the strong temptation to lie evidenced by Marty's actions with their own experiences.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L4 Chapters 7-8/To discuss Chapters 7 and 8, in which Marty spends the day with his friend David Howard, and Marty's mother discovers his secret. To explore unintended consequences of actions, and to understand that one cannot control these. To identify others' feelings and practice problem solving in difficult situations.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L5 Chapters 9-10/To focus on the relationship between Marty and his father in Chapters 9 and 10. Marty's father takes Shiloh to Doc Murphy, Marty tells David Howard about Shiloh and Marty's father agrees to let Shiloh return to their house until he is healed. To explore some of the key elements in a good interpersonal relationship, such as trust, reliability and open communication. To develop the ability to consider multiple sides of a story at once by considering the complexities of Marty's problem.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L6 Chapters 11-12/To discuss Chapters 11 and 12, in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out that the Prestons are hiding Shiloh and Judd demands they return Shiloh on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry. To understand how Marty's determination and perseverance help him to solve his problem.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L7 Chapters 13-14/To discuss Chapters 13 and 14, in which Marty cannot think of any solutions to keep Shiloh, so he goes early Sunday morning to talk to Judd. To explore the complex decision Marty makes when he sees Judd shoot the dog out of season.</p>
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		introduce Jackie Robinson to speak and how her feelings change by the end of the presentation. To review the book as a whole and its themes.
Reading Informational Text: Key Ideas and Details		
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	PATHS-Gr4, U1, L1 Formulating Classroom Rules /Attentional and listening skills; brainstorming; creative thinking; interviewing-communication skills; reading comprehension To introduce children to the PATHS curriculum. To help children see and learn the importance of having rules and structure within a group. To orient children towards becoming attentive listeners. To allow children to participate in the process of creating rules and structure.
		PATHS-Gr4, U4, L22 Setting and Reaching Your Goal: A Biography of Harriet Tubman /Cause-effect reasoning; problem solving; reading comprehension; social studies-character biography; cooperative group learning (optional); writing (optional); art (optional) To introduce the idea of personal goals. To provide a biographical story in which a person stops, identifies a problem, sets a goal and works hard to reach it.
		PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan /Cause-effect reasoning; consequential thinking; cooperative group learning (optional); reading comprehension (optional); social studies-character biography (optional); writing (optional) To emphasize the importance of setting goals and developing plans to reach them.
		PATHS-Gr4, U4, L25 Goals for Our World – Global Understanding /Cooperative group learning; oral discussion; problem solving; reasoning; science; social studies; music (optional); writing (optional) To emphasize the importance of considering global goals. To help children see how their actions affect others at home and around the world.
		PATHS-Gr4, U6, L33 Being Responsible and Creating Change: A Biography of Dr. Martin Luther King, Jr. /Cause-effect reasoning; oral discussion; problem solving; reading comprehension; social studies-character biography; writing (optional); cooperative group learning (optional) To provide a biographical story in which a person identifies an important problem and goes about creating change in a responsible manner.
		PATHS-Gr4, U6, L39 Being Responsible: A Class Project of Commemoration /Cause-effect reasoning; cooperative group learning; problem solving; reading comprehension; social studies-character biography; art (optional) To increase children’s awareness of important events and people in their school and community. To provide a biographical story of an artist who honors others. To conduct a cooperative group project.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	PATHS-Gr4, U2, L9 Calm or Relaxed, Tense /Oral discussion; self-monitoring; writing (optional) To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	PATHS-Gr4, U4, L22 Setting and Reaching Your Goal: A Biography of Harriet Tubman /Cause-effect reasoning; problem solving; reading comprehension; social studies-character biography; cooperative group learning (optional); writing (optional); art (optional) To introduce the idea of personal goals. To provide a biographical story in which a person stops, identifies a problem, sets a goal and works hard to reach it.
		PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan /Cause-effect reasoning; consequential thinking; cooperative group learning (optional); reading comprehension (optional); social studies-character biography (optional); writing (optional)

		<p>To emphasize the importance of setting goals and developing plans to reach them.</p> <p>PATHS-Gr4, U4, L25 Goals for Our World – Global Understanding/Cooperative group learning; oral discussion; problem solving; reasoning; science; social studies; music (optional); writing (optional)</p> <p>To emphasize the importance of considering global goals. To help children see how their actions affect others at home and around the world.</p> <p>PATHS-Gr4, U6, L33 Being Responsible and Creating Change: A Biography of Dr. Martin Luther King, Jr./Cause-effect reasoning; oral discussion; problem solving; reading comprehension; social studies-character biography; writing (optional); cooperative group learning (optional)</p> <p>To provide a biographical story in which a person identifies an important problem and goes about creating change in a responsible manner.</p> <p>PATHS-Gr4, U6, L39 Being Responsible: A Class Project of Commemoration/Cause-effect reasoning; cooperative group learning; problem solving; reading comprehension; social studies-character biography; art (optional)</p> <p>To increase children’s awareness of important events and people in their school and community. To provide a biographical story of an artist who honors others. To conduct a cooperative group project.</p>
<p>Reading Informational Text: Craft and Structure</p>		
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<p>PATHS-Gr4, U4, L25 Goals for Our World – Global Understanding/Cooperative group learning; oral discussion; problem solving; reasoning; science; social studies; music (optional); writing (optional)</p> <p>To emphasize the importance of considering global goals. To help children see how their actions affect others at home and around the world.</p> <p>PATHS-Gr4, U6, L39 Being Responsible: A Class Project of Commemoration/Cause-effect reasoning; cooperative group learning; problem solving; reading comprehension; social studies-character biography; art (optional)</p> <p>To increase children’s awareness of important events and people in their school and community. To provide a biographical story of an artist who honors others. To conduct a cooperative group project.</p>
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<p>PATHS-Gr4, U3, L15 Identifying Problems, Feelings, Goals and Solutions/Attentional and listening skills; cause-effect reasoning; cooperative group learning; problem solving; writing</p> <p>To review problem-solving steps 2-5. To assess students’ knowledge of problem-solving steps 2-5. To have cooperative learning groups apply problem-solving steps 4 and 5 to the story <i>At the Mall</i>.</p> <p>PATHS-Gr4, U4, L22 Setting and Reaching Your Goal: A Biography of Harriet Tubman/Cause-effect reasoning; problem solving; reading comprehension; social studies-character biography; cooperative group learning (optional); writing (optional); art (optional)</p> <p>To introduce the idea of personal goals. To provide a biographical story in which a person stops, identifies a problem, sets a goal and works hard to reach it.</p> <p>PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect reasoning; consequential thinking; cooperative group learning (optional); reading comprehension (optional); social studies-character biography (optional); writing (optional)</p> <p>To emphasize the importance of setting goals and developing plans to reach them.</p> <p>PATHS-Gr4, U4, L25 Goals for Our World – Global Understanding/Cooperative group learning; oral discussion; problem solving; reasoning; science; social studies; music (optional); writing (optional)</p>

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<p>Reading Informational Text: Integration of Knowledge and Ideas</p>		
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	<p>PATHS-Gr4, U6, L38 Being Responsible: Helping Others in Bullying Situations/Cause-effect reasoning; cooperative group learning; oral discussion; problem solving; vocabulary building; writing</p> <p>To encourage careful decision-making. To encourage responsible behavior. To explore the issue of being responsible in order to help others.</p>
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<p>PATHS-Gr4, U4, L22 Setting and Reaching Your Goal: A Biography of Harriet Tubman/Cause-effect reasoning; problem solving; reading comprehension; social studies-character biography; cooperative group learning (optional); writing (optional); art (optional)</p> <p>To introduce the idea of personal goals. To provide a biographical story in which a person stops, identifies a problem, sets a goal and works hard to reach it.</p> <p>PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect reasoning; consequential thinking; cooperative group learning (optional); reading comprehension (optional); social studies-character biography (optional); writing (optional)</p> <p>To emphasize the importance of setting goals and developing plans to reach them.</p> <p>PATHS-Gr4, U6, L33 Being Responsible and Creating Change: A Biography of Dr. Martin Luther King, Jr./Cause-effect reasoning; oral discussion; problem solving; reading comprehension; social studies-character biography; writing (optional); cooperative group learning (optional)</p> <p>To provide a biographical story in which a person identifies an important problem and goes about creating change in a responsible manner.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L1 Chapters 1-2/To discuss the first two chapters of the book, which set up the story and the issues that Wanda Petronski faces. To explore the importance of being accepted and liked by peers. To identify cultural and economic differences in Wanda’s class and several ways that people may respond to those who are different.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L5 Chapter 5/To discuss Chapter 7, in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter to the class and, in her letter, gives Maddie and Peggy the drawings of dresses she had made in their likeness. To explore feelings of regret or remorse and ways to resolve these uncomfortable feelings. To understand how important events can shape someone’s reputation and the rest of his</p>

	<p>or her life.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L6 Review/To review the important themes of the book. To practice problem solving by brainstorming different endings to the book. To identify lessons learned from this story, and ways they apply to students' lives.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L1 Chapters 1-4/To understand the preexisting circumstances affecting Drita and Maxie, and what brings the two girls into one another's lives. To discuss the cultures of each of the girls, and to compare their differences and similarities. To explore the emotions Drita and Maxie might have (one coping with the loss of her mother, the other coping with the consequences of war and a mother struggling with war trauma).</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L2 Chapters 5-8/To discuss Chapters 5-8, in which Drita and her grandmother get lost, Maxie reveals her secret to the reader, Maxie gets in trouble with the principal at school, and Drita's grandmother makes a favorite recipe from home. To consider Maxie's motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L4 Chapters 13-16/To discuss Chapters 13-16, in which Drita is rejected by her peers, her father does not get the job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both Brandee and Maxie wind up with the principal while Drita hides. To identify Drita's attempts in trying to make friends and to discuss strategies that she could use that might work better. To explore the importance of "frikacake," "scrub" and "world's biggest hotdog" and other names the girls use to judge themselves and each other.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L8 Chapters 29-32/To discuss Chapters 29-32, in which Maxie gives Drita's mother her gift, Brandee still won't talk to Maxie, Drita's mother recovers, and Maxie presents her project on Project Night. To identify what Drita and Maxie had in common and what their differences were, and to consider what solidified their friendship. To review the book as a whole and its major themes.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L1 Chapters 1-2/To discuss Chapters 1 and 2, in which Marty meets Shiloh, Shiloh follows Marty home and Marty meets Judd, Shiloh's owner. To examine the feelings experienced by Marty when he becomes attached to Shiloh and fears for Shiloh's future.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L2 Chapters 3-4/To develop a better understanding of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh in the woods). To explore Marty's uncomfortable feelings of anger and guilt. To evaluate Marty's problem-solving skills. To practice problem-solving skills by considering possible solutions and plans for Marty.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L8 Chapter 15/To complete Chapter 15, in which Marty works off his debt to Judd Travers, Judd pushes Marty to work very hard, Judd teases him about getting the dog, and, in the end, Marty and Judd understand each other. To review the book in its entirety and identify its main themes. To understand the cultural differences between Judd and Marty, and the way they learn to tolerate one another.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L1 "January" Chapter/To discuss the "January" chapter, in which Bandit learns that she is moving to the U.S. and is given an American name, Shirley. To discuss the meaning behind names in Shirley's family and students' names. To explore the emotions Shirley and family members may have about the move and her new name.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L2 "February" Chapter/To discuss the "February" chapter, in which Shirley and her mother travel "A Journey of Ten Thousand Miles," are introduced to their new home, and receive father's Chinese friends. To think and write about the experience of being lost where you cannot speak the language. To reflect on the difficulty of going from an undeveloped country to an</p>
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<p>Reading Informational Text: Range of Reading and Level of Text Complexity</p>		
<p>RI.4.10</p>	<p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>PATHS-Gr4, U2, L7 Feelings Review/Memory retrieval; vocabulary development; writing (optional) To encourage categorical and creative thinking. To provide practice in memory and language skills. To help children understand that the way we feel can be associated with things that have happened during the day.</p>
		<p>PATHS-Gr4, U2, L9 Calm or Relaxed, Tense/Oral discussion; self-monitoring; writing (optional) To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.</p>
		<p>PATHS-Gr4, U3, L15 Identifying Problems, Feelings, Goals and Solutions/Attentional and listening skills; cause-effect reasoning; cooperative group learning; problem solving; writing To review problem-solving steps 2-5. To assess students’ knowledge of problem-solving steps 2-5. To have cooperative learning groups apply problem-solving steps 4 and 5 to the story <i>At the Mall</i>.</p>
		<p>PATHS-Gr4, U4, L22 Setting and Reaching Your Goal: A Biography of Harriet Tubman/Cause-effect reasoning; problem solving; reading comprehension; social studies-character biography; cooperative group learning (optional); writing (optional); art (optional) To introduce the idea of personal goals. To provide a biographical story in which a person stops, identifies a problem, sets a goal and works hard to reach it.</p>
		<p>PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect reasoning; consequential thinking; cooperative group learning (optional); reading comprehension (optional); social studies-character biography (optional); writing (optional) To emphasize the importance of setting goals and developing plans to reach them.</p>
		<p>PATHS-Gr4, U4, L25 Goals for Our World – Global Understanding/Cooperative group learning; oral discussion; problem solving; reasoning; science; social studies; music (optional); writing (optional) To emphasize the importance of considering global goals. To help children see how their actions affect others at home and around the world.</p>
		<p>PATHS-Gr4, U6, L33 Being Responsible and Creating Change: A</p>

		<p>Biography of Dr. Martin Luther King, Jr./Cause-effect reasoning; oral discussion; problem solving; reading comprehension; social studies-character biography; writing (optional); cooperative group learning (optional)</p> <p>To provide a biographical story in which a person identifies an important problem and goes about creating change in a responsible manner.</p>
		<p>PATHS-Gr4, U6, L39 Being Responsible: A Class Project of Commemoration/Cause-effect reasoning; cooperative group learning; problem solving; reading comprehension; social studies-character biography; art (optional)</p> <p>To increase children’s awareness of important events and people in their school and community. To provide a biographical story of an artist who honors others. To conduct a cooperative group project.</p>
<p>Reading – Foundational Skills: Phonics and Word Recognition</p>		
RF.4.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<p>PATHS-Gr4, U2, L12 Feelings Review: Feelings and Your Brain/ To provide an overview of the brain and how emotions and thinking work together. To help your students understand the importance of self-control for appropriate expression of emotions. To increase motivation for mastering self-control.</p> <p>PATHS-Gr4, Shiloh, L4 Chapters 7-8/To discuss Chapters 7 and 8, in which Marty spends the day with his friend David Howard, and Marty’s mother discovers his secret. To explore unintended consequences of actions, and to understand that one cannot control these. To identify others’ feelings and practice problem solving in difficult situations.</p>
<p>Reading – Foundational Skills: Fluency</p>		
RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.	<p>PATHS-Gr4, U2, L8 Recognizing and Controlling Anger/Creative thinking; hierarchical thinking; oral discussion; cooperative learning (optional); writing (optional)</p> <p>To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others. To explore different ways to gain self-control.</p> <p>PATHS-Gr4, U2, L9 Calm or Relaxed, Tense/Oral discussion; self-monitoring; writing (optional)</p> <p>To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.</p> <p>PATHS-Gr4, U2, L10 Feelings Dictionary/Cause-effect reasoning; comparative thinking; hierarchical thinking; oral discussion; writing (optional)</p> <p>To facilitate and increase the use of emotion labels. To increase the understanding of emotion concepts. To provide a generalization technique for using emotion concepts throughout the classroom day during the entire school year.</p> <p>PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory retrieval; writing</p> <p>To practice using the Feelings Dictionary.</p> <p>PATHS-Gr4, U3, L14 Making Good Decisions: At the Mall/Attentional and listening skills; decision making; oral discussion; problem solving; writing (optional)</p> <p>To encourage careful decision making. To explore peer relations and social pressure.</p> <p>PATHS-Gr4, U3, L15 Identifying Problems, Feelings, Goals and Solutions/Attentional and listening skills; cause-effect reasoning; cooperative group learning; problem solving; writing</p> <p>To review problem-solving steps 2-5. To assess students’ knowledge of problem-solving steps 2-5. To have cooperative learning groups apply problem-solving steps 4 and 5 to the story <i>At the Mall</i>.</p>

		<p>PATHS-Gr4, U3, L17 Making a Good Plan/Cooperative group learning; decision making; oral discussion; problem solving To review and practice the problem-solving steps learned thus far. To reinforce the importance of thinking before acting.</p> <p>PATHS-Gr4, U3, L18 Trying Your Plan and Evaluating What Happens/Cooperative group learning; decision making; problem solving; role-playing and communication skills To provide continued review and practice in using the problem-solving steps learned thus far. To discuss the idea of evaluating the entire problem-solving process.</p> <p>PATHS-Gr4, U3, L20 Trying Again: Obstacles/Oral discussion; problem solving; reasoning; role-playing; art (optional) To review the problem-solving steps 1-10. To teach a persistent approach to solving problems.</p> <p>PATHS-Gr4, U3, L21 Solving Problems: Dear Problem-Solvers/Decision making; oral discussion; problem solving; role-playing; writing To provide practice in formal problem solving in a group situation with a designated problem.</p> <p>PATHS-Gr4, U4, L22 Setting and Reaching Your Goal: A Biography of Harriet Tubman/Cause-effect reasoning; problem solving; reading comprehension; social studies-character biography; cooperative group learning (optional); writing (optional); art (optional) To introduce the idea of personal goals. To provide a biographical story in which a person stops, identifies a problem, sets a goal and works hard to reach it.</p> <p>PATHS-Gr4, U4, L23 Setting a Goal: A Class Project to Improve the School/Cause-effect reasoning; cooperative group learning; oral discussion; problem solving; writing (optional) To increase children’s awareness of social problems and how they can be solved. To demonstrate to children how they can set goals to create positive change.</p> <p>PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect reasoning; consequential thinking; cooperative group learning (optional); reading comprehension (optional); social studies-character biography (optional); writing (optional) To emphasize the importance of setting goals and developing plans to reach them.</p> <p>PATHS-Gr4, U4, L25 Goals for Our World – Global Understanding/Cooperative group learning; oral discussion; problem solving; reasoning; science; social studies; music (optional); writing (optional) To emphasize the importance of considering global goals. To help children see how their actions affect others at home and around the world.</p> <p>PATHS-Gr4, U5, L26 Making New Friends/Associational thinking; cause-effect reasoning; oral discussion; role-playing; writing (optional) To promote and reinforce skills in forming friendships.</p> <p>PATHS-Gr4, U5, L27 Joining Other Kids/Cause-effect reasoning; communication skills; oral discussion; role-playing; cooperative group learning (optional); writing (optional) To further promote and reinforce skills in friendship.</p> <p>PATHS-Gr4, U5, L28 The Eagles and the Playoffs: Part 1/Attentional and listening skills; oral discussion; role-playing To promote and reinforce skills in forming groups and learning how to work well in teams.</p> <p>PATHS-Gr4, U5, L29 The Eagles and the Playoffs: Part 2/Attentional and listening skills; associational thinking; oral discussion; problem solving To promote and reinforce skills in forming groups and learning how to work well on teams. To illustrate how conflicts can escalate quickly.</p> <p>PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 3/Cause-effect</p>
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	<p>reasoning; communication skills; oral discussion; role-playing; writing (optional) To promote and reinforce skills in forming groups and learning how to work well on teams. To teach direct, assertive ways to handle conflict.</p>
	<p>PATHS-Gr4, U5, L31 Managing Our Feelings/Cause-effect reasoning; cooperative group learning; oral discussion; problem solving To discuss problems that are out of one's control. To encourage alternative solutions that provide relief from feelings of stress.</p>
	<p>PATHS-Gr4, U5, L32 Forgiving/Resentful/Cause-effect reasoning; oral discussion; problem solving; writing (optional) To discuss the concept of forgiveness and its relationship to intentionality.</p>
	<p>PATHS-Gr4, U6, L33 Being Responsible and Creating Change: A Biography of Dr. Martin Luther King, Jr./Cause-effect reasoning; oral discussion; problem solving; reading comprehension; social studies-character biography; writing (optional); cooperative group learning (optional) To provide a biographical story in which a person identifies an important problem and goes about creating change in a responsible manner.</p>
	<p>PATHS-Gr4, U6, L34 Rejected, Excluded/Attentional and listening skills; cooperative group learning; oral discussion; problem solving To help children better understand how their feelings are affected by their perceptions and by evaluations by others. To informally illustrate one solution to a problem. To facilitate discussion regarding possible fears or feelings of inferiority that special needs children might have as a result of their differences.</p>
	<p>PATHS-Gr4, U6, L35 Stereotypes and Discrimination/Associational thinking; cause-effect reasoning; cooperative group learning; problem solving; writing (optional) To facilitate awareness about stereotypes and how they might lead to unfair treatment or discrimination towards other people.</p>
	<p>PATHS-Gr4, U6, L36 Dealing with Gossip/Associational thinking; cause-effect reasoning; problem solving; writing (optional) To help children better understand gossip and how it affects friendship.</p>
	<p>PATHS-Gr4, U6, L37 Bullying: How to Respond/Creative thinking; oral discussion; problem solving; role-playing; self-monitoring; communication skills (optional) To define bullying. To discuss what children can do if they are bullied.</p>
	<p>PATHS-Gr4, U6, L39 Being Responsible: A Class Project of Commemoration/Cause-effect reasoning; cooperative group learning; problem solving; reading comprehension; social studies-character biography; art (optional) To increase children's awareness of important events and people in their school and community. To provide a biographical story of an artist who honors others. To conduct a cooperative group project.</p>
	<p>PATHS-Gr4, The Hundred Dresses, L1 Chapters 1-2/To discuss the first two chapters of the book, which set up the story and the issues that Wanda Petronski faces. To explore the importance of being accepted and liked by peers. To identify cultural and economic differences in Wanda's class and several ways that people may respond to those who are different.</p>
	<p>PATHS-Gr4, The Hundred Dresses, L2 Chapter 3/To discuss Chapter 3, in which Maddie reflects on how "the dresses game" started. To brainstorm ways to be accepted in a group, especially as a newcomer or outsider. To explore issues related to cultural and economic differences and how to be sensitive to others.</p>
	<p>PATHS-Gr4, The Hundred Dresses, L3 Chapters 4-5/To discuss Chapters 4 and 5, in which Wanda wins the contest and the teacher reads the letter from her father saying that they have moved away. To understand how being a silent bystander contributes to teasing or harassment. To explore the issue of discrimination towards people who are different.</p>
	<p>PATHS-Gr4, The Hundred Dresses, L4 Chapter 6/To discuss Chapter 6,</p>

		<p>in which Maddie and Peggy go up to Boggins Heights to find Wanda's house, only to find the Petronski family has already moved. To expand on issues related to being a bystander and contributing to teasing or harassment. To help children identify when they feel sorry for what they have done and how they can apologize.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L5 Chapter 5/To discuss Chapter 7, in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter to the class and, in her letter, gives Maddie and Peggy the drawings of dresses she had made in their likeness. To explore feelings of regret or remorse and ways to resolve these uncomfortable feelings. To understand how important events can shape someone's reputation and the rest of his or her life.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L6 Review/To review the important themes of the book. To practice problem solving by brainstorming different endings to the book. To identify lessons learned from this story, and ways they apply to students' lives.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L1 Chapters 1-4/To understand the preexisting circumstances affecting Drita and Maxie, and what brings the two girls into one another's lives. To discuss the cultures of each of the girls, and to compare their differences and similarities. To explore the emotions Drita and Maxie might have (one coping with the loss of her mother, the other coping with the consequences of war and a mother struggling with war trauma).</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L2 Chapters 5-8/To discuss Chapters 5-8, in which Drita and her grandmother get lost, Maxie reveals her secret to the reader, Maxie gets in trouble with the principal at school, and Drita's grandmother makes a favorite recipe from home. To consider Maxie's motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L3 Chapters 9-12/To discuss Chapters 9-12, in which Drita helps her grandmother make a favorite Albanian dish, her mother – after days of sleeping – gets up screaming from a nightmare, Maxie is rude to Lisa and her son, and Maxie and her father talk about her mother. To explore the powerful emotions each of the girls is experiencing at home, and how they are coping with them.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L4 Chapters 13-16/To discuss Chapters 13-16, in which Drita is rejected by her peers, her father does not get the job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both Brandee and Maxie wind up with the principal while Drita hides. To identify Drita's attempts in trying to make friends and to discuss strategies that she could use that might work better. To explore the importance of "frikacake," "scrub" and "world's biggest hotdog" and other names the girls use to judge themselves and each other.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L5 Chapters 17-20/To discuss Chapters 17-20, in which Drita and Maxie's friendship begins and both girls talk with their grandmothers about their problems. To explore the uncomfortable feelings both girls have regarding their families and the other girls at school. To define bullying and identify what students can do if they see bullying or are bullied.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L6 Chapters 21-24/To understand Chapters 21-24, in which Drita invites Maxie to her apartment, Maxie apologizes to her father and Maxie arrives at the apartment just when Drita's mother has a breakdown. To reflect on how distressed everyone feels about Drita's mother and what they can or should do. To discuss Maxie's conversation with her father, and how Maxie successfully apologized to her father.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L7 Chapters 25-28/To discuss Chapters 25-28, in which Maxie's grandmother takes Drita's mother to the hospital and Maxie buys a gift for Drita's mother with Lisa. To consider how emergencies and life-or-death situations can bring people together to work toward a common good. To focus on the familial relationships in the novel</p>
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	<p>and how this emergency enabled people to care for one another.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L8 Chapters 29-32/To discuss Chapters 29-32, in which Maxie gives Drita's mother her gift, Brandee still won't talk to Maxie, Drita's mother recovers, and Maxie presents her project on Project Night. To identify what Drita and Maxie had in common and what their differences were, and to consider what solidified their friendship. To review the book as a whole and its major themes.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L1 Chapters 1-2/To discuss Chapters 1 and 2, in which Marty meets Shiloh, Shiloh follows Marty home and Marty meets Judd, Shiloh's owner. To examine the feelings experienced by Marty when he becomes attached to Shiloh and fears for Shiloh's future.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L2 Chapters 3-4/To develop a better understanding of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh in the woods). To explore Marty's uncomfortable feelings of anger and guilt. To evaluate Marty's problem-solving skills. To practice problem-solving skills by considering possible solutions and plans for Marty.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L3 Chapters 5-6/To understand how problems escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to his own family by implying that he has not seen Shiloh. To explore the different shades of dishonesty (telling half-truths, avoiding the truth, telling outright lies). To help students connect the strong temptation to lie evidenced by Marty's actions with their own experiences.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L4 Chapters 7-8/To discuss Chapters 7 and 8, in which Marty spends the day with his friend David Howard, and Marty's mother discovers his secret. To explore unintended consequences of actions, and to understand that one cannot control these. To identify others' feelings and practice problem solving in difficult situations.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L5 Chapters 9-10/To focus on the relationship between Marty and his father in Chapters 9 and 10. Marty's father takes Shiloh to Doc Murphy, Marty tells David Howard about Shiloh and Marty's father agrees to let Shiloh return to their house until he is healed. To explore some of the key elements in a good interpersonal relationship, such as trust, reliability and open communication. To develop the ability to consider multiple sides of a story at once by considering the complexities of Marty's problem.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L6 Chapters 11-12/To discuss Chapters 11 and 12, in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out that the Prestons are hiding Shiloh and Judd demands they return Shiloh on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry. To understand how Marty's determination and perseverance help him to solve his problem.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L7 Chapters 13-14/To discuss Chapters 13 and 14, in which Marty cannot think of any solutions to keep Shiloh, so he goes early Sunday morning to talk to Judd. To explore the complex decision Marty makes when he sees Judd shoot the does out of season.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L8 Chapter 15/To complete Chapter 15, in which Marty works off his debt to Judd Travers, Judd pushes Marty to work very hard, Judd teases him about getting the dog, and, in the end, Marty and Judd understand each other. To review the book in its entirety and identify its main themes. To understand the cultural differences between Judd and Marty, and the way they learn to tolerate one another.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L1 "January" Chapter/To discuss the "January" chapter, in which Bandit learns that she is moving to the U.S. and is given an American name, Shirley. To discuss the meaning behind names in Shirley's family and students' names. To explore the emotions Shirley and family members may have about the move and her new name.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L2</p>
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		<p>“February” Chapter/To discuss the “February” chapter, in which Shirley and her mother travel “A Journey of Ten Thousand Miles,” are introduced to their new home, and receive father’s Chinese friends. To think and write about the experience of being lost where you cannot speak the language. To reflect on the difficulty of going from an undeveloped country to an industrial one with a very different culture and values.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L3 “March” & “April” Chapters/To discuss the “March” and “April” chapters, in which Shirley goes to fifth grade, we learn of her loneliness, and she gets roller skates. To explore the difficulties Shirley faces in making friends at her American school. To identify reasons for Shirley’s challenges and to brainstorm solutions for Shirley.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L4 “May” & “June” Chapters/To discuss the “May” and “June” chapters, in which Shirley gets two black eyes, tells her parents nothing happened, refuses to go to school for two days, joins Mabel’s stickball team and becomes known as “Jackie Robinson.” To explore the kinds of opportunities in the U.S. that may not be available in other cultures. To explore cultural differences in how people give compliments.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L5 “July” & “August” Chapters/To discuss the “July” and “August” chapters, in which Shirley has no friends with whom she can play, she becomes a diehard Dodgers and Jackie Robinson fan, and she spends time helping her father be a landlord. To explore Shirley’s motivation when volunteering her family to do something very generous. To understand how doing hard work transformed into developing handy skills and good relations with neighbors.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L6 “September” Chapter/To discuss the “September” chapter, in which Shirley worries about returning to school, Shirley becomes friends with a girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for what she has done that compromises her Chinese character. To reflect on Shirley’s dilemma of facing different cultural expectations and on ways to handle them. To focus on Shirley’s feelings of guilt and shame, and on ways she resolved them.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L7 “October” & “November” Chapters/To discuss the “October” and “November” chapters, in which the Dodgers lose the World Series, Shirley’s family misses their relatives, especially Grandfather, and the family belatedly celebrates the Fall Harvest Moon. To consider traits of heroes and role models, and examine students’ choices of heroes. To examine why it is important to maintain one’s cultural heritage.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L8 “December” Chapter/To discuss the “December” chapter, in which Shirley is a turkey in the school play, Shirley introduces Jackie Robinson as a speaker, and she learns that she will have a sibling. To identify and enjoy the teamwork needed to transform Shirley into a turkey for the school play. To focus on the feelings that Shirley has when she is nominated to introduce Jackie Robinson to speak and how her feelings change by the end of the presentation. To review the book as a whole and its themes.</p>
<p>RF.4.4c</p>	<p>Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary.</p> <p>PATHS-Gr4, U2, L12 Feelings Review: Feelings and Your Brain/ To provide an overview of the brain and how emotions and thinking work together. To help your students understand the importance of self-control for appropriate expression of emotions. To increase motivation for mastering self-control.</p> <p>PATHS-Gr4, U3, L15 Identifying Problems, Feelings, Goals and Solutions/Attentional and listening skills; cause-effect reasoning; cooperative group learning; problem solving; writing</p>

		<p>To review problem-solving steps 2-5. To assess students' knowledge of problem-solving steps 2-5. To have cooperative learning groups apply problem-solving steps 4 and 5 to the story <i>At the Mall</i>.</p> <p>PATHS-Gr4, U3, L20 Trying Again: Obstacles/Oral discussion; problem solving; reasoning; role-playing; art (optional) To review the problem-solving steps 1-10. To teach a persistent approach to solving problems.</p> <p>PATHS-Gr4, U6, L34 Rejected, Excluded/Attentional and listening skills; cooperative group learning; oral discussion; problem solving To help children better understand how their feelings are affected by their perceptions and by evaluations by others. To informally illustrate one solution to a problem. To facilitate discussion regarding possible fears or feelings of inferiority that special needs children might have as a result of their differences.</p> <p>PATHS-Gr4, U6, L35 Stereotypes and Discrimination/Associational thinking; cause-effect reasoning; cooperative group learning; problem solving; writing (optional) To facilitate awareness about stereotypes and how they might lead to unfair treatment or discrimination towards other people.</p> <p>PATHS-Gr4, U6, L36 Dealing with Gossip/Associational thinking; cause-effect reasoning; problem solving; writing (optional) To help children better understand gossip and how it affects friendship.</p> <p>PATHS-Gr4, Drita, My Homegirl, L1 Chapters 1-4/To understand the preexisting circumstances affecting Drita and Maxie, and what brings the two girls into one another's lives. To discuss the cultures of each of the girls, and to compare their differences and similarities. To explore the emotions Drita and Maxie might have (one coping with the loss of her mother, the other coping with the consequences of war and a mother struggling with war trauma).</p> <p>PATHS-Gr4, Drita, My Homegirl, L2 Chapters 5-8/To discuss Chapters 5-8, in which Drita and her grandmother get lost, Maxie reveals her secret to the reader, Maxie gets in trouble with the principal at school, and Drita's grandmother makes a favorite recipe from home. To consider Maxie's motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.</p> <p>PATHS-Gr4, Drita, My Homegirl, L4 Chapters 13-16/To discuss Chapters 13-16, in which Drita is rejected by her peers, her father does not get the job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both Brandee and Maxie wind up with the principal while Drita hides. To identify Drita's attempts in trying to make friends and to discuss strategies that she could use that might work better. To explore the importance of "frikacake," "scrub" and "world's biggest hotdog" and other names the girls use to judge themselves and each other.</p> <p>PATHS-Gr4, Drita, My Homegirl, L5 Chapters 17-20/To discuss Chapters 17-20, in which Drita and Maxie's friendship begins and both girls talk with their grandmothers about their problems. To explore the uncomfortable feelings both girls have regarding their families and the other girls at school. To define bullying and identify what students can do if they see bullying or are bullied.</p> <p>PATHS-Gr4, Shiloh, L2 Chapters 3-4/To develop a better understanding of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh in the woods). To explore Marty's uncomfortable feelings of anger and guilt. To evaluate Marty's problem-solving skills. To practice problem-solving skills by considering possible solutions and plans for Marty.</p> <p>PATHS-Gr4, Shiloh, L3 Chapters 5-6/To understand how problems escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to his own family by implying that he has not seen Shiloh. To explore the different shades of dishonesty (telling half-truths, avoiding the truth, telling outright lies). To help students connect the strong temptation to lie</p>
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		<p>evidenced by Marty's actions with their own experiences.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L4 Chapters 7-8/To discuss Chapters 7 and 8, in which Marty spends the day with his friend David Howard, and Marty's mother discovers his secret. To explore unintended consequences of actions, and to understand that one cannot control these. To identify others' feelings and practice problem solving in difficult situations.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L6 Chapters 11-12/To discuss Chapters 11 and 12, in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out that the Prestons are hiding Shiloh and Judd demands they return Shiloh on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry. To understand how Marty's determination and perseverance help him to solve his problem.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L7 Chapters 13-14/To discuss Chapters 13 and 14, in which Marty cannot think of any solutions to keep Shiloh, so he goes early Sunday morning to talk to Judd. To explore the complex decision Marty makes when he sees Judd shoot the does out of season.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L3 "March" & "April" Chapters/To discuss the "March" and "April" chapters, in which Shirley goes to fifth grade, we learn of her loneliness, and she gets roller skates. To explore the difficulties Shirley faces in making friends at her American school. To identify reasons for Shirley's challenges and to brainstorm solutions for Shirley.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L4 "May" & "June" Chapters/To discuss the "May" and "June" chapters, in which Shirley gets two black eyes, tells her parents nothing happened, refuses to go to school for two days, joins Mabel's stickball team and becomes known as "Jackie Robinson." To explore the kinds of opportunities in the U.S. that may not be available in other cultures. To explore cultural differences in how people give compliments.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L6 "September" Chapter/To discuss the "September" chapter, in which Shirley worries about returning to school, Shirley becomes friends with a girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for what she has done that compromises her Chinese character. To reflect on Shirley's dilemma of facing different cultural expectations and on ways to handle them. To focus on Shirley's feelings of guilt and shame, and on ways she resolved them.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L7 "October" & "November" Chapters/To discuss the "October" and "November" chapters, in which the Dodgers lose the World Series, Shirley's family misses their relatives, especially Grandfather, and the family belatedly celebrates the Fall Harvest Moon. To consider traits of heroes and role models, and examine students' choices of heroes. To examine why it is important to maintain one's cultural heritage.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L8 "December" Chapter/To discuss the "December" chapter, in which Shirley is a turkey in the school play, Shirley introduces Jackie Robinson as a speaker, and she learns that she will have a sibling. To identify and enjoy the teamwork needed to transform Shirley into a turkey for the school play. To focus on the feelings that Shirley has when she is nominated to introduce Jackie Robinson to speak and how her feelings change by the end of the presentation. To review the book as a whole and its themes.</p>
<p>Writing: Text Types and Purposes</p>		
W.4.1a	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion,	<p>PATHS-Gr4, U3, L21 Solving Problems: Dear Problem-Solvers/Decision making; oral discussion; problem solving; role-playing; writing To provide practice in formal problem solving in a group situation with a designated problem.</p> <p>PATHS-Gr4, U4, L23 Setting a Goal: A Class Project to Improve the</p>

<p>and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p>	<p>School/Cause-effect reasoning; cooperative group learning; oral discussion; problem solving; writing (optional) To increase children's awareness of social problems and how they can be solved. To demonstrate to children how they can set goals to create positive change.</p>
	<p>PATHS-Gr4, U4, L25 Goals for Our World – Global Understanding/Cooperative group learning; oral discussion; problem solving; reasoning; science; social studies; music (optional); writing (optional) To emphasize the importance of considering global goals. To help children see how their actions affect others at home and around the world.</p>
	<p>PATHS-Gr4, U5, L27 Joining Other Kids/Cause-effect reasoning; communication skills; oral discussion; role-playing; cooperative group learning (optional); writing (optional) To further promote and reinforce skills in friendship.</p>
	<p>PATHS-Gr4, U6, L35 Stereotypes and Discrimination/Associational thinking; cause-effect reasoning; cooperative group learning; problem solving; writing (optional) To facilitate awareness about stereotypes and how they might lead to unfair treatment or discrimination towards other people.</p>
	<p>PATHS-Gr4, <i>The Hundred Dresses</i>, L1 Chapters 1-2/To discuss the first two chapters of the book, which set up the story and the issues that Wanda Petronski faces. To explore the importance of being accepted and liked by peers. To identify cultural and economic differences in Wanda's class and several ways that people may respond to those who are different.</p>
	<p>PATHS-Gr4, <i>The Hundred Dresses</i>, L2 Chapter 3/To discuss Chapter 3, in which Maddie reflects on how "the dresses game" started. To brainstorm ways to be accepted in a group, especially as a newcomer or outsider. To explore issues related to cultural and economic differences and how to be sensitive to others.</p>
	<p>PATHS-Gr4, <i>The Hundred Dresses</i>, L3 Chapters 4-5/To discuss Chapters 4 and 5, in which Wanda wins the contest and the teacher reads the letter from her father saying that they have moved away. To understand how being a silent bystander contributes to teasing or harassment. To explore the issue of discrimination towards people who are different.</p>
	<p>PATHS-Gr4, <i>The Hundred Dresses</i>, L4 Chapter 6/To discuss Chapter 6, in which Maddie and Peggy go up to Boggins Heights to find Wanda's house, only to find the Petronski family has already moved. To expand on issues related to being a bystander and contributing to teasing or harassment. To help children identify when they feel sorry for what they have done and how they can apologize.</p>
	<p>PATHS-Gr4, <i>The Hundred Dresses</i>, L5 Chapter 5/To discuss Chapter 7, in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter to the class and, in her letter, gives Maddie and Peggy the drawings of dresses she had made in their likeness. To explore feelings of regret or remorse and ways to resolve these uncomfortable feelings. To understand how important events can shape someone's reputation and the rest of his or her life.</p>
	<p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L1 Chapters 1-4/To understand the preexisting circumstances affecting Drita and Maxie, and what brings the two girls into one another's lives. To discuss the cultures of each of the girls, and to compare their differences and similarities. To explore the emotions Drita and Maxie might have (one coping with the loss of her mother, the other coping with the consequences of war and a mother struggling with war trauma).</p>
<p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L2 Chapters 5-8/To discuss Chapters 5-8, in which Drita and her grandmother get lost, Maxie reveals her secret to the reader, Maxie gets in trouble with the principal at school, and Drita's grandmother makes a favorite recipe from home. To consider Maxie's motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.</p>	

		<p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L6 Chapters 21-24/To understand Chapters 21-24, in which Drita invites Maxie to her apartment, Maxie apologizes to her father and Maxie arrives at the apartment just when Drita’s mother has a breakdown. To reflect on how distressed everyone feels about Drita’s mother and what they can or should do. To discuss Maxie’s conversation with her father, and how Maxie successfully apologized to her father.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L3 Chapters 5-6/To understand how problems escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to his own family by implying that he has not seen Shiloh. To explore the different shades of dishonesty (telling half-truths, avoiding the truth, telling outright lies). To help students connect the strong temptation to lie evidenced by Marty’s actions with their own experiences.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L4 Chapters 7-8/To discuss Chapters 7 and 8, in which Marty spends the day with his friend David Howard, and Marty’s mother discovers his secret. To explore unintended consequences of actions, and to understand that one cannot control these. To identify others’ feelings and practice problem solving in difficult situations.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L5 Chapters 9-10/To focus on the relationship between Marty and his father in Chapters 9 and 10. Marty’s father takes Shiloh to Doc Murphy, Marty tells David Howard about Shiloh and Marty’s father agrees to let Shiloh return to their house until he is healed. To explore some of the key elements in a good interpersonal relationship, such as trust, reliability and open communication. To develop the ability to consider multiple sides of a story at once by considering the complexities of Marty’s problem.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L7 Chapters 13-14/To discuss Chapters 13 and 14, in which Marty cannot think of any solutions to keep Shiloh, so he goes early Sunday morning to talk to Judd. To explore the complex decision Marty makes when he sees Judd shoot the does out of season.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L8 Chapter 15/To complete Chapter 15, in which Marty works off his debt to Judd Travers, Judd pushes Marty to work very hard, Judd teases him about getting the dog, and, in the end, Marty and Judd understand each other. To review the book in its entirety and identify its main themes. To understand the cultural differences between Judd and Marty, and the way they learn to tolerate one another.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L1 “January” Chapter/To discuss the “January” chapter, in which Bandit learns that she is moving to the U.S. and is given an American name, Shirley. To discuss the meaning behind names in Shirley’s family and students’ names. To explore the emotions Shirley and family members may have about the move and her new name.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L3 “March” & “April” Chapters/To discuss the “March” and “April” chapters, in which Shirley goes to fifth grade, we learn of her loneliness, and she gets roller skates. To explore the difficulties Shirley faces in making friends at her American school. To identify reasons for Shirley’s challenges and to brainstorm solutions for Shirley.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L4 “May” & “June” Chapters/To discuss the “May” and “June” chapters, in which Shirley gets two black eyes, tells her parents nothing happened, refuses to go to school for two days, joins Mabel’s stickball team and becomes known as “Jackie Robinson.” To explore the kinds of opportunities in the U.S. that may not be available in other cultures. To explore cultural differences in how people give compliments.</p>
W.4.1b	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide reasons that are	<p>PATHS-Gr4, U4, L23 Setting a Goal: A Class Project to Improve the School/Cause-effect reasoning; cooperative group learning; oral discussion; problem solving; writing (optional) To increase children’s awareness of social problems and how they can be solved. To demonstrate to children how they can set goals to create</p>

supported by facts and details.	positive change.
	PATHS-Gr4, U5, L27 Joining Other Kids /Cause-effect reasoning; communication skills; oral discussion; role-playing; cooperative group learning (optional); writing (optional) To further promote and reinforce skills in friendship.
	PATHS-Gr4, U6, L35 Stereotypes and Discrimination /Associational thinking; cause-effect reasoning; cooperative group learning; problem solving; writing (optional) To facilitate awareness about stereotypes and how they might lead to unfair treatment or discrimination towards other people.
	PATHS-Gr4, <i>The Hundred Dresses</i>, L1 Chapters 1-2 /To discuss the first two chapters of the book, which set up the story and the issues that Wanda Petronski faces. To explore the importance of being accepted and liked by peers. To identify cultural and economic differences in Wanda's class and several ways that people may respond to those who are different.
	PATHS-Gr4, <i>The Hundred Dresses</i>, L2 Chapter 3 /To discuss Chapter 3, in which Maddie reflects on how "the dresses game" started. To brainstorm ways to be accepted in a group, especially as a newcomer or outsider. To explore issues related to cultural and economic differences and how to be sensitive to others.
	PATHS-Gr4, <i>The Hundred Dresses</i>, L3 Chapters 4-5 /To discuss Chapters 4 and 5, in which Wanda wins the contest and the teacher reads the letter from her father saying that they have moved away. To understand how being a silent bystander contributes to teasing or harassment. To explore the issue of discrimination towards people who are different.
	PATHS-Gr4, <i>Drita, My Homegirl</i>, L1 Chapters 1-4 /To understand the preexisting circumstances affecting Drita and Maxie, and what brings the two girls into one another's lives. To discuss the cultures of each of the girls, and to compare their differences and similarities. To explore the emotions Drita and Maxie might have (one coping with the loss of her mother, the other coping with the consequences of war and a mother struggling with war trauma).
	PATHS-Gr4, <i>Drita, My Homegirl</i>, L6 Chapters 21-24 /To understand Chapters 21-24, in which Drita invites Maxie to her apartment, Maxie apologizes to her father and Maxie arrives at the apartment just when Drita's mother has a breakdown. To reflect on how distressed everyone feels about Drita's mother and what they can or should do. To discuss Maxie's conversation with her father, and how Maxie successfully apologized to her father.
	PATHS-Gr4, <i>Shiloh</i>, L3 Chapters 5-6 /To understand how problems escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to his own family by implying that he has not seen Shiloh. To explore the different shades of dishonesty (telling half-truths, avoiding the truth, telling outright lies). To help students connect the strong temptation to lie evidenced by Marty's actions with their own experiences.
	PATHS-Gr4, <i>Shiloh</i>, L4 Chapters 7-8 /To discuss Chapters 7 and 8, in which Marty spends the day with his friend David Howard, and Marty's mother discovers his secret. To explore unintended consequences of actions, and to understand that one cannot control these. To identify others' feelings and practice problem solving in difficult situations.
PATHS-Gr4, <i>Shiloh</i>, L5 Chapters 9-10 /To focus on the relationship between Marty and his father in Chapters 9 and 10. Marty's father takes Shiloh to Doc Murphy, Marty tells David Howard about Shiloh and Marty's father agrees to let Shiloh return to their house until he is healed. To explore some of the key elements in a good interpersonal relationship, such as trust, reliability and open communication. To develop the ability to consider multiple sides of a story at once by considering the complexities of Marty's problem.	
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		<p>early Sunday morning to talk to Judd. To explore the complex decision Marty makes when he sees Judd shoot the does out of season.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L8 Chapter 15/To complete Chapter 15, in which Marty works off his debt to Judd Travers, Judd pushes Marty to work very hard, Judd teases him about getting the dog, and, in the end, Marty and Judd understand each other. To review the book in its entirety and identify its main themes. To understand the cultural differences between Judd and Marty, and the way they learn to tolerate one another.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L1 “January” Chapter/To discuss the “January” chapter, in which Bandit learns that she is moving to the U.S. and is given an American name, Shirley. To discuss the meaning behind names in Shirley’s family and students’ names. To explore the emotions Shirley and family members may have about the move and her new name.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L3 “March” & “April” Chapters/To discuss the “March” and “April” chapters, in which Shirley goes to fifth grade, we learn of her loneliness, and she gets roller skates. To explore the difficulties Shirley faces in making friends at her American school. To identify reasons for Shirley’s challenges and to brainstorm solutions for Shirley.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L4 “May” & “June” Chapters/To discuss the “May” and “June” chapters, in which Shirley gets two black eyes, tells her parents nothing happened, refuses to go to school for two days, joins Mabel’s stickball team and becomes known as “Jackie Robinson.” To explore the kinds of opportunities in the U.S. that may not be available in other cultures. To explore cultural differences in how people give compliments.</p>
<p>W.4.1d</p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide a concluding statement or section related to the opinion presented.</p>	<p>PATHS-Gr4, U4, L23 Setting a Goal: A Class Project to Improve the School/Cause-effect reasoning; cooperative group learning; oral discussion; problem solving; writing (optional) To increase children’s awareness of social problems and how they can be solved. To demonstrate to children how they can set goals to create positive change.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L1 Chapters 1-2/To discuss the first two chapters of the book, which set up the story and the issues that Wanda Petronski faces. To explore the importance of being accepted and liked by peers. To identify cultural and economic differences in Wanda’s class and several ways that people may respond to those who are different.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L3 Chapters 4-5/To discuss Chapters 4 and 5, in which Wanda wins the contest and the teacher reads the letter from her father saying that they have moved away. To understand how being a silent bystander contributes to teasing or harassment. To explore the issue of discrimination towards people who are different.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L1 Chapters 1-4/To understand the preexisting circumstances affecting Drita and Maxie, and what brings the two girls into one another’s lives. To discuss the cultures of each of the girls, and to compare their differences and similarities. To explore the emotions Drita and Maxie might have (one coping with the loss of her mother, the other coping with the consequences of war and a mother struggling with war trauma)</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L6 Chapters 21-24/To understand Chapters 21-24, in which Drita invites Maxie to her apartment, Maxie apologizes to her father and Maxie arrives at the apartment just when Drita’s mother has a breakdown. To reflect on how distressed everyone feels about Drita’s mother and what they can or should do. To discuss Maxie’s conversation with her father, and how Maxie successfully apologized to her father.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L3 Chapters 5-6/To understand how problems escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to his own family by implying that he has not seen Shiloh. To explore the</p>

		<p>different shades of dishonesty (telling half-truths, avoiding the truth, telling outright lies). To help students connect the strong temptation to lie evidenced by Marty's actions with their own experiences.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L4 Chapters 7-8/To discuss Chapters 7 and 8, in which Marty spends the day with his friend David Howard, and Marty's mother discovers his secret. To explore unintended consequences of actions, and to understand that one cannot control these. To identify others' feelings and practice problem solving in difficult situations.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L5 Chapters 9-10/To focus on the relationship between Marty and his father in Chapters 9 and 10. Marty's father takes Shiloh to Doc Murphy, Marty tells David Howard about Shiloh and Marty's father agrees to let Shiloh return to their house until he is healed. To explore some of the key elements in a good interpersonal relationship, such as trust, reliability and open communication. To develop the ability to consider multiple sides of a story at once by considering the complexities of Marty's problem.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L8 Chapter 15/To complete Chapter 15, in which Marty works off his debt to Judd Travers, Judd pushes Marty to work very hard, Judd teases him about getting the dog, and, in the end, Marty and Judd understand each other. To review the book in its entirety and identify its main themes. To understand the cultural differences between Judd and Marty, and the way they learn to tolerate one another.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L1 "January" Chapter/To discuss the "January" chapter, in which Bandit learns that she is moving to the U.S. and is given an American name, Shirley. To discuss the meaning behind names in Shirley's family and students' names. To explore the emotions Shirley and family members may have about the move and her new name.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L4 "May" & "June" Chapters/To discuss the "May" and "June" chapters, in which Shirley gets two black eyes, tells her parents nothing happened, refuses to go to school for two days, joins Mabel's stickball team and becomes known as "Jackie Robinson." To explore the kinds of opportunities in the U.S. that may not be available in other cultures. To explore cultural differences in how people give compliments.</p>
<p>W.4.2a</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p>PATHS-Gr4, U4, L23 Setting a Goal: A Class Project to Improve the School/Cause-effect reasoning; cooperative group learning; oral discussion; problem solving; writing (optional) To increase children's awareness of social problems and how they can be solved. To demonstrate to children how they can set goals to create positive change.</p> <p>PATHS-Gr4, U6, L33 Being Responsible and Creating Change: A Biography of Dr. Martin Luther King, Jr./Cause-effect reasoning; oral discussion; problem solving; reading comprehension; social studies-character biography; writing (optional); cooperative group learning (optional) To provide a biographical story in which a person identifies an important problem and goes about creating change in a responsible manner.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L1 Chapters 1-4/To understand the preexisting circumstances affecting Drita and Maxie, and what brings the two girls into one another's lives. To discuss the cultures of each of the girls, and to compare their differences and similarities. To explore the emotions Drita and Maxie might have (one coping with the loss of her mother, the other coping with the consequences of war and a mother struggling with war trauma).</p> <p>PATHS-Gr4, <i>Shiloh</i>, L6 Chapters 11-12/To discuss Chapters 11 and 12, in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out that the Prestons are hiding Shiloh and Judd demands they return Shiloh on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry. To understand how Marty's determination and perseverance help him to</p>

		<p>solve his problem.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L8 Chapter 15/To complete Chapter 15, in which Marty works off his debt to Judd Travers, Judd pushes Marty to work very hard, Judd teases him about getting the dog, and, in the end, Marty and Judd understand each other. To review the book in its entirety and identify its main themes. To understand the cultural differences between Judd and Marty, and the way they learn to tolerate one another.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L3 “March” & “April” Chapters/To discuss the “March” and “April” chapters, in which Shirley goes to fifth grade, we learn of her loneliness, and she gets roller skates. To explore the difficulties Shirley faces in making friends at her American school. To identify reasons for Shirley’s challenges and to brainstorm solutions for Shirley.</p>
W.4.2b	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p>PATHS-Gr4, U4, L23 Setting a Goal: A Class Project to Improve the School/Cause-effect reasoning; cooperative group learning; oral discussion; problem solving; writing (optional) To increase children’s awareness of social problems and how they can be solved. To demonstrate to children how they can set goals to create positive change.</p> <p>PATHS-Gr4, U6, L33 Being Responsible and Creating Change: A Biography of Dr. Martin Luther King, Jr./Cause-effect reasoning; oral discussion; problem solving; reading comprehension; social studies-character biography; writing (optional); cooperative group learning (optional) To provide a biographical story in which a person identifies an important problem and goes about creating change in a responsible manner.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L1 Chapters 1-4/To understand the preexisting circumstances affecting Drita and Maxie, and what brings the two girls into one another’s lives. To discuss the cultures of each of the girls, and to compare their differences and similarities. To explore the emotions Drita and Maxie might have (one coping with the loss of her mother, the other coping with the consequences of war and a mother struggling with war trauma).</p> <p>PATHS-Gr4, <i>Shiloh</i>, L6 Chapters 11-12/To discuss Chapters 11 and 12, in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out that the Prestons are hiding Shiloh and Judd demands they return Shiloh on Sunday. To explore Marty’s feelings of loneliness, guilt, fear and worry. To understand how Marty’s determination and perseverance help him to solve his problem.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L8 Chapter 15/To complete Chapter 15, in which Marty works off his debt to Judd Travers, Judd pushes Marty to work very hard, Judd teases him about getting the dog, and, in the end, Marty and Judd understand each other. To review the book in its entirety and identify its main themes. To understand the cultural differences between Judd and Marty, and the way they learn to tolerate one another.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L3 “March” & “April” Chapters/To discuss the “March” and “April” chapters, in which Shirley goes to fifth grade, we learn of her loneliness, and she gets roller skates. To explore the difficulties Shirley faces in making friends at her American school. To identify reasons for Shirley’s challenges and to brainstorm solutions for Shirley.</p>
W.4.2e	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>PATHS-Gr4, U4, L23 Setting a Goal: A Class Project to Improve the School/Cause-effect reasoning; cooperative group learning; oral discussion; problem solving; writing (optional) To increase children’s awareness of social problems and how they can be solved. To demonstrate to children how they can set goals to create positive change.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L1 Chapters 1-4/To understand the preexisting circumstances affecting Drita and Maxie, and what brings the two girls into one another’s lives. To discuss the cultures of each of the</p>

		<p>girls, and to compare their differences and similarities. To explore the emotions Drita and Maxie might have (one coping with the loss of her mother, the other coping with the consequences of war and a mother struggling with war trauma)</p> <p>PATHS-Gr4, <i>Shiloh</i>, L6 Chapters 11-12/To discuss Chapters 11 and 12, in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out that the Prestons are hiding Shiloh and Judd demands they return Shiloh on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry. To understand how Marty's determination and perseverance help him to solve his problem.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L8 Chapter 15/To complete Chapter 15, in which Marty works off his debt to Judd Travers, Judd pushes Marty to work very hard, Judd teases him about getting the dog, and, in the end, Marty and Judd understand each other. To review the book in its entirety and identify its main themes. To understand the cultural differences between Judd and Marty, and the way they learn to tolerate one another.</p>
<p>W.4.3a</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>PATHS-Gr4, U1, L3 PATHS Question & Answer Game/Concept Review/Attentional and listening skills; cooperative learning; memory retrieval; writing (optional) To review a number of the central ideas from the grade 3 PATHS curriculum. To provide the teacher with an assessment of the knowledge base of his or her students.</p> <p>PATHS-Gr4, U1, L6 Problem Solving and the Golden Rule/Creative thinking; oral discussion; problem-solving skills; role-playing and communication skills To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom.</p> <p>PATHS-Gr4, U2, L8 Recognizing and Controlling Anger/Creative thinking; hierarchical thinking; oral discussion; cooperative learning (optional); writing (optional) To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others. To explore different ways to gain self-control.</p> <p>PATHS-Gr4, U2, L9 Calm or Relaxed, Tense/Oral discussion; self-monitoring; writing (optional) To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.</p> <p>PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary.</p> <p>PATHS-Gr4, U3, L13 Treasure Hunt/Problem-Solving Review/Attentional and listening skills; cause-effect reasoning; communication skills; cooperative group learning; creative thinking; problem solving To introduce the structure of social problem solving in a game-like atmosphere. To encourage cooperation through group problem solving. To encourage creativity in the generation of solutions and plans.</p> <p>PATHS-Gr4, U5, L26 Making New Friends/Associational thinking; cause-effect reasoning; oral discussion; role-playing; writing (optional) To promote and reinforce skills in forming friendships.</p> <p>PATHS-Gr4, U5, L30 <i>The Eagles and the Playoffs: Part 3</i>/Cause-effect reasoning; communication skills; oral discussion; role-playing; writing (optional) To promote and reinforce skills in forming groups and learning how to work well on teams. To teach direct, assertive ways to handle conflict.</p> <p>PATHS-Gr4, U5, L32 Forgiving/Resentful/Cause-effect reasoning; oral discussion; problem solving; writing (optional) To discuss the concept of forgiveness and its relationship to intentionality.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L1 Chapters 1-2/To discuss the first two chapters of the book, which set up the story and the issues that Wanda Petronski faces. To explore the importance of being accepted and liked by</p>

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		<p>different shades of dishonesty (telling half-truths, avoiding the truth, telling outright lies). To help students connect the strong temptation to lie evidenced by Marty's actions with their own experiences.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L4 Chapters 7-8/To discuss Chapters 7 and 8, in which Marty spends the day with his friend David Howard, and Marty's mother discovers his secret. To explore unintended consequences of actions, and to understand that one cannot control these. To identify others' feelings and practice problem solving in difficult situations.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L6 Chapters 11-12/To discuss Chapters 11 and 12, in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out that the Prestons are hiding Shiloh and Judd demands they return Shiloh on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry. To understand how Marty's determination and perseverance help him to solve his problem.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L7 Chapters 13-14/To discuss Chapters 13 and 14, in which Marty cannot think of any solutions to keep Shiloh, so he goes early Sunday morning to talk to Judd. To explore the complex decision Marty makes when he sees Judd shoot the does out of season.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L1 "January" Chapter/To discuss the "January" chapter, in which Bandit learns that she is moving to the U.S. and is given an American name, Shirley. To discuss the meaning behind names in Shirley's family and students' names. To explore the emotions Shirley and family members may have about the move and her new name.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L2 "February" Chapter/To discuss the "February" chapter, in which Shirley and her mother travel "A Journey of Ten Thousand Miles," are introduced to their new home, and receive father's Chinese friends. To think and write about the experience of being lost where you cannot speak the language. To reflect on the difficulty of going from an undeveloped country to an industrial one with a very different culture and values.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L5 "July" & "August" Chapters/To discuss the "July" and "August" chapters, in which Shirley has no friends with whom she can play, she becomes a diehard Dodgers and Jackie Robinson fan, and she spends time helping her father be a landlord. To explore Shirley's motivation when volunteering her family to do something very generous. To understand how doing hard work transformed into developing handy skills and good relations with neighbors.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L6 "September" Chapter/To discuss the "September" chapter, in which Shirley worries about returning to school, Shirley becomes friends with a girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for what she has done that compromises her Chinese character. To reflect on Shirley's dilemma of facing different cultural expectations and on ways to handle them. To focus on Shirley's feelings of guilt and shame, and on ways she resolved them.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L7 "October" & "November" Chapters/To discuss the "October" and "November" chapters, in which the Dodgers lose the World Series, Shirley's family misses their relatives, especially Grandfather, and the family belatedly celebrates the Fall Harvest Moon. To consider traits of heroes and role models, and examine students' choices of heroes. To examine why it is important to maintain one's cultural heritage.</p>
W.4.3b	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and</p>	<p>PATHS-Gr4, U1, L3 PATHS Question & Answer Game/Concept Review/Attentional and listening skills; cooperative learning; memory retrieval; writing (optional) To review a number of the central ideas from the grade 3 PATHS curriculum. To provide the teacher with an assessment of the knowledge base of his or her students.</p> <p>PATHS-Gr4, U1, L6 Problem Solving and the Golden Rule/Creative</p>

description to develop experiences and events or show the responses of characters to situations.	thinking; oral discussion; problem-solving skills; role-playing and communication skills To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom.
	PATHS-Gr4, U2, L8 Recognizing and Controlling Anger /Creative thinking; hierarchical thinking; oral discussion; cooperative learning (optional); writing (optional) To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others. To explore different ways to gain self-control.
	PATHS-Gr4, U2, L9 Calm or Relaxed, Tense /Oral discussion; self-monitoring; writing (optional) To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.
	PATHS-Gr4, U2, L11 My Own Feelings Story /Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary.
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	PATHS-Gr4, U5, L26 Making New Friends /Associational thinking; cause-effect reasoning; oral discussion; role-playing; writing (optional) To promote and reinforce skills in forming friendships.
	PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 3 /Cause-effect reasoning; communication skills; oral discussion; role-playing; writing (optional) To promote and reinforce skills in forming groups and learning how to work well on teams. To teach direct, assertive ways to handle conflict.
	PATHS-Gr4, U5, L32 Forgiving/Resentful /Cause-effect reasoning; oral discussion; problem solving; writing (optional) To discuss the concept of forgiveness and its relationship to intentionality.
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	PATHS-Gr4, The Hundred Dresses, L5 Chapter 5 /To discuss Chapter 7, in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter to the class and, in her letter, gives Maddie and Peggy the drawings of dresses she had made in their likeness. To explore feelings of regret or remorse and ways to resolve these uncomfortable feelings. To understand how important events can shape someone's reputation and the rest of his or her life.

		<p>Brandee and Maxie wind up with the principal while Drita hides. To identify Drita's attempts in trying to make friends and to discuss strategies that she could use that might work better. To explore the importance of "frikacake," "scrub" and "world's biggest hotdog" and other names the girls use to judge themselves and each other.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L5 Chapters 17-20/To discuss Chapters 17-20, in which Drita and Maxie's friendship begins and both girls talk with their grandmothers about their problems. To explore the uncomfortable feelings both girls have regarding their families and the other girls at school. To define bullying and identify what students can do if they see bullying or are bullied.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L7 Chapters 25-28/To discuss Chapters 25-28, in which Maxie's grandmother takes Drita's mother to the hospital and Maxie buys a gift for Drita's mother with Lisa. To consider how emergencies and life-or-death situations can bring people together to work toward a common good. To focus on the familial relationships in the novel and how this emergency enabled people to care for one another.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L8 Chapters 29-32/To discuss Chapters 29-32, in which Maxie gives Drita's mother her gift, Brandee still won't talk to Maxie, Drita's mother recovers, and Maxie presents her project on Project Night. To identify what Drita and Maxie had in common and what their differences were, and to consider what solidified their friendship. To review the book as a whole and its major themes.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L1 Chapters 1-2/To discuss Chapters 1 and 2, in which Marty meets Shiloh, Shiloh follows Marty home and Marty meets Judd, Shiloh's owner. To examine the feelings experienced by Marty when he becomes attached to Shiloh and fears for Shiloh's future.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L2 Chapters 3-4/To develop a better understanding of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh in the woods). To explore Marty's uncomfortable feelings of anger and guilt. To evaluate Marty's problem-solving skills. To practice problem-solving skills by considering possible solutions and plans for Marty.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L3 Chapters 5-6/To understand how problems escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to his own family by implying that he has not seen Shiloh. To explore the different shades of dishonesty (telling half-truths, avoiding the truth, telling outright lies). To help students connect the strong temptation to lie evidenced by Marty's actions with their own experiences.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L4 Chapters 7-8/To discuss Chapters 7 and 8, in which Marty spends the day with his friend David Howard, and Marty's mother discovers his secret. To explore unintended consequences of actions, and to understand that one cannot control these. To identify others' feelings and practice problem solving in difficult situations.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L6 Chapters 11-12/To discuss Chapters 11 and 12, in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out that the Prestons are hiding Shiloh and Judd demands they return Shiloh on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry. To understand how Marty's determination and perseverance help him to solve his problem.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L7 Chapters 13-14/To discuss Chapters 13 and 14, in which Marty cannot think of any solutions to keep Shiloh, so he goes early Sunday morning to talk to Judd. To explore the complex decision Marty makes when he sees Judd shoot the does out of season.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L1 "January" Chapter/To discuss the "January" chapter, in which Bandit learns that she is moving to the U.S. and is given an American name, Shirley. To discuss the meaning behind names in Shirley's family and students' names. To explore the emotions Shirley and family members may</p>
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		<p>have about the move and her new name.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L2 “February” Chapter/To discuss the “February” chapter, in which Shirley and her mother travel “A Journey of Ten Thousand Miles,” are introduced to their new home, and receive father’s Chinese friends. To think and write about the experience of being lost where you cannot speak the language. To reflect on the difficulty of going from an undeveloped country to an industrial one with a very different culture and values.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L5 “July” & “August” Chapters/To discuss the “July” and “August” chapters, in which Shirley has no friends with whom she can play, she becomes a diehard Dodgers and Jackie Robinson fan, and she spends time helping her father be a landlord. To explore Shirley’s motivation when volunteering her family to do something very generous. To understand how doing hard work transformed into developing handy skills and good relations with neighbors.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L6 “September” Chapter/To discuss the “September” chapter, in which Shirley worries about returning to school, Shirley becomes friends with a girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for what she has done that compromises her Chinese character. To reflect on Shirley’s dilemma of facing different cultural expectations and on ways to handle them. To focus on Shirley’s feelings of guilt and shame, and on ways she resolved them.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L7 “October” & “November” Chapters/To discuss the “October” and “November” chapters, in which the Dodgers lose the World Series, Shirley’s family misses their relatives, especially Grandfather, and the family belatedly celebrates the Fall Harvest Moon. To consider traits of heroes and role models, and examine students’ choices of heroes. To examine why it is important to maintain one’s cultural heritage.</p>
W.4.3d	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely.	<p>PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary.</p> <p>PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 3/Cause-effect reasoning; communication skills; oral discussion; role-playing; writing (optional) To promote and reinforce skills in forming groups and learning how to work well on teams. To teach direct, assertive ways to handle conflict.</p> <p>PATHS-Gr4, U5, L32 Forgiving/Resentful/Cause-effect reasoning; oral discussion; problem solving; writing (optional) To discuss the concept of forgiveness and its relationship to intentionality.</p>
W.4.3e	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated experiences or events.	<p>PATHS-Gr4, U1, L3 PATHS Question & Answer Game/Concept Review/Attentional and listening skills; cooperative learning; memory retrieval; writing (optional) To review a number of the central ideas from the grade 3 PATHS curriculum. To provide the teacher with an assessment of the knowledge base of his or her students.</p> <p>PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary.</p> <p>PATHS-Gr4, U3, L13 Treasure Hunt/Problem-Solving Review/Attentional and listening skills; cause-effect reasoning; communication skills; cooperative group learning; creative thinking; problem solving To introduce the structure of social problem solving in a game-like atmosphere. To encourage cooperation through group problem solving. To encourage creativity in the generation of solutions and plans.</p> <p>PATHS-Gr4, U5, L32 Forgiving/Resentful/Cause-effect reasoning; oral discussion; problem solving; writing (optional) To discuss the concept of forgiveness and its relationship to intentionality.</p>

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Writing: Production and Distribution of Writing		
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	PATHS-Gr3, U1, L4 The Golden Rule /Attentional and listening skills; cause-effect reasoning; communication skills; cooperative learning; writing (optional) To review why rules are important. To adapt the rules to fit your classroom environment.
		PATHS-Gr4, U1, L2 PATHS Kid (Complimenting) /Cause-effect reasoning; communication skills; hierarchical thinking; vocabulary development To review all the PATHS ideas that children use and remember. To improve children's personal sense of responsibility.
		PATHS-Gr4, U1, L3 PATHS Question & Answer Game/Concept Review /Attentional and listening skills; cooperative learning; memory retrieval; writing (optional) To review a number of the central ideas from the grade 3 PATHS curriculum. To provide the teacher with an assessment of the knowledge base of his or her students.
		PATHS-Gr4, U1, L4 Cooperative Learning Skills /Attentional and listening skills; communication skills; cooperative learning To emphasize communication skills in small group structures.
		PATHS-Gr4, U1, L5 The Golden Rule /Attentional and listening skills; cause-effect reasoning; communication skills; cooperative learning; writing (optional) To review why rules are important. To adapt the rules to fit your classroom environment.
		PATHS-Gr4, U1, L6 Problem Solving and the Golden Rule /Creative thinking; oral discussion; problem-solving skills; role-playing and communication skills To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom.
		PATHS-Gr4, U2, L8 Recognizing and Controlling Anger /Creative thinking; hierarchical thinking; oral discussion; cooperative learning (optional); writing (optional) To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others. To explore different ways to gain self-control.
		PATHS-Gr4, U2, L9 Calm or Relaxed, Tense /Oral discussion; self-monitoring; writing (optional) To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.
		PATHS-Gr4, U2, L10 Feelings Dictionary /Cause-effect reasoning; comparative thinking; hierarchical thinking; oral discussion; writing (optional) To facilitate and increase the use of emotion labels. To increase the understanding of emotion concepts. To provide a generalization technique for using emotion concepts throughout the classroom day during the entire school year.
		PATHS-Gr4, U2, L11 My Own Feelings Story /Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary.
		PATHS-Gr4, U3, L13 Treasure Hunt/Problem-Solving Review /Attentional and listening skills; cause-effect reasoning; communication skills; cooperative group learning; creative thinking; problem solving To introduce the structure of social problem solving in a game-like atmosphere. To encourage cooperation through group problem solving. To encourage creativity in the generation of solutions and plans.
PATHS-Gr4, U3, L14 Making Good Decisions: At the Mall /Attentional and listening skills; decision making; oral discussion; problem solving; writing (optional)		

		<p>To encourage careful decision making. To explore peer relations and social pressure.</p> <p>PATHS-Gr4, U3, L15 Identifying Problems, Feelings, Goals and Solutions/Attentional and listening skills; cause-effect reasoning; cooperative group learning; problem solving; writing To review problem-solving steps 2-5. To assess students' knowledge of problem-solving steps 2-5. To have cooperative learning groups apply problem-solving steps 4 and 5 to the story <i>At the Mall</i>.</p> <p>PATHS-Gr4, U3, L16 Consequences: What Might Happen Next/Brainstorming; consequential thinking; decision making; problem solving To review problem-solving steps 1-5.</p> <p>PATHS-Gr4, U3, L17 Making a Good Plan/Cooperative group learning; decision making; oral discussion; problem solving To review and practice the problem-solving steps learned thus far. To reinforce the importance of thinking before acting.</p> <p>PATHS-Gr4, U3, L18 Trying Your Plan and Evaluating What Happens/Cooperative group learning; decision making; problem solving; role-playing and communication skills To provide continued review and practice in using the problem-solving steps learned thus far. To discuss the idea of evaluating the entire problem-solving process.</p> <p>PATHS-Gr4, U3, L19 Trying Your Plan: Refusal Skills/Decision making; memory retrieval; oral discussion; problem solving; role-playing and communication skills To encourage careful decision making. To further explore peer relations and social pressure.</p> <p>PATHS-Gr4, U3, L21 Solving Problems: Dear Problem-Solvers/Decision making; oral discussion; problem solving; role-playing; writing To provide practice in formal problem solving in a group situation with a designated problem.</p> <p>PATHS-Gr4, U4, L22 Setting and Reaching Your Goal: A Biography of Harriet Tubman/Cause-effect reasoning; problem solving; reading comprehension; social studies-character biography; cooperative group learning (optional); writing (optional); art (optional) To introduce the idea of personal goals. To provide a biographical story in which a person stops, identifies a problem, sets a goal and works hard to reach it.</p> <p>PATHS-Gr4, U4, L23 Setting a Goal: A Class Project to Improve the School/Cause-effect reasoning; cooperative group learning; oral discussion; problem solving; writing (optional) To increase children's awareness of social problems and how they can be solved. To demonstrate to children how they can set goals to create positive change.</p> <p>PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect reasoning; consequential thinking; cooperative group learning (optional); reading comprehension (optional); social studies-character biography (optional); writing (optional) To emphasize the importance of setting goals and developing plans to reach them.</p> <p>PATHS-Gr4, U4, L25 Goals for Our World – Global Understanding/Cooperative group learning; oral discussion; problem solving; reasoning; science; social studies; music (optional); writing (optional) To emphasize the importance of considering global goals. To help children see how their actions affect others at home and around the world.</p> <p>PATHS-Gr4, U5, L26 Making New Friends/Associational thinking; cause-effect reasoning; oral discussion; role-playing; writing (optional) To promote and reinforce skills in forming friendships.</p>
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		<p>explore the issue of discrimination towards people who are different.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L4 Chapter 6/To discuss Chapter 6, in which Maddie and Peggy go up to Boggins Heights to find Wanda’s house, only to find the Petronski family has already moved. To expand on issues related to being a bystander and contributing to teasing or harassment. To help children identify when they feel sorry for what they have done and how they can apologize.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L5 Chapter 5/To discuss Chapter 7, in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter to the class and, in her letter, gives Maddie and Peggy the drawings of dresses she had made in their likeness. To explore feelings of regret or remorse and ways to resolve these uncomfortable feelings. To understand how important events can shape someone’s reputation and the rest of his or her life.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L6 Review/To review the important themes of the book. To practice problem solving by brainstorming different endings to the book. To identify lessons learned from this story, and ways they apply to students’ lives.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L1 Chapters 1-4/To understand the preexisting circumstances affecting Drita and Maxie, and what brings the two girls into one another’s lives. To discuss the cultures of each of the girls, and to compare their differences and similarities. To explore the emotions Drita and Maxie might have (one coping with the loss of her mother, the other coping with the consequences of war and a mother struggling with war trauma).</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L2 Chapters 5-8/To discuss Chapters 5-8, in which Drita and her grandmother get lost, Maxie reveals her secret to the reader, Maxie gets in trouble with the principal at school, and Drita’s grandmother makes a favorite recipe from home. To consider Maxie’s motivation for misbehavior. To reflect on both Drita’s and Maxie’s feelings.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L4 Chapters 13-16/To discuss Chapters 13-16, in which Drita is rejected by her peers, her father does not get the job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both Brandee and Maxie wind up with the principal while Drita hides. To identify Drita’s attempts in trying to make friends and to discuss strategies that she could use that might work better. To explore the importance of “frikacake,” “scrub” and “world’s biggest hotdog” and other names the girls use to judge themselves and each other.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L5 Chapters 17-20/To discuss Chapters 17-20, in which Drita and Maxie’s friendship begins and both girls talk with their grandmothers about their problems. To explore the uncomfortable feelings both girls have regarding their families and the other girls at school. To define bullying and identify what students can do if they see bullying or are bullied.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L6 Chapters 21-24/To understand Chapters 21-24, in which Drita invites Maxie to her apartment, Maxie apologizes to her father and Maxie arrives at the apartment just when Drita’s mother has a breakdown. To reflect on how distressed everyone feels about Drita’s mother and what they can or should do. To discuss Maxie’s conversation with her father, and how Maxie successfully apologized to her father.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L7 Chapters 25-28/To discuss Chapters 25-28, in which Maxie’s grandmother takes Drita’s mother to the hospital and Maxie buys a gift for Drita’s mother with Lisa. To consider how emergencies and life-or-death situations can bring people together to work toward a common good. To focus on the familial relationships in the novel and how this emergency enabled people to care for one another.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L8 Chapters 29-32/To discuss Chapters 29-32, in which Maxie gives Drita’s mother her gift, Brandee still won’t talk to Maxie, Drita’s mother recovers, and Maxie presents her project on</p>
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		<p>Project Night. To identify what Drita and Maxie had in common and what their differences were, and to consider what solidified their friendship. To review the book as a whole and its major themes.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L1 Chapters 1-2/To discuss Chapters 1 and 2, in which Marty meets Shiloh, Shiloh follows Marty home and Marty meets Judd, Shiloh's owner. To examine the feelings experienced by Marty when he becomes attached to Shiloh and fears for Shiloh's future.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L2 Chapters 3-4/To develop a better understanding of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh in the woods). To explore Marty's uncomfortable feelings of anger and guilt. To evaluate Marty's problem-solving skills. To practice problem-solving skills by considering possible solutions and plans for Marty.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L3 Chapters 5-6/To understand how problems escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to his own family by implying that he has not seen Shiloh. To explore the different shades of dishonesty (telling half-truths, avoiding the truth, telling outright lies). To help students connect the strong temptation to lie evidenced by Marty's actions with their own experiences.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L4 Chapters 7-8/To discuss Chapters 7 and 8, in which Marty spends the day with his friend David Howard, and Marty's mother discovers his secret. To explore unintended consequences of actions, and to understand that one cannot control these. To identify others' feelings and practice problem solving in difficult situations.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L5 Chapters 9-10/To focus on the relationship between Marty and his father in Chapters 9 and 10. Marty's father takes Shiloh to Doc Murphy, Marty tells David Howard about Shiloh and Marty's father agrees to let Shiloh return to their house until he is healed. To explore some of the key elements in a good interpersonal relationship, such as trust, reliability and open communication. To develop the ability to consider multiple sides of a story at once by considering the complexities of Marty's problem.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L6 Chapters 11-12/To discuss Chapters 11 and 12, in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out that the Prestons are hiding Shiloh and Judd demands they return Shiloh on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry. To understand how Marty's determination and perseverance help him to solve his problem.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L7 Chapters 13-14/To discuss Chapters 13 and 14, in which Marty cannot think of any solutions to keep Shiloh, so he goes early Sunday morning to talk to Judd. To explore the complex decision Marty makes when he sees Judd shoot the does out of season.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L8 Chapter 15/To complete Chapter 15, in which Marty works off his debt to Judd Travers, Judd pushes Marty to work very hard, Judd teases him about getting the dog, and, in the end, Marty and Judd understand each other. To review the book in its entirety and identify its main themes. To understand the cultural differences between Judd and Marty, and the way they learn to tolerate one another.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L1 "January" Chapter/To discuss the "January" chapter, in which Bandit learns that she is moving to the U.S. and is given an American name, Shirley. To discuss the meaning behind names in Shirley's family and students' names. To explore the emotions Shirley and family members may have about the move and her new name.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L2 "February" Chapter/To discuss the "February" chapter, in which Shirley and her mother travel "A Journey of Ten Thousand Miles," are introduced to their new home, and receive father's Chinese friends. To think and write about the experience of being lost where you cannot speak the language.</p>
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		<p>To reflect on the difficulty of going from an undeveloped country to an industrial one with a very different culture and values.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L3 “March” & “April” Chapters/To discuss the “March” and “April” chapters, in which Shirley goes to fifth grade, we learn of her loneliness, and she gets roller skates. To explore the difficulties Shirley faces in making friends at her American school. To identify reasons for Shirley’s challenges and to brainstorm solutions for Shirley.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L4 “May” & “June” Chapters/To discuss the “May” and “June” chapters, in which Shirley gets two black eyes, tells her parents nothing happened, refuses to go to school for two days, joins Mabel’s stickball team and becomes known as “Jackie Robinson.” To explore the kinds of opportunities in the U.S. that may not be available in other cultures. To explore cultural differences in how people give compliments.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L5 “July” & “August” Chapters/To discuss the “July” and “August” chapters, in which Shirley has no friends with whom she can play, she becomes a diehard Dodgers and Jackie Robinson fan, and she spends time helping her father be a landlord. To explore Shirley’s motivation when volunteering her family to do something very generous. To understand how doing hard work transformed into developing handy skills and good relations with neighbors.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L6 “September” Chapter/To discuss the “September” chapter, in which Shirley worries about returning to school, Shirley becomes friends with a girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for what she has done that compromises her Chinese character. To reflect on Shirley’s dilemma of facing different cultural expectations and on ways to handle them. To focus on Shirley’s feelings of guilt and shame, and on ways she resolved them.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L7 “October” & “November” Chapters/To discuss the “October” and “November” chapters, in which the Dodgers lose the World Series, Shirley’s family misses their relatives, especially Grandfather, and the family belatedly celebrates the Fall Harvest Moon. To consider traits of heroes and role models, and examine students’ choices of heroes. To examine why it is important to maintain one’s cultural heritage.</p>
<p>Writing: Research to Build and Present Knowledge</p>		
<p>W.4.7</p>	<p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>PATHS-Gr4, U4, L22 Setting and Reaching Your Goal: A Biography of Harriet Tubman/Cause-effect reasoning; problem solving; reading comprehension; social studies-character biography; cooperative group learning (optional); writing (optional); art (optional) To introduce the idea of personal goals. To provide a biographical story in which a person stops, identifies a problem, sets a goal and works hard to reach it.</p> <p>PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect reasoning; consequential thinking; cooperative group learning (optional); reading comprehension (optional); social studies-character biography (optional); writing (optional) To emphasize the importance of setting goals and developing plans to reach them.</p> <p>PATHS-Gr4, U6, L33 Being Responsible and Creating Change: A Biography of Dr. Martin Luther King, Jr./Cause-effect reasoning; oral discussion; problem solving; reading comprehension; social studies-character biography; writing (optional); cooperative group learning (optional) To provide a biographical story in which a person identifies an important problem and goes about creating change in a responsible manner,</p> <p>PATHS-Gr4, The Hundred Dresses, L1 Chapters 1-2/To discuss the first</p>

		<p>two chapters of the book, which set up the story and the issues that Wanda Petronski faces. To explore the importance of being accepted and liked by peers. To identify cultural and economic differences in Wanda's class and several ways that people may respond to those who are different.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L5 Chapter 5/To discuss Chapter 7, in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter to the class and, in her letter, gives Maddie and Peggy the drawings of dresses she had made in their likeness. To explore feelings of regret or remorse and ways to resolve these uncomfortable feelings. To understand how important events can shape someone's reputation and the rest of his or her life.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L6 Review/To review the important themes of the book. To practice problem solving by brainstorming different endings to the book. To identify lessons learned from this story, and ways they apply to students' lives.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L1 Chapters 1-4/To understand the preexisting circumstances affecting Drita and Maxie, and what brings the two girls into one another's lives. To discuss the cultures of each of the girls, and to compare their differences and similarities. To explore the emotions Drita and Maxie might have (one coping with the loss of her mother, the other coping with the consequences of war and a mother struggling with war trauma).</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L2 Chapters 5-8/To discuss Chapters 5-8, in which Drita and her grandmother get lost, Maxie reveals her secret to the reader, Maxie gets in trouble with the principal at school, and Drita's grandmother makes a favorite recipe from home. To consider Maxie's motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L4 Chapters 13-16/To discuss Chapters 13-16, in which Drita is rejected by her peers, her father does not get the job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both Brandee and Maxie wind up with the principal while Drita hides. To identify Drita's attempts in trying to make friends and to discuss strategies that she could use that might work better. To explore the importance of "frikacake," "scrub" and "world's biggest hotdog" and other names the girls use to judge themselves and each other.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L8 Chapters 29-32/To discuss Chapters 29-32, in which Maxie gives Drita's mother her gift, Brandee still won't talk to Maxie, Drita's mother recovers, and Maxie presents her project on Project Night. To identify what Drita and Maxie had in common and what their differences were, and to consider what solidified their friendship. To review the book as a whole and its major themes.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L1 Chapters 1-2/To discuss Chapters 1 and 2, in which Marty meets Shiloh, Shiloh follows Marty home and Marty meets Judd, Shiloh's owner. To examine the feelings experienced by Marty when he becomes attached to Shiloh and fears for Shiloh's future.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L2 Chapters 3-4/To develop a better understanding of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh in the woods). To explore Marty's uncomfortable feelings of anger and guilt. To evaluate Marty's problem-solving skills. To practice problem-solving skills by considering possible solutions and plans for Marty</p> <p>PATHS-Gr4, <i>Shiloh</i>, L8 Chapter 15/To complete Chapter 15, in which Marty works off his debt to Judd Travers, Judd pushes Marty to work very hard, Judd teases him about getting the dog, and, in the end, Marty and Judd understand each other. To review the book in its entirety and identify its main themes. To understand the cultural differences between Judd and Marty, and the way they learn to tolerate one another.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L1 "January" Chapter/To discuss the "January" chapter, in which Bandit</p>
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		<p>learns that she is moving to the U.S. and is given an American name, Shirley. To discuss the meaning behind names in Shirley's family and students' names. To explore the emotions Shirley and family members may have about the move and her new name.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L2 "February" Chapter/To discuss the "February" chapter, in which Shirley and her mother travel "A Journey of Ten Thousand Miles," are introduced to their new home, and receive father's Chinese friends. To think and write about the experience of being lost where you cannot speak the language. To reflect on the difficulty of going from an undeveloped country to an industrial one with a very different culture and values.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L4 "May" & "June" Chapters/To discuss the "May" and "June" chapters, in which Shirley gets two black eyes, tells her parents nothing happened, refuses to go to school for two days, joins Mabel's stickball team and becomes known as "Jackie Robinson." To explore the kinds of opportunities in the U.S. that may not be available in other cultures. To explore cultural differences in how people give compliments.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L7 "October" & "November" Chapters/To discuss the "October" and "November" chapters, in which the Dodgers lose the World Series, Shirley's family misses their relatives, especially Grandfather, and the family belatedly celebrates the Fall Harvest Moon. To consider traits of heroes and role models, and examine students' choices of heroes. To examine why it is important to maintain one's cultural heritage.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L8 "December" Chapter/To discuss the "December" chapter, in which Shirley is a turkey in the school play, Shirley introduces Jackie Robinson as a speaker, and she learns that she will have a sibling. To identify and enjoy the teamwork needed to transform Shirley into a turkey for the school play. To focus on the feelings that Shirley has when she is nominated to introduce Jackie Robinson to speak and how her feelings change by the end of the presentation. To review the book as a whole and its themes.</p>
<p>W.4.8</p>	<p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>PATHS-Gr4, U4, L22 Setting and Reaching Your Goal: A Biography of Harriet Tubman/Cause-effect reasoning; problem solving; reading comprehension; social studies-character biography; cooperative group learning (optional); writing (optional); art (optional) To introduce the idea of personal goals. To provide a biographical story in which a person stops, identifies a problem, sets a goal and works hard to reach it.</p> <p>PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect reasoning; consequential thinking; cooperative group learning (optional); reading comprehension (optional); social studies-character biography (optional); writing (optional) To emphasize the importance of setting goals and developing plans to reach them.</p> <p>PATHS-Gr4, U6, L33 Being Responsible and Creating Change: A Biography of Dr. Martin Luther King, Jr./Cause-effect reasoning; oral discussion; problem solving; reading comprehension; social studies-character biography; writing (optional); cooperative group learning (optional) To provide a biographical story in which a person identifies an important problem and goes about creating change in a responsible manner.</p> <p>PATHS-Gr4, The Hundred Dresses, L1 Chapters 1-2/To discuss the first two chapters of the book, which set up the story and the issues that Wanda Petronski faces. To explore the importance of being accepted and liked by peers. To identify cultural and economic differences in Wanda's class and several ways that people may respond to those who are different.</p> <p>PATHS-Gr4, The Hundred Dresses, L5 Chapter 5/To discuss Chapter 7, in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter</p>

		<p>to the class and, in her letter, gives Maddie and Peggy the drawings of dresses she had made in their likeness. To explore feelings of regret or remorse and ways to resolve these uncomfortable feelings. To understand how important events can shape someone's reputation and the rest of his or her life.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L6 Review/To review the important themes of the book. To practice problem solving by brainstorming different endings to the book. To identify lessons learned from this story, and ways they apply to students' lives.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L1 Chapters 1-4/To understand the preexisting circumstances affecting Drita and Maxie, and what brings the two girls into one another's lives. To discuss the cultures of each of the girls, and to compare their differences and similarities. To explore the emotions Drita and Maxie might have (one coping with the loss of her mother, the other coping with the consequences of war and a mother struggling with war trauma).</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L2 Chapters 5-8/To discuss Chapters 5-8, in which Drita and her grandmother get lost, Maxie reveals her secret to the reader, Maxie gets in trouble with the principal at school, and Drita's grandmother makes a favorite recipe from home. To consider Maxie's motivation for misbehavior. To reflect on both Drita's and Maxie's feelings</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L4 Chapters 13-16/To discuss Chapters 13-16, in which Drita is rejected by her peers, her father does not get the job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both Brandee and Maxie wind up with the principal while Drita hides. To identify Drita's attempts in trying to make friends and to discuss strategies that she could use that might work better. To explore the importance of "frikacake," "scrub" and "world's biggest hotdog" and other names the girls use to judge themselves and each other.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L8 Chapters 29-32/To discuss Chapters 29-32, in which Maxie gives Drita's mother her gift, Brandee still won't talk to Maxie, Drita's mother recovers, and Maxie presents her project on Project Night. To identify what Drita and Maxie had in common and what their differences were, and to consider what solidified their friendship. To review the book as a whole and its major themes.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L1 Chapters 1-2/To discuss Chapters 1 and 2, in which Marty meets Shiloh, Shiloh follows Marty home and Marty meets Judd, Shiloh's owner. To examine the feelings experienced by Marty when he becomes attached to Shiloh and fears for Shiloh's future.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L2 Chapters 3-4/To develop a better understanding of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh in the woods). To explore Marty's uncomfortable feelings of anger and guilt. To evaluate Marty's problem-solving skills. To practice problem-solving skills by considering possible solutions and plans for Marty.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L8 Chapter 15/To complete Chapter 15, in which Marty works off his debt to Judd Travers, Judd pushes Marty to work very hard, Judd teases him about getting the dog, and, in the end, Marty and Judd understand each other. To review the book in its entirety and identify its main themes. To understand the cultural differences between Judd and Marty, and the way they learn to tolerate one another.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L1 "January" Chapter/To discuss the "January" chapter, in which Bandit learns that she is moving to the U.S. and is given an American name, Shirley. To discuss the meaning behind names in Shirley's family and students' names. To explore the emotions Shirley and family members may have about the move and her new name.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L2 "February" Chapter/To discuss the "February" chapter, in which Shirley</p>
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		<p>and her mother travel “A Journey of Ten Thousand Miles,” are introduced to their new home, and receive father’s Chinese friends. To think and write about the experience of being lost where you cannot speak the language. To reflect on the difficulty of going from an undeveloped country to an industrial one with a very different culture and values.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L4 “May” & “June” Chapters/To discuss the “May” and “June” chapters, in which Shirley gets two black eyes, tells her parents nothing happened, refuses to go to school for two days, joins Mabel’s stickball team and becomes known as “Jackie Robinson.” To explore the kinds of opportunities in the U.S. that may not be available in other cultures. To explore cultural differences in how people give compliments.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L7 “October” & “November” Chapters/To discuss the “October” and “November” chapters, in which the Dodgers lose the World Series, Shirley’s family misses their relatives, especially Grandfather, and the family belatedly celebrates the Fall Harvest Moon. To consider traits of heroes and role models, and examine students’ choices of heroes. To examine why it is important to maintain one’s cultural heritage.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L8 “December” Chapter/To discuss the “December” chapter, in which Shirley is a turkey in the school play, Shirley introduces Jackie Robinson as a speaker, and she learns that she will have a sibling. To identify and enjoy the teamwork needed to transform Shirley into a turkey for the school play. To focus on the feelings that Shirley has when she is nominated to introduce Jackie Robinson to speak and how her feelings change by the end of the presentation. To review the book as a whole and its themes.</p>
<p>W.4.9a</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to literature (e.g., “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].”).</p>	<p>PATHS-Gr4, U4, L22 Setting and Reaching Your Goal: A Biography of Harriet Tubman/Cause-effect reasoning; problem solving; reading comprehension; social studies-character biography; cooperative group learning (optional); writing (optional); art (optional) To introduce the idea of personal goals. To provide a biographical story in which a person stops, identifies a problem, sets a goal and works hard to reach it.</p> <p>PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect reasoning; consequential thinking; cooperative group learning (optional); reading comprehension (optional); social studies-character biography (optional); writing (optional) To emphasize the importance of setting goals and developing plans to reach them.</p> <p>PATHS-Gr4, U6, L33 Being Responsible and Creating Change: A Biography of Dr. Martin Luther King, Jr./Cause-effect reasoning; oral discussion; problem solving; reading comprehension; social studies-character biography; writing (optional); cooperative group learning (optional) To provide a biographical story in which a person identifies an important problem and goes about creating change in a responsible manner.</p> <p>PATHS-Gr4, The Hundred Dresses, L1 Chapters 1-2/To discuss the first two chapters of the book, which set up the story and the issues that Wanda Petronski faces. To explore the importance of being accepted and liked by peers. To identify cultural and economic differences in Wanda’s class and several ways that people may respond to those who are different.</p> <p>PATHS-Gr4, The Hundred Dresses, L5 Chapter 5/To discuss Chapter 7, in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter to the class and, in her letter, gives Maddie and Peggy the drawings of dresses she had made in their likeness. To explore feelings of regret or remorse and ways to resolve these uncomfortable feelings. To understand how important events can shape someone’s reputation and the rest of his or her life.</p> <p>PATHS-Gr4, The Hundred Dresses, L6 Review/To review the important</p>

		<p>themes of the book. To practice problem solving by brainstorming different endings to the book. To identify lessons learned from this story, and ways they apply to students' lives.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L1 Chapters 1-4/To understand the preexisting circumstances affecting Drita and Maxie, and what brings the two girls into one another's lives. To discuss the cultures of each of the girls, and to compare their differences and similarities. To explore the emotions Drita and Maxie might have (one coping with the loss of her mother, the other coping with the consequences of war and a mother struggling with war trauma).</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L2 Chapters 5-8/To discuss Chapters 5-8, in which Drita and her grandmother get lost, Maxie reveals her secret to the reader, Maxie gets in trouble with the principal at school, and Drita's grandmother makes a favorite recipe from home. To consider Maxie's motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L4 Chapters 13-16/To discuss Chapters 13-16, in which Drita is rejected by her peers, her father does not get the job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both Brandee and Maxie wind up with the principal while Drita hides. To identify Drita's attempts in trying to make friends and to discuss strategies that she could use that might work better. To explore the importance of "frikacake," "scrub" and "world's biggest hotdog" and other names the girls use to judge themselves and each other.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L7 Chapters 25-28/To discuss Chapters 25-28, in which Maxie's grandmother takes Drita's mother to the hospital and Maxie buys a gift for Drita's mother with Lisa. To consider how emergencies and life-or-death situations can bring people together to work toward a common good. To focus on the familial relationships in the novel and how this emergency enabled people to care for one another.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L8 Chapters 29-32/To discuss Chapters 29-32, in which Maxie gives Drita's mother her gift, Brandee still won't talk to Maxie, Drita's mother recovers, and Maxie presents her project on Project Night. To identify what Drita and Maxie had in common and what their differences were, and to consider what solidified their friendship. To review the book as a whole and its major themes.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L1 Chapters 1-2/To discuss Chapters 1 and 2, in which Marty meets Shiloh, Shiloh follows Marty home and Marty meets Judd, Shiloh's owner. To examine the feelings experienced by Marty when he becomes attached to Shiloh and fears for Shiloh's future.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L2 Chapters 3-4/To develop a better understanding of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh in the woods). To explore Marty's uncomfortable feelings of anger and guilt. To evaluate Marty's problem-solving skills. To practice problem-solving skills by considering possible solutions and plans for Marty.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L4 Chapters 7-8/To discuss Chapters 7 and 8, in which Marty spends the day with his friend David Howard, and Marty's mother discovers his secret. To explore unintended consequences of actions, and to understand that one cannot control these. To identify others' feelings and practice problem solving in difficult situations.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L5 Chapters 9-10/To focus on the relationship between Marty and his father in Chapters 9 and 10. Marty's father takes Shiloh to Doc Murphy, Marty tells David Howard about Shiloh and Marty's father agrees to let Shiloh return to their house until he is healed. To explore some of the key elements in a good interpersonal relationship, such as trust, reliability and open communication. To develop the ability to consider multiple sides of a story at once by considering the complexities of Marty's problem.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L6 Chapters 11-12/To discuss Chapters 11 and 12,</p>
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		<p>in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out that the Prestons are hiding Shiloh and Judd demands they return Shiloh on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry. To understand how Marty's determination and perseverance help him to solve his problem.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L8 Chapter 15/To complete Chapter 15, in which Marty works off his debt to Judd Travers, Judd pushes Marty to work very hard, Judd teases him about getting the dog, and, in the end, Marty and Judd understand each other. To review the book in its entirety and identify its main themes. To understand the cultural differences between Judd and Marty, and the way they learn to tolerate one another.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L1 "January" Chapter/To discuss the "January" chapter, in which Bandit learns that she is moving to the U.S. and is given an American name, Shirley. To discuss the meaning behind names in Shirley's family and students' names. To explore the emotions Shirley and family members may have about the move and her new name.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L2 "February" Chapter/To discuss the "February" chapter, in which Shirley and her mother travel "A Journey of Ten Thousand Miles," are introduced to their new home, and receive father's Chinese friends. To think and write about the experience of being lost where you cannot speak the language. To reflect on the difficulty of going from an undeveloped country to an industrial one with a very different culture and values.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L4 "May" & "June" Chapters/To discuss the "May" and "June" chapters, in which Shirley gets two black eyes, tells her parents nothing happened, refuses to go to school for two days, joins Mabel's stickball team and becomes known as "Jackie Robinson." To explore the kinds of opportunities in the U.S. that may not be available in other cultures. To explore cultural differences in how people give compliments.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L7 "October" & "November" Chapters/To discuss the "October" and "November" chapters, in which the Dodgers lose the World Series, Shirley's family misses their relatives, especially Grandfather, and the family belatedly celebrates the Fall Harvest Moon. To consider traits of heroes and role models, and examine students' choices of heroes. To examine why it is important to maintain one's cultural heritage.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L8 "December" Chapter/To discuss the "December" chapter, in which Shirley is a turkey in the school play, Shirley introduces Jackie Robinson as a speaker, and she learns that she will have a sibling. To identify and enjoy the teamwork needed to transform Shirley into a turkey for the school play. To focus on the feelings that Shirley has when she is nominated to introduce Jackie Robinson to speak and how her feelings change by the end of the presentation. To review the book as a whole and its themes.</p>
<p>Writing: Range of Writing</p>		
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>PATHS-Gr4, U1, L2 PATHS Kid (Complimenting)/Cause-effect reasoning; communication skills; hierarchical thinking; vocabulary development To review all the PATHS ideas that children use and remember. To improve children's personal sense of responsibility.</p>
		<p>PATHS-Gr4, U1, L3 PATHS Question & Answer Game/Concept Review/Attentional and listening skills; cooperative learning; memory retrieval; writing (optional) To review a number of the central ideas from the grade 3 PATHS curriculum. To provide the teacher with an assessment of the knowledge base of his or her students.</p>
		<p>PATHS-Gr4, U1, L5 The Golden Rule/Attentional and listening skills;</p>

	<p>cause-effect reasoning; communication skills; cooperative learning; writing (optional) To review why rules are important. To adapt the rules to fit your classroom environment.</p>
	<p>PATHS-Gr4, U1, L6 Problem Solving and the Golden Rule/Creative thinking; oral discussion; problem-solving skills; role-playing and communication skills To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom.</p>
	<p>PATHS-Gr4, U2, L8 Recognizing and Controlling Anger/Creative thinking; hierarchical thinking; oral discussion; cooperative learning (optional); writing (optional) To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others. To explore different ways to gain self-control.</p>
	<p>PATHS-Gr4, U2, L9 Calm or Relaxed, Tense/Oral discussion; self-monitoring; writing (optional) To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.</p>
	<p>PATHS-Gr4, U2, L10 Feelings Dictionary/Cause-effect reasoning; comparative thinking; hierarchical thinking; oral discussion; writing (optional) To facilitate and increase the use of emotion labels. To increase the understanding of emotion concepts. To provide a generalization technique for using emotion concepts throughout the classroom day during the entire school year.</p>
	<p>PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary.</p>
	<p>PATHS-Gr4, U3, L13 Treasure Hunt/Problem-Solving Review/Attentional and listening skills; cause-effect reasoning; communication skills; cooperative group learning; creative thinking; problem solving To introduce the structure of social problem solving in a game-like atmosphere. To encourage cooperation through group problem solving. To encourage creativity in the generation of solutions and plans.</p>
	<p>PATHS-Gr4, U3, L14 Making Good Decisions: At the Mall/Attentional and listening skills; decision making; oral discussion; problem solving; writing (optional) To encourage careful decision making. To explore peer relations and social pressure.</p>
	<p>PATHS-Gr4, U3, L15 Identifying Problems, Feelings, Goals and Solutions/Attentional and listening skills; cause-effect reasoning; cooperative group learning; problem solving; writing To review problem-solving steps 2-5. To assess students' knowledge of problem-solving steps 2-5. To have cooperative learning groups apply problem-solving steps 4 and 5 to the story <i>At the Mall</i>.</p>
	<p>PATHS-Gr4, U3, L16 Consequences: What Might Happen Next/Brainstorming; consequential thinking; decision making; problem solving To review problem-solving steps 1-5.</p>
	<p>PATHS-Gr4, U3, L17 Making a Good Plan/Cooperative group learning; decision making; oral discussion; problem solving To review and practice the problem-solving steps learned thus far. To reinforce the importance of thinking before acting.</p>
	<p>PATHS-Gr4, U3, L18 Trying Your Plan and Evaluating What Happens/Cooperative group learning; decision making; problem solving; role-playing and communication skills To provide continued review and practice in using the problem-solving steps learned thus far. To discuss the idea of evaluating the entire problem-solving process.</p>

	<p>PATHS-Gr4, U3, L19 Trying Your Plan: Refusal Skills/Decision making; memory retrieval; oral discussion; problem solving; role-playing and communication skills To encourage careful decision making. To further explore peer relations and social pressure.</p>
	<p>PATHS-Gr4, U3, L21 Solving Problems: Dear Problem-Solvers/Decision making; oral discussion; problem solving; role-playing; writing To provide practice in formal problem solving in a group situation with a designated problem.</p>
	<p>PATHS-Gr4, U4, L22 Setting and Reaching Your Goal: A Biography of Harriet Tubman/Cause-effect reasoning; problem solving; reading comprehension; social studies-character biography; cooperative group learning (optional); writing (optional); art (optional) To introduce the idea of personal goals. To provide a biographical story in which a person stops, identifies a problem, sets a goal and works hard to reach it.</p>
	<p>PATHS-Gr4, U4, L23 Setting a Goal: A Class Project to Improve the School/Cause-effect reasoning; cooperative group learning; oral discussion; problem solving; writing (optional) To increase children’s awareness of social problems and how they can be solved. To demonstrate to children how they can set goals to create positive change.</p>
	<p>PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect reasoning; consequential thinking; cooperative group learning (optional); reading comprehension (optional); social studies-character biography (optional); writing (optional) To emphasize the importance of setting goals and developing plans to reach them.</p>
	<p>PATHS-Gr4, U4, L25 Goals for Our World – Global Understanding/Cooperative group learning; oral discussion; problem solving; reasoning; science; social studies; music (optional); writing (optional) To emphasize the importance of considering global goals. To help children see how their actions affect others at home and around the world.</p>
	<p>PATHS-Gr4, U5, L26 Making New Friends/Associational thinking; cause-effect reasoning; oral discussion; role-playing; writing (optional) To promote and reinforce skills in forming friendships.</p>
	<p>PATHS-Gr4, U5, L27 Joining Other Kids/Cause-effect reasoning; communication skills; oral discussion; role-playing; cooperative group learning (optional); writing (optional) To further promote and reinforce skills in friendship.</p>
	<p>PATHS-Gr4, U5, L28 The Eagles and the Playoffs: Part 1/Attentional and listening skills; oral discussion; role-playing To promote and reinforce skills in forming groups and learning how to work well in teams.</p>
	<p>PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 3/Cause-effect reasoning; communication skills; oral discussion; role-playing; writing (optional) To promote and reinforce skills in forming groups and learning how to work well on teams. To teach direct, assertive ways to handle conflict.</p>
	<p>PATHS-Gr4, U5, L31 Managing Our Feelings/Cause-effect reasoning; cooperative group learning; oral discussion; problem solving To discuss problems that are out of one’s control. To encourage alternative solutions that provide relief from feelings of stress.</p>
	<p>PATHS-Gr4, U5, L32 Forgiving/Resentful/Cause-effect reasoning; oral discussion; problem solving; writing (optional) To discuss the concept of forgiveness and its relationship to intentionality.</p>
	<p>PATHS-Gr4, U6, L33 Being Responsible and Creating Change: A Biography of Dr. Martin Luther King, Jr./Cause-effect reasoning; oral</p>

		<p>discussion; problem solving; reading comprehension; social studies-character biography; writing (optional); cooperative group learning (optional) To provide a biographical story in which a person identifies an important problem and goes about creating change in a responsible manner.</p> <p>PATHS-Gr4, U6, L34 Rejected, Excluded/Attentional and listening skills; cooperative group learning; oral discussion; problem solving To help children better understand how their feelings are affected by their perceptions and by evaluations by others. To informally illustrate one solution to a problem. To facilitate discussion regarding possible fears or feelings of inferiority that special needs children might have as a result of their differences.</p> <p>PATHS-Gr4, U6, L35 Stereotypes and Discrimination/Associational thinking; cause-effect reasoning; cooperative group learning; problem solving; writing (optional) To facilitate awareness about stereotypes and how they might lead to unfair treatment or discrimination towards other people.</p> <p>PATHS-Gr4, U6, L39 Being Responsible: A Class Project of Commemoration/Cause-effect reasoning; cooperative group learning; problem solving; reading comprehension; social studies-character biography; art (optional) To increase children’s awareness of important events and people in their school and community. To provide a biographical story of an artist who honors others. To conduct a cooperative group project.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L1 Chapters 1-2/To discuss the first two chapters of the book, which set up the story and the issues that Wanda Petronski faces. To explore the importance of being accepted and liked by peers. To identify cultural and economic differences in Wanda’s class and several ways that people may respond to those who are different.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L2 Chapter 3/To discuss Chapter 3, in which Maddie reflects on how “the dresses game” started. To brainstorm ways to be accepted in a group, especially as a newcomer or outsider. To explore issues related to cultural and economic differences and how to be sensitive to others.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L3 Chapters 4-5/To discuss Chapters 4 and 5, in which Wanda wins the contest and the teacher reads the letter from her father saying that they have moved away. To understand how being a silent bystander contributes to teasing or harassment. To explore the issue of discrimination towards people who are different.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L4 Chapter 6/To discuss Chapter 6, in which Maddie and Peggy go up to Boggins Heights to find Wanda’s house, only to find the Petronski family has already moved. To expand on issues related to being a bystander and contributing to teasing or harassment. To help children identify when they feel sorry for what they have done and how they can apologize.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L5 Chapter 5/To discuss Chapter 7, in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter to the class and, in her letter, gives Maddie and Peggy the drawings of dresses she had made in their likeness. To explore feelings of regret or remorse and ways to resolve these uncomfortable feelings. To understand how important events can shape someone’s reputation and the rest of his or her life.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L6 Review/To review the important themes of the book. To practice problem solving by brainstorming different endings to the book. To identify lessons learned from this story, and ways they apply to students’ lives.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L1 Chapters 1-4/To understand the preexisting circumstances affecting Drita and Maxie, and what brings the two girls into one another’s lives. To discuss the cultures of each of the girls, and to compare their differences and similarities. To explore the</p>
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		<p>emotions Drita and Maxie might have (one coping with the loss of her mother, the other coping with the consequences of war and a mother struggling with war trauma).</p> <p>PATHS-Gr4, Drita, My Homegirl, L2 Chapters 5-8/To discuss Chapters 5-8, in which Drita and her grandmother get lost, Maxie reveals her secret to the reader, Maxie gets in trouble with the principal at school, and Drita's grandmother makes a favorite recipe from home. To consider Maxie's motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.</p> <p>PATHS-Gr4, Drita, My Homegirl, L4 Chapters 13-16/To discuss Chapters 13-16, in which Drita is rejected by her peers, her father does not get the job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both Brandee and Maxie wind up with the principal while Drita hides. To identify Drita's attempts in trying to make friends and to discuss strategies that she could use that might work better. To explore the importance of "frikacake," "scrub" and "world's biggest hotdog" and other names the girls use to judge themselves and each other.</p> <p>PATHS-Gr4, Drita, My Homegirl, L5 Chapters 17-20/To discuss Chapters 17-20, in which Drita and Maxie's friendship begins and both girls talk with their grandmothers about their problems. To explore the uncomfortable feelings both girls have regarding their families and the other girls at school. To define bullying and identify what students can do if they see bullying or are bullied.</p> <p>PATHS-Gr4, Drita, My Homegirl, L6 Chapters 21-24/To understand Chapters 21-24, in which Drita invites Maxie to her apartment, Maxie apologizes to her father and Maxie arrives at the apartment just when Drita's mother has a breakdown. To reflect on how distressed everyone feels about Drita's mother and what they can or should do. To discuss Maxie's conversation with her father, and how Maxie successfully apologized to her father.</p> <p>PATHS-Gr4, Drita, My Homegirl, L7 Chapters 25-28/To discuss Chapters 25-28, in which Maxie's grandmother takes Drita's mother to the hospital and Maxie buys a gift for Drita's mother with Lisa. To consider how emergencies and life-or-death situations can bring people together to work toward a common good. To focus on the familial relationships in the novel and how this emergency enabled people to care for one another.</p> <p>PATHS-Gr4, Drita, My Homegirl, L8 Chapters 29-32/To discuss Chapters 29-32, in which Maxie gives Drita's mother her gift, Brandee still won't talk to Maxie, Drita's mother recovers, and Maxie presents her project on Project Night. To identify what Drita and Maxie had in common and what their differences were, and to consider what solidified their friendship. To review the book as a whole and its major themes.</p> <p>PATHS-Gr4, Shiloh, L1 Chapters 1-2/To discuss Chapters 1 and 2, in which Marty meets Shiloh, Shiloh follows Marty home and Marty meets Judd, Shiloh's owner. To examine the feelings experienced by Marty when he becomes attached to Shiloh and fears for Shiloh's future.</p> <p>PATHS-Gr4, Shiloh, L2 Chapters 3-4/To develop a better understanding of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh in the woods). To explore Marty's uncomfortable feelings of anger and guilt. To evaluate Marty's problem-solving skills. To practice problem-solving skills by considering possible solutions and plans for Marty.</p> <p>PATHS-Gr4, Shiloh, L3 Chapters 5-6/To understand how problems escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to his own family by implying that he has not seen Shiloh. To explore the different shades of dishonesty (telling half-truths, avoiding the truth, telling outright lies). To help students connect the strong temptation to lie evidenced by Marty's actions with their own experiences.</p> <p>PATHS-Gr4, Shiloh, L4 Chapters 7-8/To discuss Chapters 7 and 8, in which Marty spends the day with his friend David Howard, and Marty's</p>
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		<p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L7 “October” & “November” Chapters/To discuss the “October” and “November” chapters, in which the Dodgers lose the World Series, Shirley’s family misses their relatives, especially Grandfather, and the family belatedly celebrates the Fall Harvest Moon. To consider traits of heroes and role models, and examine students’ choices of heroes. To examine why it is important to maintain one’s cultural heritage.</p>
<p>Speaking and Listening: Comprehension and Collaboration</p>		
<p>SL.4.1a</p>	<p>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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>PATHS-Gr4, U1, L1 Formulating Classroom Rules/Attentional and listening skills; brainstorming; creative thinking; interviewing-communication skills; reading comprehension To introduce children to the PATHS curriculum. To help children see and learn the importance of having rules and structure within a group. To orient children towards becoming attentive listeners. To allow children to participate in the process of creating rules and structure.</p> <p>PATHS-Gr4, U1, L2 PATHS Kid (Complimenting)/Cause-effect reasoning; communication skills; hierarchical thinking; vocabulary development To review all the PATHS ideas that children use and remember. To improve children’s personal sense of responsibility.</p> <p>PATHS-Gr4, U1, L3 PATHS Question & Answer Game/Concept Review/Attentional and listening skills; cooperative learning; memory retrieval; writing (optional) To review a number of the central ideas from the grade 3 PATHS curriculum. To provide the teacher with an assessment of the knowledge base of his or her students.</p> <p>PATHS-Gr4, U1, L4 Cooperative Learning Skills/Attentional and listening skills; communication skills; cooperative learning To emphasize communication skills in small group structures.</p> <p>PATHS-Gr4, U1, L5 The Golden Rule/Attentional and listening skills; cause-effect reasoning; communication skills; cooperative learning; writing (optional) To review why rules are important. To adapt the rules to fit your classroom environment.</p> <p>PATHS-Gr4, U1, L6 Problem Solving and the Golden Rule/Creative thinking; oral discussion; problem-solving skills; role-playing and communication skills To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom.</p> <p>PATHS-Gr4, U2, L7 Feelings Review/Memory retrieval; vocabulary development; writing (optional) To encourage categorical and creative thinking. To provide practice in memory and language skills. To help children understand that the way we feel can be associated with things that have happened during the day.</p> <p>PATHS-Gr4, U2, L8 Recognizing and Controlling Anger/Creative thinking; hierarchical thinking; oral discussion; cooperative learning (optional); writing (optional) To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others. To explore different ways to gain self-control.</p> <p>PATHS-Gr4, U2, L9 Calm or Relaxed, Tense/Oral discussion; self-monitoring; writing (optional)</p>

	<p>To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.</p> <p>PATHS-Gr4, U2, L10 Feelings Dictionary/Cause-effect reasoning; comparative thinking; hierarchical thinking; oral discussion; writing (optional) To facilitate and increase the use of emotion labels. To increase the understanding of emotion concepts. To provide a generalization technique for using emotion concepts throughout the classroom day during the entire school year.</p> <p>PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary.</p> <p>PATHS-Gr4, U2, L12 Feelings Review: Feelings and Your Brain/ To provide an overview of the brain and how emotions and thinking work together. To help your students understand the importance of self-control for appropriate expression of emotions. To increase motivation for mastering self-control.</p> <p>PATHS-Gr4, U3, L13 Treasure Hunt/Problem-Solving Review/Attentional and listening skills; cause-effect reasoning; communication skills; cooperative group learning; creative thinking; problem solving To introduce the structure of social problem solving in a game-like atmosphere. To encourage cooperation through group problem solving. To encourage creativity in the generation of solutions and plans.</p> <p>PATHS-Gr4, U3, L14 Making Good Decisions: At the Mall/Attentional and listening skills; decision making; oral discussion; problem solving; writing (optional) To encourage careful decision making. To explore peer relations and social pressure.</p> <p>PATHS-Gr4, U3, L15 Identifying Problems, Feelings, Goals and Solutions/Attentional and listening skills; cause-effect reasoning; cooperative group learning; problem solving; writing To review problem-solving steps 2-5. To assess students' knowledge of problem-solving steps 2-5. To have cooperative learning groups apply problem-solving steps 4 and 5 to the story <i>At the Mall</i>.</p> <p>PATHS-Gr4, U3, L16 Consequences: What Might Happen Next/Brainstorming; consequential thinking; decision making; problem solving To review problem-solving steps 1-5.</p> <p>PATHS-Gr4, U3, L17 Making a Good Plan/Cooperative group learning; decision making; oral discussion; problem solving To review and practice the problem-solving steps learned thus far. To reinforce the importance of thinking before acting.</p> <p>PATHS-Gr4, U3, L18 Trying Your Plan and Evaluating What Happens/Cooperative group learning; decision making; problem solving; role-playing and communication skills To provide continued review and practice in using the problem-solving steps learned thus far. To discuss the idea of evaluating the entire problem-solving process.</p> <p>PATHS-Gr4, U3, L19 Trying Your Plan: Refusal Skills/Decision making; memory retrieval; oral discussion; problem solving; role-playing and communication skills To encourage careful decision making. To further explore peer relations and social pressure.</p> <p>PATHS-Gr4, U3, L20 Trying Again: Obstacles/Oral discussion; problem solving; reasoning; role-playing; art (optional) To review the problem-solving steps 1-10. To teach a persistent approach to solving problems.</p> <p>PATHS-Gr4, U3, L21 Solving Problems: Dear Problem-Solvers/Decision making; oral discussion; problem solving; role-playing;</p>
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	<p>writing To provide practice in formal problem solving in a group situation with a designated problem.</p>
	<p>PATHS-Gr4, U4, L23 Setting a Goal: A Class Project to Improve the School/Cause-effect reasoning; cooperative group learning; oral discussion; problem solving; writing (optional) To increase children’s awareness of social problems and how they can be solved. To demonstrate to children how they can set goals to create positive change.</p>
	<p>PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect reasoning; consequential thinking; cooperative group learning (optional); reading comprehension (optional); social studies-character biography (optional); writing (optional) To emphasize the importance of setting goals and developing plans to reach them.</p>
	<p>PATHS-Gr4, U4, L25 Goals for Our World – Global Understanding/Cooperative group learning; oral discussion; problem solving; reasoning; science; social studies; music (optional); writing (optional) To emphasize the importance of considering global goals. To help children see how their actions affect others at home and around the world.</p>
	<p>PATHS-Gr4, U5, L27 Joining Other Kids/Cause-effect reasoning; communication skills; oral discussion; role-playing; cooperative group learning (optional); writing (optional) To further promote and reinforce skills in friendship.</p>
	<p>PATHS-Gr4, U5, L29 The Eagles and the Playoffs: Part 2/Attentional and listening skills; associational thinking; oral discussion; problem solving To promote and reinforce skills in forming groups and learning how to work well on teams. To illustrate how conflicts can escalate quickly.</p>
	<p>PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 3/Cause-effect reasoning; communication skills; oral discussion; role-playing; writing (optional) To promote and reinforce skills in forming groups and learning how to work well on teams. To teach direct, assertive ways to handle conflict.</p>
	<p>PATHS-Gr4, U5, L31 Managing Our Feelings/Cause-effect reasoning; cooperative group learning; oral discussion; problem solving To discuss problems that are out of one’s control. To encourage alternative solutions that provide relief from feelings of stress.</p>
	<p>PATHS-Gr4, U5, L32 Forgiving/Resentful/Cause-effect reasoning; oral discussion; problem solving; writing (optional) To discuss the concept of forgiveness and its relationship to intentionality.</p>
	<p>PATHS-Gr4, U6, L34 Rejected, Excluded/Attentional and listening skills; cooperative group learning; oral discussion; problem solving To help children better understand how their feelings are affected by their perceptions and by evaluations by others. To informally illustrate one solution to a problem. To facilitate discussion regarding possible fears or feelings of inferiority that special needs children might have as a result of their differences.</p>
	<p>PATHS-Gr4, U6, L35 Stereotypes and Discrimination/Associational thinking; cause-effect reasoning; cooperative group learning; problem solving; writing (optional) To facilitate awareness about stereotypes and how they might lead to unfair treatment or discrimination towards other people.</p>
	<p>PATHS-Gr4, U6, L36 Dealing with Gossip/Associational thinking; cause-effect reasoning; problem solving; writing (optional) To help children better understand gossip and how it affects friendship.</p>
	<p>PATHS-Gr4, Shiloh, L3 Chapters 5-6/To understand how problems escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to his own family by implying that he has not seen Shiloh. To explore the different shades of dishonesty (telling half-truths, avoiding the truth, telling</p>

		<p>outright lies). To help students connect the strong temptation to lie evidenced by Marty's actions with their own experiences.</p> <p>PATHS-Gr4, Shiloh, L4 Chapters 7-8/To discuss Chapters 7 and 8, in which Marty spends the day with his friend David Howard, and Marty's mother discovers his secret. To explore unintended consequences of actions, and to understand that one cannot control these. To identify others' feelings and practice problem solving in difficult situations.</p> <p>PATHS-Gr4, Shiloh, L8 Chapter 15/To complete Chapter 15, in which Marty works off his debt to Judd Travers, Judd pushes Marty to work very hard, Judd teases him about getting the dog, and, in the end, Marty and Judd understand each other. To review the book in its entirety and identify its main themes. To understand the cultural differences between Judd and Marty, and the way they learn to tolerate one another.</p>
SL.4.1b	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. Follow agreed-upon rules for discussions and carry out assigned roles.	<p>PATHS-Gr4, U1, L1 Formulating Classroom Rules/Attentional and listening skills; brainstorming; creative thinking; interviewing-communication skills; reading comprehension To introduce children to the PATHS curriculum. To help children see and learn the importance of having rules and structure within a group. To orient children towards becoming attentive listeners. To allow children to participate in the process of creating rules and structure.</p> <p>PATHS-Gr4, U1, L2 PATHS Kid (Complimenting)/Cause-effect reasoning; communication skills; hierarchical thinking; vocabulary development To review all the PATHS ideas that children use and remember. To improve children's personal sense of responsibility.</p> <p>PATHS-Gr4, U1, L3 PATHS Question & Answer Game/Concept Review/Attentional and listening skills; cooperative learning; memory retrieval; writing (optional) To review a number of the central ideas from the grade 3 PATHS curriculum. To provide the teacher with an assessment of the knowledge base of his or her students.</p> <p>PATHS-Gr4, U1, L4 Cooperative Learning Skills/Attentional and listening skills; communication skills; cooperative learning To emphasize communication skills in small group structures.</p> <p>PATHS-Gr4, U1, L5 The Golden Rule/Attentional and listening skills; cause-effect reasoning; communication skills; cooperative learning; writing (optional) To review why rules are important. To adapt the rules to fit your classroom environment.</p> <p>PATHS-Gr4, U1, L6 Problem Solving and the Golden Rule/Creative thinking; oral discussion; problem-solving skills; role-playing and communication skills To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom.</p> <p>PATHS-Gr4, U2, L7 Feelings Review/Memory retrieval; vocabulary development; writing (optional) To encourage categorical and creative thinking. To provide practice in memory and language skills. To help children understand that the way we feel can be associated with things that have happened during the day.</p> <p>PATHS-Gr4, U2, L8 Recognizing and Controlling Anger/Creative thinking; hierarchical thinking; oral discussion; cooperative learning (optional); writing (optional) To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others. To explore different ways to gain self-control.</p> <p>PATHS-Gr4, U2, L9 Calm or Relaxed, Tense/Oral discussion; self-monitoring; writing (optional) To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.</p> <p>PATHS-Gr4, U2, L10 Feelings Dictionary/Cause-effect reasoning; comparative thinking; hierarchical thinking; oral discussion; writing</p>

	<p>(optional) To facilitate and increase the use of emotion labels. To increase the understanding of emotion concepts. To provide a generalization technique for using emotion concepts throughout the classroom day during the entire school year.</p>
	<p>PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary.</p>
	<p>PATHS-Gr4, U3, L13 Treasure Hunt/Problem-Solving Review/Attentional and listening skills; cause-effect reasoning; communication skills; cooperative group learning; creative thinking; problem solving To introduce the structure of social problem solving in a game-like atmosphere. To encourage cooperation through group problem solving. To encourage creativity in the generation of solutions and plans.</p>
	<p>PATHS-Gr4, U3, L14 Making Good Decisions: At the Mall/Attentional and listening skills; decision making; oral discussion; problem solving; writing (optional) To encourage careful decision making. To explore peer relations and social pressure.</p>
	<p>PATHS-Gr4, U3, L17 Making a Good Plan/Cooperative group learning; decision making; oral discussion; problem solving To review and practice the problem-solving steps learned thus far. To reinforce the importance of thinking before acting.</p>
	<p>PATHS-Gr4, U3, L18 Trying Your Plan and Evaluating What Happens/Cooperative group learning; decision making; problem solving; role-playing and communication skills To provide continued review and practice in using the problem-solving steps learned thus far. To discuss the idea of evaluating the entire problem-solving process.</p>
	<p>PATHS-Gr4, U3, L19 Trying Your Plan: Refusal Skills/Decision making; memory retrieval; oral discussion; problem solving; role-playing and communication skills To encourage careful decision making. To further explore peer relations and social pressure.</p>
	<p>PATHS-Gr4, U4, L23 Setting a Goal: A Class Project to Improve the School/Cause-effect reasoning; cooperative group learning; oral discussion; problem solving; writing (optional) To increase children's awareness of social problems and how they can be solved. To demonstrate to children how they can set goals to create positive change.</p>
	<p>PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect reasoning; consequential thinking; cooperative group learning (optional); reading comprehension (optional); social studies-character biography (optional); writing (optional) To emphasize the importance of setting goals and developing plans to reach them.</p>
	<p>PATHS-Gr4, U4, L25 Goals for Our World – Global Understanding/Cooperative group learning; oral discussion; problem solving; reasoning; science; social studies; music (optional); writing (optional) To emphasize the importance of considering global goals. To help children see how their actions affect others at home and around the world.</p>
	<p>PATHS-Gr4, U5, L26 Making New Friends/Associational thinking; cause-effect reasoning; oral discussion; role-playing; writing (optional) To promote and reinforce skills in forming friendships.</p>
	<p>PATHS-Gr4, U5, L27 Joining Other Kids/Cause-effect reasoning; communication skills; oral discussion; role-playing; cooperative group learning (optional); writing (optional) To further promote and reinforce skills in friendship.</p>

		<p>PATHS-Gr4, U5, L30 <i>The Eagles and the Playoffs: Part 3</i>/Cause-effect reasoning; communication skills; oral discussion; role-playing; writing (optional) To promote and reinforce skills in forming groups and learning how to work well on teams. To teach direct, assertive ways to handle conflict.</p> <p>PATHS-Gr4, U5, L31 <i>Managing Our Feelings</i>/Cause-effect reasoning; cooperative group learning; oral discussion; problem solving To discuss problems that are out of one's control. To encourage alternative solutions that provide relief from feelings of stress.</p> <p>PATHS-Gr4, U5, L32 <i>Forgiving/Resentful</i>/Cause-effect reasoning; oral discussion; problem solving; writing (optional) To discuss the concept of forgiveness and its relationship to intentionality.</p> <p>PATHS-Gr4, U6, L33 <i>Being Responsible and Creating Change: A Biography of Dr. Martin Luther King, Jr.</i>/Cause-effect reasoning; oral discussion; problem solving; reading comprehension; social studies-character biography; writing (optional); cooperative group learning (optional) To provide a biographical story in which a person identifies an important problem and goes about creating change in a responsible manner.</p> <p>PATHS-Gr4, U6, L34 <i>Rejected, Excluded</i>/Attentional and listening skills; cooperative group learning; oral discussion; problem solving To help children better understand how their feelings are affected by their perceptions and by evaluations by others. To informally illustrate one solution to a problem. To facilitate discussion regarding possible fears or feelings of inferiority that special needs children might have as a result of their differences.</p> <p>PATHS-Gr4, U6, L35 <i>Stereotypes and Discrimination</i>/Associational thinking; cause-effect reasoning; cooperative group learning; problem solving; writing (optional) To facilitate awareness about stereotypes and how they might lead to unfair treatment or discrimination towards other people.</p> <p>PATHS-Gr4, U6, L38 <i>Being Responsible: Helping Others in Bullying Situations</i>/Cause-effect reasoning; cooperative group learning; oral discussion; problem solving; vocabulary building; writing To encourage careful decision-making. To encourage responsible behavior. To explore the issue of being responsible in order to help others.</p> <p>PATHS-Gr4, U6, L39 <i>Being Responsible: A Class Project of Commemoration</i>/Cause-effect reasoning; cooperative group learning; problem solving; reading comprehension; social studies-character biography; art (optional) To increase children's awareness of important events and people in their school and community. To provide a biographical story of an artist who honors others. To conduct a cooperative group project.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L4 <i>Chapters 13-16</i>/To discuss Chapters 13-16, in which Drita is rejected by her peers, her father does not get the job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both Brandee and Maxie wind up with the principal while Drita hides. To identify Drita's attempts in trying to make friends and to discuss strategies that she could use that might work better. To explore the importance of "frikacake," "scrub" and "world's biggest hotdog" and other names the girls use to judge themselves and each other.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L5 <i>Chapters 17-20</i>/To discuss Chapters 17-20, in which Drita and Maxie's friendship begins and both girls talk with their grandmothers about their problems. To explore the uncomfortable feelings both girls have regarding their families and the other girls at school. To define bullying and identify what students can do if they see bullying or are bullied.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L4 "May" & "June" Chapters/To discuss the "May" and "June" chapters, in which Shirley gets two black eyes, tells her parents nothing happened, refuses to</p>
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		<p>go to school for two days, joins Mabel's stickball team and becomes known as "Jackie Robinson." To explore the kinds of opportunities in the U.S. that may not be available in other cultures. To explore cultural differences in how people give compliments.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L6 "September" Chapter/To discuss the "September" chapter, in which Shirley worries about returning to school, Shirley becomes friends with a girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for what she has done that compromises her Chinese character. To reflect on Shirley's dilemma of facing different cultural expectations and on ways to handle them. To focus on Shirley's feelings of guilt and shame, and on ways she resolved them.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L8 "December" Chapter/To discuss the "December" chapter, in which Shirley is a turkey in the school play, Shirley introduces Jackie Robinson as a speaker, and she learns that she will have a sibling. To identify and enjoy the teamwork needed to transform Shirley into a turkey for the school play. To focus on the feelings that Shirley has when she is nominated to introduce Jackie Robinson to speak and how her feelings change by the end of the presentation. To review the book as a whole and its themes.</p>
<p>SL.4.1c</p>	<p>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. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>	<p>PATHS-Gr4, U1, L1 Formulating Classroom Rules/Attentional and listening skills; brainstorming; creative thinking; interviewing-communication skills; reading comprehension To introduce children to the PATHS curriculum. To help children see and learn the importance of having rules and structure within a group. To orient children towards becoming attentive listeners. To allow children to participate in the process of creating rules and structure.</p> <p>PATHS-Gr4, U1, L2 PATHS Kid (Complimenting)/Cause-effect reasoning; communication skills; hierarchical thinking; vocabulary development To review all the PATHS ideas that children use and remember. To improve children's personal sense of responsibility.</p> <p>PATHS-Gr4, U1, L3 PATHS Question & Answer Game/Concept Review/Attentional and listening skills; cooperative learning; memory retrieval; writing (optional) To review a number of the central ideas from the grade 3 PATHS curriculum. To provide the teacher with an assessment of the knowledge base of his or her students.</p> <p>PATHS-Gr4, U1, L4 Cooperative Learning Skills/Attentional and listening skills; communication skills; cooperative learning To emphasize communication skills in small group structures.</p> <p>PATHS-Gr4, U1, L5 The Golden Rule/Attentional and listening skills; cause-effect reasoning; communication skills; cooperative learning; writing (optional) To review why rules are important. To adapt the rules to fit your classroom environment.</p> <p>PATHS-Gr4, U1, L6 Problem Solving and the Golden Rule/Creative thinking; oral discussion; problem-solving skills; role-playing and communication skills To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom.</p> <p>PATHS-Gr4, U2, L7 Feelings Review/Memory retrieval; vocabulary development; writing (optional) To encourage categorical and creative thinking. To provide practice in memory and language skills. To help children understand that the way we feel can be associated with things that have happened during the day.</p> <p>PATHS-Gr4, U2, L8 Recognizing and Controlling Anger/Creative thinking; hierarchical thinking; oral discussion; cooperative learning (optional); writing (optional) To develop awareness of bodily and facial cues that indicate the feeling of</p>

	<p>anger in oneself and others. To explore different ways to gain self-control.</p> <p>PATHS-Gr4, U2, L9 Calm or Relaxed, Tense/Oral discussion; self-monitoring; writing (optional) To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.</p> <p>PATHS-Gr4, U2, L10 Feelings Dictionary/Cause-effect reasoning; comparative thinking; hierarchical thinking; oral discussion; writing (optional) To facilitate and increase the use of emotion labels. To increase the understanding of emotion concepts. To provide a generalization technique for using emotion concepts throughout the classroom day during the entire school year.</p> <p>PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary.</p> <p>PATHS-Gr4, U2, L12 Feelings Review: Feelings and Your Brain/ To provide an overview of the brain and how emotions and thinking work together. To help your students understand the importance of self-control for appropriate expression of emotions. To increase motivation for mastering self-control.</p> <p>PATHS-Gr4, U3, L13 Treasure Hunt/Problem-Solving Review/Attentional and listening skills; cause-effect reasoning; communication skills; cooperative group learning; creative thinking; problem solving To introduce the structure of social problem solving in a game-like atmosphere. To encourage cooperation through group problem solving. To encourage creativity in the generation of solutions and plans.</p> <p>PATHS-Gr4, U3, L14 Making Good Decisions: At the Mall/Attentional and listening skills; decision making; oral discussion; problem solving; writing (optional) To encourage careful decision making. To explore peer relations and social pressure.</p> <p>PATHS-Gr4, U3, L15 Identifying Problems, Feelings, Goals and Solutions/Attentional and listening skills; cause-effect reasoning; cooperative group learning; problem solving; writing To review problem-solving steps 2-5. To assess students' knowledge of problem-solving steps 2-5. To have cooperative learning groups apply problem-solving steps 4 and 5 to the story <i>At the Mall</i>.</p> <p>PATHS-Gr4, U3, L16 Consequences: What Might Happen Next/Brainstorming; consequential thinking; decision making; problem solving To review problem-solving steps 1-5.</p> <p>PATHS-Gr4, U3, L17 Making a Good Plan/Cooperative group learning; decision making; oral discussion; problem solving To review and practice the problem-solving steps learned thus far. To reinforce the importance of thinking before acting.</p> <p>PATHS-Gr4, U3, L18 Trying Your Plan and Evaluating What Happens/Cooperative group learning; decision making; problem solving; role-playing and communication skills To provide continued review and practice in using the problem-solving steps learned thus far. To discuss the idea of evaluating the entire problem-solving process.</p> <p>PATHS-Gr4, U3, L19 Trying Your Plan: Refusal Skills/Decision making; memory retrieval; oral discussion; problem solving; role-playing and communication skills To encourage careful decision making. To further explore peer relations and social pressure.</p> <p>PATHS-Gr4, U3, L20 Trying Again: Obstacles/Oral discussion; problem solving; reasoning; role-playing; art (optional) To review the problem-solving steps 1-10. To teach a persistent approach</p>
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	<p>to solving problems.</p> <p>PATHS-Gr4, U3, L21 Solving Problems: Dear Problem-Solvers/Decision making; oral discussion; problem solving; role-playing; writing To provide practice in formal problem solving in a group situation with a designated problem.</p> <p>PATHS-Gr4, U4, L22 Setting and Reaching Your Goal: A Biography of Harriet Tubman/Cause-effect reasoning; problem solving; reading comprehension; social studies-character biography; cooperative group learning (optional); writing (optional); art (optional) To introduce the idea of personal goals. To provide a biographical story in which a person stops, identifies a problem, sets a goal and works hard to reach it.</p> <p>PATHS-Gr4, U4, L23 Setting a Goal: A Class Project to Improve the School/Cause-effect reasoning; cooperative group learning; oral discussion; problem solving; writing (optional) To increase children’s awareness of social problems and how they can be solved. To demonstrate to children how they can set goals to create positive change.</p> <p>PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect reasoning; consequential thinking; cooperative group learning (optional); reading comprehension (optional); social studies-character biography (optional); writing (optional) To emphasize the importance of setting goals and developing plans to reach them.</p> <p>PATHS-Gr4, U4, L25 Goals for Our World – Global Understanding/Cooperative group learning; oral discussion; problem solving; reasoning; science; social studies; music (optional); writing (optional) To emphasize the importance of considering global goals. To help children see how their actions affect others at home and around the world.</p> <p>PATHS-Gr4, U5, L26 Making New Friends/Associational thinking; cause-effect reasoning; oral discussion; role-playing; writing (optional) To promote and reinforce skills in forming friendships.</p> <p>PATHS-Gr4, U5, L27 Joining Other Kids/Cause-effect reasoning; communication skills; oral discussion; role-playing; cooperative group learning (optional); writing (optional) To further promote and reinforce skills in friendship.</p> <p>PATHS-Gr4, U5, L28 <i>The Eagles and the Playoffs: Part 1/</i>Attentional and listening skills; oral discussion; role-playing To promote and reinforce skills in forming groups and learning how to work well in teams.</p> <p>PATHS-Gr4, U5, L29 <i>The Eagles and the Playoffs: Part 2/</i>Attentional and listening skills; associational thinking; oral discussion; problem solving To promote and reinforce skills in forming groups and learning how to work well on teams. To illustrate how conflicts can escalate quickly.</p> <p>PATHS-Gr4, U5, L30 <i>The Eagles and the Playoffs: Part 3/</i>Cause-effect reasoning; communication skills; oral discussion; role-playing; writing (optional) To promote and reinforce skills in forming groups and learning how to work well on teams. To teach direct, assertive ways to handle conflict.</p> <p>PATHS-Gr4, U5, L31 <i>Managing Our Feelings/</i>Cause-effect reasoning; cooperative group learning; oral discussion; problem solving To discuss problems that are out of one’s control. To encourage alternative solutions that provide relief from feelings of stress.</p> <p>PATHS-Gr4, U5, L32 <i>Forgiving/Resentful/</i>Cause-effect reasoning; oral discussion; problem solving; writing (optional) To discuss the concept of forgiveness and its relationship to intentionality.</p> <p>PATHS-Gr4, U6, L33 <i>Being Responsible and Creating Change: A Biography of Dr. Martin Luther King, Jr./</i>Cause-effect reasoning; oral</p>
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	<p>discussion; problem solving; reading comprehension; social studies-character biography; writing (optional); cooperative group learning (optional)</p> <p>To provide a biographical story in which a person identifies an important problem and goes about creating change in a responsible manner.</p>
	<p>PATHS-Gr4, U6, L34 Rejected, Excluded/Attentional and listening skills; cooperative group learning; oral discussion; problem solving</p> <p>To help children better understand how their feelings are affected by their perceptions and by evaluations by others. To informally illustrate one solution to a problem. To facilitate discussion regarding possible fears or feelings of inferiority that special needs children might have as a result of their differences.</p>
	<p>PATHS-Gr4, U6, L35 Stereotypes and Discrimination/Associational thinking; cause-effect reasoning; cooperative group learning; problem solving; writing (optional)</p> <p>To facilitate awareness about stereotypes and how they might lead to unfair treatment or discrimination towards other people.</p>
	<p>PATHS-Gr4, U6, L36 Dealing with Gossip/Associational thinking; cause-effect reasoning; problem solving; writing (optional)</p> <p>To help children better understand gossip and how it affects friendship.</p>
	<p>PATHS-Gr4, U6, L37 Bullying: How to Respond/Creative thinking; oral discussion; problem solving; role-playing; self-monitoring; communication skills (optional)</p> <p>To define bullying. To discuss what children can do if they are bullied.</p>
	<p>PATHS-Gr4, U6, L38 Being Responsible: Helping Others in Bullying Situations/Cause-effect reasoning; cooperative group learning; oral discussion; problem solving; vocabulary building; writing</p> <p>To encourage careful decision-making. To encourage responsible behavior. To explore the issue of being responsible in order to help others.</p>
	<p>PATHS-Gr4, U6, L39 Being Responsible: A Class Project of Commemoration/Cause-effect reasoning; cooperative group learning; problem solving; reading comprehension; social studies-character biography; art (optional)</p> <p>To increase children's awareness of important events and people in their school and community. To provide a biographical story of an artist who honors others. To conduct a cooperative group project.</p>
	<p>PATHS-Gr4, U6, L40 PATHS Closing Lesson: Reactions and Review/Brainstorming; communication skills</p> <p>To encourage children to reflect on the many aspects of the PATHS program. To practice skills in being interviewed and recorded.</p>
	<p>PATHS-Gr4, <i>The Hundred Dresses</i>, L1 Chapters 1-2/To discuss the first two chapters of the book, which set up the story and the issues that Wanda Petronski faces. To explore the importance of being accepted and liked by peers. To identify cultural and economic differences in Wanda's class and several ways that people may respond to those who are different.</p>
	<p>PATHS-Gr4, <i>The Hundred Dresses</i>, L2 Chapter 3/To discuss Chapter 3, in which Maddie reflects on how "the dresses game" started. To brainstorm ways to be accepted in a group, especially as a newcomer or outsider. To explore issues related to cultural and economic differences and how to be sensitive to others.</p>
	<p>PATHS-Gr4, <i>The Hundred Dresses</i>, L3 Chapters 4-5/To discuss Chapters 4 and 5, in which Wanda wins the contest and the teacher reads the letter from her father saying that they have moved away. To understand how being a silent bystander contributes to teasing or harassment. To explore the issue of discrimination towards people who are different.</p>
	<p>PATHS-Gr4, <i>The Hundred Dresses</i>, L4 Chapter 6/To discuss Chapter 6, in which Maddie and Peggy go up to Boggins Heights to find Wanda's house, only to find the Petronski family has already moved. To expand on issues related to being a bystander and contributing to teasing or harassment. To help children identify when they feel sorry for what they</p>

		<p>have done and how they can apologize.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L5 Chapter 5/To discuss Chapter 7, in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter to the class and, in her letter, gives Maddie and Peggy the drawings of dresses she had made in their likeness. To explore feelings of regret or remorse and ways to resolve these uncomfortable feelings. To understand how important events can shape someone's reputation and the rest of his or her life.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L6 Review/To review the important themes of the book. To practice problem solving by brainstorming different endings to the book. To identify lessons learned from this story, and ways they apply to students' lives.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L1 Chapters 1-4/To understand the preexisting circumstances affecting Drita and Maxie, and what brings the two girls into one another's lives. To discuss the cultures of each of the girls, and to compare their differences and similarities. To explore the emotions Drita and Maxie might have (one coping with the loss of her mother, the other coping with the consequences of war and a mother struggling with war trauma).</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L2 Chapters 5-8/To discuss Chapters 5-8, in which Drita and her grandmother get lost, Maxie reveals her secret to the reader, Maxie gets in trouble with the principal at school, and Drita's grandmother makes a favorite recipe from home. To consider Maxie's motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L3 Chapters 9-12/To discuss Chapters 9-12, in which Drita helps her grandmother make a favorite Albanian dish, her mother – after days of sleeping – gets up screaming from a nightmare, Maxie is rude to Lisa and her son, and Maxie and her father talk about her mother. To explore the powerful emotions each of the girls is experiencing at home, and how they are coping with them.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L4 Chapters 13-16/To discuss Chapters 13-16, in which Drita is rejected by her peers, her father does not get the job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both Brandee and Maxie wind up with the principal while Drita hides. To identify Drita's attempts in trying to make friends and to discuss strategies that she could use that might work better. To explore the importance of "frikacake," "scrub" and "world's biggest hotdog" and other names the girls use to judge themselves and each other.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L5 Chapters 17-20/To discuss Chapters 17-20, in which Drita and Maxie's friendship begins and both girls talk with their grandmothers about their problems. To explore the uncomfortable feelings both girls have regarding their families and the other girls at school. To define bullying and identify what students can do if they see bullying or are bullied.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L6 Chapters 21-24/To understand Chapters 21-24, in which Drita invites Maxie to her apartment, Maxie apologizes to her father and Maxie arrives at the apartment just when Drita's mother has a breakdown. To reflect on how distressed everyone feels about Drita's mother and what they can or should do. To discuss Maxie's conversation with her father, and how Maxie successfully apologized to her father.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L7 Chapters 25-28/To discuss Chapters 25-28, in which Maxie's grandmother takes Drita's mother to the hospital and Maxie buys a gift for Drita's mother with Lisa. To consider how emergencies and life-or-death situations can bring people together to work toward a common good. To focus on the familial relationships in the novel and how this emergency enabled people to care for one another.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L8 Chapters 29-32/To discuss Chapters 29-32, in which Maxie gives Drita's mother her gift, Brandee still won't talk to Maxie, Drita's mother recovers, and Maxie presents her project on</p>
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		<p>Project Night. To identify what Drita and Maxie had in common and what their differences were, and to consider what solidified their friendship. To review the book as a whole and its major themes.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L1 Chapters 1-2/To discuss Chapters 1 and 2, in which Marty meets Shiloh, Shiloh follows Marty home and Marty meets Judd, Shiloh's owner. To examine the feelings experienced by Marty when he becomes attached to Shiloh and fears for Shiloh's future.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L2 Chapters 3-4/To develop a better understanding of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh in the woods). To explore Marty's uncomfortable feelings of anger and guilt. To evaluate Marty's problem-solving skills. To practice problem-solving skills by considering possible solutions and plans for Marty.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L3 Chapters 5-6/To understand how problems escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to his own family by implying that he has not seen Shiloh. To explore the different shades of dishonesty (telling half-truths, avoiding the truth, telling outright lies). To help students connect the strong temptation to lie evidenced by Marty's actions with their own experiences.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L4 Chapters 7-8/To discuss Chapters 7 and 8, in which Marty spends the day with his friend David Howard, and Marty's mother discovers his secret. To explore unintended consequences of actions, and to understand that one cannot control these. To identify others' feelings and practice problem solving in difficult situations.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L5 Chapters 9-10/To focus on the relationship between Marty and his father in Chapters 9 and 10. Marty's father takes Shiloh to Doc Murphy, Marty tells David Howard about Shiloh and Marty's father agrees to let Shiloh return to their house until he is healed. To explore some of the key elements in a good interpersonal relationship, such as trust, reliability and open communication. To develop the ability to consider multiple sides of a story at once by considering the complexities of Marty's problem.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L6 Chapters 11-12/To discuss Chapters 11 and 12, in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out that the Prestons are hiding Shiloh and Judd demands they return Shiloh on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry. To understand how Marty's determination and perseverance help him to solve his problem.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L7 Chapters 13-14/To discuss Chapters 13 and 14, in which Marty cannot think of any solutions to keep Shiloh, so he goes early Sunday morning to talk to Judd. To explore the complex decision Marty makes when he sees Judd shoot the does out of season.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L8 Chapter 15/To complete Chapter 15, in which Marty works off his debt to Judd Travers, Judd pushes Marty to work very hard, Judd teases him about getting the dog, and, in the end, Marty and Judd understand each other. To review the book in its entirety and identify its main themes. To understand the cultural differences between Judd and Marty, and the way they learn to tolerate one another.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L1 "January" Chapter/To discuss the "January" chapter, in which Bandit learns that she is moving to the U.S. and is given an American name, Shirley. To discuss the meaning behind names in Shirley's family and students' names. To explore the emotions Shirley and family members may have about the move and her new name.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L2 "February" Chapter/To discuss the "February" chapter, in which Shirley and her mother travel "A Journey of Ten Thousand Miles," are introduced to their new home, and receive father's Chinese friends. To think and write about the experience of being lost where you cannot speak the language.</p>
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		<p>To reflect on the difficulty of going from an undeveloped country to an industrial one with a very different culture and values.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L3 “March” & “April” Chapters/To discuss the “March” and “April” chapters, in which Shirley goes to fifth grade, we learn of her loneliness, and she gets roller skates. To explore the difficulties Shirley faces in making friends at her American school. To identify reasons for Shirley’s challenges and to brainstorm solutions for Shirley.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L4 “May” & “June” Chapters/To discuss the “May” and “June” chapters, in which Shirley gets two black eyes, tells her parents nothing happened, refuses to go to school for two days, joins Mabel’s stickball team and becomes known as “Jackie Robinson.” To explore the kinds of opportunities in the U.S. that may not be available in other cultures. To explore cultural differences in how people give compliments.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L5 “July” & “August” Chapters/To discuss the “July” and “August” chapters, in which Shirley has no friends with whom she can play, she becomes a diehard Dodgers and Jackie Robinson fan, and she spends time helping her father be a landlord. To explore Shirley’s motivation when volunteering her family to do something very generous. To understand how doing hard work transformed into developing handy skills and good relations with neighbors.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L6 “September” Chapter/To discuss the “September” chapter, in which Shirley worries about returning to school, Shirley becomes friends with a girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for what she has done that compromises her Chinese character. To reflect on Shirley’s dilemma of facing different cultural expectations and on ways to handle them. To focus on Shirley’s feelings of guilt and shame, and on ways she resolved them.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L7 “October” & “November” Chapters/To discuss the “October” and “November” chapters, in which the Dodgers lose the World Series, Shirley’s family misses their relatives, especially Grandfather, and the family belatedly celebrates the Fall Harvest Moon. To consider traits of heroes and role models, and examine students’ choices of heroes. To examine why it is important to maintain one’s cultural heritage.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L8 “December” Chapter/To discuss the “December” chapter, in which Shirley is a turkey in the school play, Shirley introduces Jackie Robinson as a speaker, and she learns that she will have a sibling. To identify and enjoy the teamwork needed to transform Shirley into a turkey for the school play. To focus on the feelings that Shirley has when she is nominated to introduce Jackie Robinson to speak and how her feelings change by the end of the presentation. To review the book as a whole and its themes.</p>
<p>SL.4.1d</p>	<p>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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>PATHS-Gr4, U1, L1 Formulating Classroom Rules/Attentional and listening skills; brainstorming; creative thinking; interviewing-communication skills; reading comprehension To introduce children to the PATHS curriculum. To help children see and learn the importance of having rules and structure within a group. To orient children towards becoming attentive listeners. To allow children to participate in the process of creating rules and structure.</p> <p>PATHS-Gr4, U1, L2 PATHS Kid (Complimenting)/Cause-effect reasoning; communication skills; hierarchical thinking; vocabulary development To review all the PATHS ideas that children use and remember. To improve children’s personal sense of responsibility.</p> <p>PATHS-Gr4, U1, L4 Cooperative Learning Skills/Attentional and listening skills; communication skills; cooperative learning To emphasize communication skills in small group structures.</p>

		<p>PATHS-Gr4, U1, L5 The Golden Rule/Attentional and listening skills; cause-effect reasoning; communication skills; cooperative learning; writing (optional) To review why rules are important. To adapt the rules to fit your classroom environment.</p> <p>PATHS-Gr4, U1, L6 Problem Solving and the Golden Rule/Creative thinking; oral discussion; problem-solving skills; role-playing and communication skills To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom.</p> <p>PATHS-Gr4, U2, L7 Feelings Review/Memory retrieval; vocabulary development; writing (optional) To encourage categorical and creative thinking. To provide practice in memory and language skills. To help children understand that the way we feel can be associated with things that have happened during the day.</p> <p>PATHS-Gr4, U2, L8 Recognizing and Controlling Anger/Creative thinking; hierarchical thinking; oral discussion; cooperative learning (optional); writing (optional) To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others. To explore different ways to gain self-control.</p> <p>PATHS-Gr4, U2, L9 Calm or Relaxed, Tense/Oral discussion; self-monitoring; writing (optional) To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.</p> <p>PATHS-Gr4, U2, L10 Feelings Dictionary/Cause-effect reasoning; comparative thinking; hierarchical thinking; oral discussion; writing (optional) To facilitate and increase the use of emotion labels. To increase the understanding of emotion concepts. To provide a generalization technique for using emotion concepts throughout the classroom day during the entire school year.</p> <p>PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary.</p> <p>PATHS-Gr4, U3, L13 Treasure Hunt/Problem-Solving Review/Attentional and listening skills; cause-effect reasoning; communication skills; cooperative group learning; creative thinking; problem solving To introduce the structure of social problem solving in a game-like atmosphere. To encourage cooperation through group problem solving. To encourage creativity in the generation of solutions and plans.</p> <p>PATHS-Gr4, U3, L14 Making Good Decisions: At the Mall/Attentional and listening skills; decision making; oral discussion; problem solving; writing (optional) To encourage careful decision making. To explore peer relations and social pressure.</p> <p>PATHS-Gr4, U3, L15 Identifying Problems, Feelings, Goals and Solutions/Attentional and listening skills; cause-effect reasoning; cooperative group learning; problem solving; writing To review problem-solving steps 2-5. To assess students' knowledge of problem-solving steps 2-5. To have cooperative learning groups apply problem-solving steps 4 and 5 to the story <i>At the Mall</i>.</p> <p>PATHS-Gr4, U3, L16 Consequences: What Might Happen Next/Brainstorming; consequential thinking; decision making; problem solving To review problem-solving steps 1-5.</p> <p>PATHS-Gr4, U3, L17 Making a Good Plan/Cooperative group learning; decision making; oral discussion; problem solving To review and practice the problem-solving steps learned thus far. To reinforce the importance of thinking before acting.</p>
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		<p>in which Maddie reflects on how “the dresses game” started. To brainstorm ways to be accepted in a group, especially as a newcomer or outsider. To explore issues related to cultural and economic differences and how to be sensitive to others.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L3 Chapters 4-5/To discuss Chapters 4 and 5, in which Wanda wins the contest and the teacher reads the letter from her father saying that they have moved away. To understand how being a silent bystander contributes to teasing or harassment. To explore the issue of discrimination towards people who are different.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L4 Chapter 6/To discuss Chapter 6, in which Maddie and Peggy go up to Boggins Heights to find Wanda’s house, only to find the Petronski family has already moved. To expand on issues related to being a bystander and contributing to teasing or harassment. To help children identify when they feel sorry for what they have done and how they can apologize.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L5 Chapter 7/To discuss Chapter 7, in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter to the class and, in her letter, gives Maddie and Peggy the drawings of dresses she had made in their likeness. To explore feelings of regret or remorse and ways to resolve these uncomfortable feelings. To understand how important events can shape someone’s reputation and the rest of his or her life.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L6 Review/To review the important themes of the book. To practice problem solving by brainstorming different endings to the book. To identify lessons learned from this story, and ways they apply to students’ lives.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L1 Chapters 1-4/To understand the preexisting circumstances affecting Drita and Maxie, and what brings the two girls into one another’s lives. To discuss the cultures of each of the girls, and to compare their differences and similarities. To explore the emotions Drita and Maxie might have (one coping with the loss of her mother, the other coping with the consequences of war and a mother struggling with war trauma).</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L2 Chapters 5-8/To discuss Chapters 5-8, in which Drita and her grandmother get lost, Maxie reveals her secret to the reader, Maxie gets in trouble with the principal at school, and Drita’s grandmother makes a favorite recipe from home. To consider Maxie’s motivation for misbehavior. To reflect on both Drita’s and Maxie’s feelings.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L3 Chapters 9-12/To discuss Chapters 9-12, in which Drita helps her grandmother make a favorite Albanian dish, her mother – after days of sleeping – gets up screaming from a nightmare, Maxie is rude to Lisa and her son, and Maxie and her father talk about her mother. To explore the powerful emotions each of the girls is experiencing at home, and how they are coping with them.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L4 Chapters 13-16/To discuss Chapters 13-16, in which Drita is rejected by her peers, her father does not get the job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both Brandee and Maxie wind up with the principal while Drita hides. To identify Drita’s attempts in trying to make friends and to discuss strategies that she could use that might work better. To explore the importance of “frikacake,” “scrub” and “world’s biggest hotdog” and other names the girls use to judge themselves and each other.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L5 Chapters 17-20/To discuss Chapters 17-20, in which Drita and Maxie’s friendship begins and both girls talk with their grandmothers about their problems. To explore the uncomfortable feelings both girls have regarding their families and the other girls at school. To define bullying and identify what students can do if they see bullying or are bullied.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L6 Chapters 21-24/To understand Chapters 21-24, in which Drita invites Maxie to her apartment, Maxie</p>
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		<p>apologizes to her father and Maxie arrives at the apartment just when Drita's mother has a breakdown. To reflect on how distressed everyone feels about Drita's mother and what they can or should do. To discuss Maxie's conversation with her father, and how Maxie successfully apologized to her father.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L7 Chapters 25-28/To discuss Chapters 25-28, in which Maxie's grandmother takes Drita's mother to the hospital and Maxie buys a gift for Drita's mother with Lisa. To consider how emergencies and life-or-death situations can bring people together to work toward a common good. To focus on the familial relationships in the novel and how this emergency enabled people to care for one another.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L8 Chapters 29-32/To discuss Chapters 29-32, in which Maxie gives Drita's mother her gift, Brandee still won't talk to Maxie, Drita's mother recovers, and Maxie presents her project on Project Night. To identify what Drita and Maxie had in common and what their differences were, and to consider what solidified their friendship. To review the book as a whole and its major themes.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L1 Chapters 1-2/To discuss Chapters 1 and 2, in which Marty meets Shiloh, Shiloh follows Marty home and Marty meets Judd, Shiloh's owner. To examine the feelings experienced by Marty when he becomes attached to Shiloh and fears for Shiloh's future.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L2 Chapters 3-4/To develop a better understanding of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh in the woods). To explore Marty's uncomfortable feelings of anger and guilt. To evaluate Marty's problem-solving skills. To practice problem-solving skills by considering possible solutions and plans for Marty.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L3 Chapters 5-6/To understand how problems escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to his own family by implying that he has not seen Shiloh. To explore the different shades of dishonesty (telling half-truths, avoiding the truth, telling outright lies). To help students connect the strong temptation to lie evidenced by Marty's actions with their own experiences.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L4 Chapters 7-8/To discuss Chapters 7 and 8, in which Marty spends the day with his friend David Howard, and Marty's mother discovers his secret. To explore unintended consequences of actions, and to understand that one cannot control these. To identify others' feelings and practice problem solving in difficult situations.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L5 Chapters 9-10/To focus on the relationship between Marty and his father in Chapters 9 and 10. Marty's father takes Shiloh to Doc Murphy, Marty tells David Howard about Shiloh and Marty's father agrees to let Shiloh return to their house until he is healed. To explore some of the key elements in a good interpersonal relationship, such as trust, reliability and open communication. To develop the ability to consider multiple sides of a story at once by considering the complexities of Marty's problem.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L6 Chapters 11-12/To discuss Chapters 11 and 12, in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out that the Prestons are hiding Shiloh and Judd demands they return Shiloh on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry. To understand how Marty's determination and perseverance help him to solve his problem.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L7 Chapters 13-14/To discuss Chapters 13 and 14, in which Marty cannot think of any solutions to keep Shiloh, so he goes early Sunday morning to talk to Judd. To explore the complex decision Marty makes when he sees Judd shoot the does out of season.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L8 Chapter 15/To complete Chapter 15, in which Marty works off his debt to Judd Travers, Judd pushes Marty to work very hard, Judd teases him about getting the dog, and, in the end, Marty and</p>
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		Judd understand each other. To review the book in its entirety and identify its main themes. To understand the cultural differences between Judd and Marty, and the way they learn to tolerate one another.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L1 “January” Chapter /To discuss the “January” chapter, in which Bandit learns that she is moving to the U.S. and is given an American name, Shirley. To discuss the meaning behind names in Shirley’s family and students’ names. To explore the emotions Shirley and family members may have about the move and her new name.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L2 “February” Chapter /To discuss the “February” chapter, in which Shirley and her mother travel “A Journey of Ten Thousand Miles,” are introduced to their new home, and receive father’s Chinese friends. To think and write about the experience of being lost where you cannot speak the language. To reflect on the difficulty of going from an undeveloped country to an industrial one with a very different culture and values.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L3 “March” & “April” Chapters /To discuss the “March” and “April” chapters, in which Shirley goes to fifth grade, we learn of her loneliness, and she gets roller skates. To explore the difficulties Shirley faces in making friends at her American school. To identify reasons for Shirley’s challenges and to brainstorm solutions for Shirley.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L4 “May” & “June” Chapters /To discuss the “May” and “June” chapters, in which Shirley gets two black eyes, tells her parents nothing happened, refuses to go to school for two days, joins Mabel’s stickball team and becomes known as “Jackie Robinson.” To explore the kinds of opportunities in the U.S. that may not be available in other cultures. To explore cultural differences in how people give compliments.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L5 “July” & “August” Chapters /To discuss the “July” and “August” chapters, in which Shirley has no friends with whom she can play, she becomes a diehard Dodgers and Jackie Robinson fan, and she spends time helping her father be a landlord. To explore Shirley’s motivation when volunteering her family to do something very generous. To understand how doing hard work transformed into developing handy skills and good relations with neighbors.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L6 “September” Chapter /To discuss the “September” chapter, in which Shirley worries about returning to school, Shirley becomes friends with a girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for what she has done that compromises her Chinese character. To reflect on Shirley’s dilemma of facing different cultural expectations and on ways to handle them. To focus on Shirley’s feelings of guilt and shame, and on ways she resolved them.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L7 “October” & “November” Chapters /To discuss the “October” and “November” chapters, in which the Dodgers lose the World Series, Shirley’s family misses their relatives, especially Grandfather, and the family belatedly celebrates the Fall Harvest Moon. To consider traits of heroes and role models, and examine students’ choices of heroes. To examine why it is important to maintain one’s cultural heritage.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L8 “December” Chapter /To discuss the “December” chapter, in which Shirley is a turkey in the school play, Shirley introduces Jackie Robinson as a speaker, and she learns that she will have a sibling. To identify and enjoy the teamwork needed to transform Shirley into a turkey for the school play. To focus on the feelings that Shirley has when she is nominated to introduce Jackie Robinson to speak and how her feelings change by the end of the presentation. To review the book as a whole and its themes.
SL.4.2	Paraphrase portions of a	PATHS-Gr4, U3, L13 Treasure Hunt/Problem-Solving

text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<p>Review/Attentional and listening skills; cause-effect reasoning; communication skills; cooperative group learning; creative thinking; problem solving To introduce the structure of social problem solving in a game-like atmosphere. To encourage cooperation through group problem solving. To encourage creativity in the generation of solutions and plans.</p>
	<p>PATHS-Gr4, U3, L17 Making a Good Plan/Cooperative group learning; decision making; oral discussion; problem solving To review and practice the problem-solving steps learned thus far. To reinforce the importance of thinking before acting.</p>
	<p>PATHS-Gr4, U5, L29 The Eagles and the Playoffs: Part 2/Attentional and listening skills; associational thinking; oral discussion; problem solving To promote and reinforce skills in forming groups and learning how to work well on teams. To illustrate how conflicts can escalate quickly.</p>
	<p>PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 3/Cause-effect reasoning; communication skills; oral discussion; role-playing; writing (optional) To promote and reinforce skills in forming groups and learning how to work well on teams. To teach direct, assertive ways to handle conflict.</p>
	<p>PATHS-Gr4, U5, L31 Managing Our Feelings/Cause-effect reasoning; cooperative group learning; oral discussion; problem solving To discuss problems that are out of one's control. To encourage alternative solutions that provide relief from feelings of stress.</p>
	<p>PATHS-Gr4, U5, L32 Forgiving/Resentful/Cause-effect reasoning; oral discussion; problem solving; writing (optional) To discuss the concept of forgiveness and its relationship to intentionality.</p>
	<p>PATHS-Gr4, U6, L34 Rejected, Excluded/Attentional and listening skills; cooperative group learning; oral discussion; problem solving To help children better understand how their feelings are affected by their perceptions and by evaluations by others. To informally illustrate one solution to a problem. To facilitate discussion regarding possible fears or feelings of inferiority that special needs children might have as a result of their differences.</p>
	<p>PATHS-Gr4, U6, L35 Stereotypes and Discrimination/Associational thinking; cause-effect reasoning; cooperative group learning; problem solving; writing (optional) To facilitate awareness about stereotypes and how they might lead to unfair treatment or discrimination towards other people.</p>
	<p>PATHS-Gr4, U6, L36 Dealing with Gossip/Associational thinking; cause-effect reasoning; problem solving; writing (optional) To help children better understand gossip and how it affects friendship.</p>
	<p>PATHS-Gr4, U6, L39 Being Responsible: A Class Project of Commemoration/Cause-effect reasoning; cooperative group learning; problem solving; reading comprehension; social studies-character biography; art (optional) To increase children's awareness of important events and people in their school and community. To provide a biographical story of an artist who honors others. To conduct a cooperative group project.</p>
	<p>PATHS-Gr4, U6, L40 PATHS Closing Lesson: Reactions and Review/Brainstorming; communication skills To encourage children to reflect on the many aspects of the PATHS program. To practice skills in being interviewed and recorded.</p>
	<p>PATHS-Gr4, The Hundred Dresses, L1 Chapters 1-2/To discuss the first two chapters of the book, which set up the story and the issues that Wanda Petronski faces. To explore the importance of being accepted and liked by peers. To identify cultural and economic differences in Wanda's class and several ways that people may respond to those who are different.</p>
<p>PATHS-Gr4, The Hundred Dresses, L3 Chapters 4-5/To discuss Chapters 4 and 5, in which Wanda wins the contest and the teacher reads the letter from her father saying that they have moved away. To understand</p>	

		<p>how being a silent bystander contributes to teasing or harassment. To explore the issue of discrimination towards people who are different.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L4 Chapter 6/To discuss Chapter 6, in which Maddie and Peggy go up to Boggins Heights to find Wanda's house, only to find the Petronski family has already moved. To expand on issues related to being a bystander and contributing to teasing or harassment. To help children identify when they feel sorry for what they have done and how they can apologize.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L5 Chapter 5/To discuss Chapter 7, in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter to the class and, in her letter, gives Maddie and Peggy the drawings of dresses she had made in their likeness. To explore feelings of regret or remorse and ways to resolve these uncomfortable feelings. To understand how important events can shape someone's reputation and the rest of his or her life.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L1 Chapters 1-4/To understand the preexisting circumstances affecting Drita and Maxie, and what brings the two girls into one another's lives. To discuss the cultures of each of the girls, and to compare their differences and similarities. To explore the emotions Drita and Maxie might have (one coping with the loss of her mother, the other coping with the consequences of war and a mother struggling with war trauma).</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L2 Chapters 5-8/To discuss Chapters 5-8, in which Drita and her grandmother get lost, Maxie reveals her secret to the reader, Maxie gets in trouble with the principal at school, and Drita's grandmother makes a favorite recipe from home. To consider Maxie's motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L3 Chapters 5-6/To understand how problems escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to his own family by implying that he has not seen Shiloh. To explore the different shades of dishonesty (telling half-truths, avoiding the truth, telling outright lies). To help students connect the strong temptation to lie evidenced by Marty's actions with their own experiences.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L4 Chapters 7-8/To discuss Chapters 7 and 8, in which Marty spends the day with his friend David Howard, and Marty's mother discovers his secret. To explore unintended consequences of actions, and to understand that one cannot control these. To identify others' feelings and practice problem solving in difficult situations.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L7 Chapters 13-14/To discuss Chapters 13 and 14, in which Marty cannot think of any solutions to keep Shiloh, so he goes early Sunday morning to talk to Judd. To explore the complex decision Marty makes when he sees Judd shoot the does out of season.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L8 Chapter 15/To complete Chapter 15, in which Marty works off his debt to Judd Travers, Judd pushes Marty to work very hard, Judd teases him about getting the dog, and, in the end, Marty and Judd understand each other. To review the book in its entirety and identify its main themes. To understand the cultural differences between Judd and Marty, and the way they learn to tolerate one another.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L1 "January" Chapter/To discuss the "January" chapter, in which Bandit learns that she is moving to the U.S. and is given an American name, Shirley. To discuss the meaning behind names in Shirley's family and students' names. To explore the emotions Shirley and family members may have about the move and her new name.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L2 "February" Chapter/To discuss the "February" chapter, in which Shirley and her mother travel "A Journey of Ten Thousand Miles," are introduced to their new home, and receive father's Chinese friends. To think and write about the experience of being lost where you cannot speak the language. To reflect on the difficulty of going from an undeveloped country to an</p>
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<p>Speaking and Listening: Presentation of Knowledge and Ideas</p>		
<p>SL.4.4</p>	<p>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>	<p>PATHS-Gr4, U1, L1 Formulating Classroom Rules/Attentional and listening skills; brainstorming; creative thinking; interviewing-communication skills; reading comprehension To introduce children to the PATHS curriculum. To help children see and learn the importance of having rules and structure within a group. To orient children towards becoming attentive listeners. To allow children to participate in the process of creating rules and structure.</p> <p>PATHS-Gr4, U1, L2 PATHS Kid (Complimenting)/Cause-effect reasoning; communication skills; hierarchical thinking; vocabulary development To review all the PATHS ideas that children use and remember. To improve children’s personal sense of responsibility.</p> <p>PATHS-Gr4, U1, L3 PATHS Question & Answer Game/Concept Review/Attentional and listening skills; cooperative learning; memory retrieval; writing (optional) To review a number of the central ideas from the grade 3 PATHS curriculum. To provide the teacher with an assessment of the knowledge base of his or her students.</p> <p>PATHS-Gr4, U1, L4 Cooperative Learning Skills/Attentional and listening skills; communication skills; cooperative learning To emphasize communication skills in small group structures.</p>

		<p>PATHS-Gr4, U1, L5 The Golden Rule/Attentional and listening skills; cause-effect reasoning; communication skills; cooperative learning; writing (optional) To review why rules are important. To adapt the rules to fit your classroom environment.</p> <p>PATHS-Gr4, U1, L6 Problem Solving and the Golden Rule/Creative thinking; oral discussion; problem-solving skills; role-playing and communication skills To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom.</p> <p>PATHS-Gr4, U2, L8 Recognizing and Controlling Anger/Creative thinking; hierarchical thinking; oral discussion; cooperative learning (optional); writing (optional) To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others. To explore different ways to gain self-control.</p> <p>PATHS-Gr4, U3, L13 Treasure Hunt/Problem-Solving Review/Attentional and listening skills; cause-effect reasoning; communication skills; cooperative group learning; creative thinking; problem solving To introduce the structure of social problem solving in a game-like atmosphere. To encourage cooperation through group problem solving. To encourage creativity in the generation of solutions and plans.</p> <p>PATHS-Gr4, U3, L15 Identifying Problems, Feelings, Goals and Solutions/Attentional and listening skills; cause-effect reasoning; cooperative group learning; problem solving; writing To review problem-solving steps 2-5. To assess students' knowledge of problem-solving steps 2-5. To have cooperative learning groups apply problem-solving steps 4 and 5 to the story <i>At the Mall</i>.</p> <p>PATHS-Gr4, U3, L20 Trying Again: Obstacles/Oral discussion; problem solving; reasoning; role-playing; art (optional) To review the problem-solving steps 1-10. To teach a persistent approach to solving problems.</p> <p>PATHS-Gr4, U3, L21 Solving Problems: Dear Problem-Solvers/Decision making; oral discussion; problem solving; role-playing; writing To provide practice in formal problem solving in a group situation with a designated problem.</p> <p>PATHS-Gr4, U4, L22 Setting and Reaching Your Goal: A Biography of Harriet Tubman/Cause-effect reasoning; problem solving; reading comprehension; social studies-character biography; cooperative group learning (optional); writing (optional); art (optional) To introduce the idea of personal goals. To provide a biographical story in which a person stops, identifies a problem, sets a goal and works hard to reach it.</p> <p>PATHS-Gr4, U4, L23 Setting a Goal: A Class Project to Improve the School/Cause-effect reasoning; cooperative group learning; oral discussion; problem solving; writing (optional) To increase children's awareness of social problems and how they can be solved. To demonstrate to children how they can set goals to create positive change.</p> <p>PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect reasoning; consequential thinking; cooperative group learning (optional); reading comprehension (optional); social studies-character biography (optional); writing (optional) To emphasize the importance of setting goals and developing plans to reach them.</p> <p>PATHS-Gr4, U4, L25 Goals for Our World – Global Understanding/Cooperative group learning; oral discussion; problem solving; reasoning; science; social studies; music (optional); writing (optional)</p>
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	<p>To emphasize the importance of considering global goals. To help children see how their actions affect others at home and around the world.</p> <p>PATHS-Gr4, U5, L26 Making New Friends/Associational thinking; cause-effect reasoning; oral discussion; role-playing; writing (optional) To promote and reinforce skills in forming friendships.</p> <p>PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 3/Cause-effect reasoning; communication skills; oral discussion; role-playing; writing (optional) To promote and reinforce skills in forming groups and learning how to work well on teams. To teach direct, assertive ways to handle conflict.</p> <p>PATHS-Gr4, U5, L31 Managing Our Feelings/Cause-effect reasoning; cooperative group learning; oral discussion; problem solving To discuss problems that are out of one's control. To encourage alternative solutions that provide relief from feelings of stress.</p> <p>PATHS-Gr4, U5, L32 Forgiving/Resentful/Cause-effect reasoning; oral discussion; problem solving; writing (optional) To discuss the concept of forgiveness and its relationship to intentionality.</p> <p>PATHS-Gr4, U6, L35 Stereotypes and Discrimination/Associational thinking; cause-effect reasoning; cooperative group learning; problem solving; writing (optional) To facilitate awareness about stereotypes and how they might lead to unfair treatment or discrimination towards other people.</p> <p>PATHS-Gr4, U6, L36 Dealing with Gossip/Associational thinking; cause-effect reasoning; problem solving; writing (optional) To help children better understand gossip and how it affects friendship.</p> <p>PATHS-Gr4, U6, L38 Being Responsible: Helping Others in Bullying Situations/Cause-effect reasoning; cooperative group learning; oral discussion; problem solving; vocabulary building; writing To encourage careful decision-making. To encourage responsible behavior. To explore the issue of being responsible in order to help others.</p> <p>PATHS-Gr4, U6, L39 Being Responsible: A Class Project of Commemoration/Cause-effect reasoning; cooperative group learning; problem solving; reading comprehension; social studies-character biography; art (optional) To increase children's awareness of important events and people in their school and community. To provide a biographical story of an artist who honors others. To conduct a cooperative group project.</p> <p>PATHS-Gr4, U6, L40 PATHS Closing Lesson: Reactions and Review/Brainstorming; communication skills To encourage children to reflect on the many aspects of the PATHS program. To practice skills in being interviewed and recorded.</p> <p>PATHS-Gr4, The Hundred Dresses, L1 Chapters 1-2/To discuss the first two chapters of the book, which set up the story and the issues that Wanda Petronski faces. To explore the importance of being accepted and liked by peers. To identify cultural and economic differences in Wanda's class and several ways that people may respond to those who are different.</p> <p>PATHS-Gr4, The Hundred Dresses, L3 Chapters 4-5/To discuss Chapters 4 and 5, in which Wanda wins the contest and the teacher reads the letter from her father saying that they have moved away. To understand how being a silent bystander contributes to teasing or harassment. To explore the issue of discrimination towards people who are different.</p> <p>PATHS-Gr4, The Hundred Dresses, L4 Chapter 6/To discuss Chapter 6, in which Maddie and Peggy go up to Boggins Heights to find Wanda's house, only to find the Petronski family has already moved. To expand on issues related to being a bystander and contributing to teasing or harassment. To help children identify when they feel sorry for what they have done and how they can apologize.</p> <p>PATHS-Gr4, The Hundred Dresses, L5 Chapter 7/To discuss Chapter 7, in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter to the class and, in her letter, gives Maddie and Peggy the drawings of</p>
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	<p>dresses she had made in their likeness. To explore feelings of regret or remorse and ways to resolve these uncomfortable feelings. To understand how important events can shape someone's reputation and the rest of his or her life.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L6 Review/To review the important themes of the book. To practice problem solving by brainstorming different endings to the book. To identify lessons learned from this story, and ways they apply to students' lives.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L1 Chapters 1-4/To understand the preexisting circumstances affecting Drita and Maxie, and what brings the two girls into one another's lives. To discuss the cultures of each of the girls, and to compare their differences and similarities. To explore the emotions Drita and Maxie might have (one coping with the loss of her mother, the other coping with the consequences of war and a mother struggling with war trauma).</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L2 Chapters 5-8/To discuss Chapters 5-8, in which Drita and her grandmother get lost, Maxie reveals her secret to the reader, Maxie gets in trouble with the principal at school, and Drita's grandmother makes a favorite recipe from home. To consider Maxie's motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L1 Chapters 1-2/To discuss Chapters 1 and 2, in which Marty meets Shiloh, Shiloh follows Marty home and Marty meets Judd, Shiloh's owner. To examine the feelings experienced by Marty when he becomes attached to Shiloh and fears for Shiloh's future.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L2 Chapters 3-4/To develop a better understanding of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh in the woods). To explore Marty's uncomfortable feelings of anger and guilt. To evaluate Marty's problem-solving skills. To practice problem-solving skills by considering possible solutions and plans for Marty.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L3 Chapters 5-6/To understand how problems escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to his own family by implying that he has not seen Shiloh. To explore the different shades of dishonesty (telling half-truths, avoiding the truth, telling outright lies). To help students connect the strong temptation to lie evidenced by Marty's actions with their own experiences.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L4 Chapters 7-8/To discuss Chapters 7 and 8, in which Marty spends the day with his friend David Howard, and Marty's mother discovers his secret. To explore unintended consequences of actions, and to understand that one cannot control these. To identify others' feelings and practice problem solving in difficult situations.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L6 Chapters 11-12/To discuss Chapters 11 and 12, in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out that the Prestons are hiding Shiloh and Judd demands they return Shiloh on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry. To understand how Marty's determination and perseverance help him to solve his problem.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L7 Chapters 13-14/To discuss Chapters 13 and 14, in which Marty cannot think of any solutions to keep Shiloh, so he goes early Sunday morning to talk to Judd. To explore the complex decision Marty makes when he sees Judd shoot the dog out of season.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L8 Chapter 15/To complete Chapter 15, in which Marty works off his debt to Judd Travers, Judd pushes Marty to work very hard, Judd teases him about getting the dog, and, in the end, Marty and Judd understand each other. To review the book in its entirety and identify its main themes. To understand the cultural differences between Judd and Marty, and the way they learn to tolerate one another.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L1 "January" Chapter/To discuss the "January" chapter, in which Bandit</p>
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		<p>learns that she is moving to the U.S. and is given an American name, Shirley. To discuss the meaning behind names in Shirley's family and students' names. To explore the emotions Shirley and family members may have about the move and her new name.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L2 "February" Chapter/To discuss the "February" chapter, in which Shirley and her mother travel "A Journey of Ten Thousand Miles," are introduced to their new home, and receive father's Chinese friends. To think and write about the experience of being lost where you cannot speak the language. To reflect on the difficulty of going from an undeveloped country to an industrial one with a very different culture and values.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L3 "March" & "April" Chapters/To discuss the "March" and "April" chapters, in which Shirley goes to fifth grade, we learn of her loneliness, and she gets roller skates. To explore the difficulties Shirley faces in making friends at her American school. To identify reasons for Shirley's challenges and to brainstorm solutions for Shirley.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L4 "May" & "June" Chapters/To discuss the "May" and "June" chapters, in which Shirley gets two black eyes, tells her parents nothing happened, refuses to go to school for two days, joins Mabel's stickball team and becomes known as "Jackie Robinson." To explore the kinds of opportunities in the U.S. that may not be available in other cultures. To explore cultural differences in how people give compliments.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L5 "July" & "August" Chapters/To discuss the "July" and "August" chapters, in which Shirley has no friends with whom she can play, she becomes a diehard Dodgers and Jackie Robinson fan, and she spends time helping her father be a landlord. To explore Shirley's motivation when volunteering her family to do something very generous. To understand how doing hard work transformed into developing handy skills and good relations with neighbors.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L6 "September" Chapter/To discuss the "September" chapter, in which Shirley worries about returning to school, Shirley becomes friends with a girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for what she has done that compromises her Chinese character. To reflect on Shirley's dilemma of facing different cultural expectations and on ways to handle them. To focus on Shirley's feelings of guilt and shame, and on ways she resolved them.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L7 "October" & "November" Chapters/To discuss the "October" and "November" chapters, in which the Dodgers lose the World Series, Shirley's family misses their relatives, especially Grandfather, and the family belatedly celebrates the Fall Harvest Moon. To consider traits of heroes and role models, and examine students' choices of heroes. To examine why it is important to maintain one's cultural heritage.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L8 "December" Chapter/To discuss the "December" chapter, in which Shirley is a turkey in the school play, Shirley introduces Jackie Robinson as a speaker, and she learns that she will have a sibling. To identify and enjoy the teamwork needed to transform Shirley into a turkey for the school play. To focus on the feelings that Shirley has when she is nominated to introduce Jackie Robinson to speak and how her feelings change by the end of the presentation. To review the book as a whole and its themes.</p>
<p>SL.4.5</p>	<p>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>PATHS-Gr4, U2, L10 Feelings Dictionary/Cause-effect reasoning; comparative thinking; hierarchical thinking; oral discussion; writing (optional)</p> <p>To facilitate and increase the use of emotion labels. To increase the understanding of emotion concepts. To provide a generalization technique for using emotion concepts throughout the classroom day during the entire</p>

	<p>school year.</p> <p>PATHS-Gr4, U2, L12 Feelings Review: Feelings and Your Brain/ To provide an overview of the brain and how emotions and thinking work together. To help your students understand the importance of self-control for appropriate expression of emotions. To increase motivation for mastering self-control.</p> <p>PATHS-Gr4, U3, L13 Treasure Hunt/Problem-Solving Review/Attentional and listening skills; cause-effect reasoning; communication skills; cooperative group learning; creative thinking; problem solving To introduce the structure of social problem solving in a game-like atmosphere. To encourage cooperation through group problem solving. To encourage creativity in the generation of solutions and plans.</p> <p>PATHS-Gr4, U3, L16 Consequences: What Might Happen Next/Brainstorming; consequential thinking; decision making; problem solving To review problem-solving steps 1-5.</p> <p>PATHS-Gr4, U3, L20 Trying Again: Obstacles/Oral discussion; problem solving; reasoning; role-playing; art (optional) To review the problem-solving steps 1-10. To teach a persistent approach to solving problems.</p> <p>PATHS-Gr4, U4, L22 Setting and Reaching Your Goal: A Biography of Harriet Tubman/Cause-effect reasoning; problem solving; reading comprehension; social studies-character biography; cooperative group learning (optional); writing (optional); art (optional) To introduce the idea of personal goals. To provide a biographical story in which a person stops, identifies a problem, sets a goal and works hard to reach it.</p> <p>PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect reasoning; consequential thinking; cooperative group learning (optional); reading comprehension (optional); social studies-character biography (optional); writing (optional) To emphasize the importance of setting goals and developing plans to reach them.</p> <p>PATHS-Gr4, U5, L26 Making New Friends/Associational thinking; cause-effect reasoning; oral discussion; role-playing; writing (optional) To promote and reinforce skills in forming friendships.</p> <p>PATHS-Gr4, U5, L28 The Eagles and the Playoffs: Part 1/Attentional and listening skills; oral discussion; role-playing To promote and reinforce skills in forming groups and learning how to work well in teams.</p> <p>PATHS-Gr4, U6, L33 Being Responsible and Creating Change: A Biography of Dr. Martin Luther King, Jr./Cause-effect reasoning; oral discussion; problem solving; reading comprehension; social studies-character biography; writing (optional); cooperative group learning (optional) To provide a biographical story in which a person identifies an important problem and goes about creating change in a responsible manner.</p> <p>PATHS-Gr4, U6, L40 PATHS Closing Lesson: Reactions and Review/Brainstorming; communication skills To encourage children to reflect on the many aspects of the PATHS program. To practice skills in being interviewed and recorded.</p> <p>PATHS-Gr4, The Hundred Dresses, L3 Chapters 4-5/To discuss Chapters 4 and 5, in which Wanda wins the contest and the teacher reads the letter from her father saying that they have moved away. To understand how being a silent bystander contributes to teasing or harassment. To explore the issue of discrimination towards people who are different.</p> <p>PATHS-Gr4, The Hundred Dresses, L5 Chapter 5/To discuss Chapter 7, in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter to the class and, in her letter, gives Maddie and Peggy the drawings of</p>
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	<p>dresses she had made in their likeness. To explore feelings of regret or remorse and ways to resolve these uncomfortable feelings. To understand how important events can shape someone's reputation and the rest of his or her life.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L6 Review/To review the important themes of the book. To practice problem solving by brainstorming different endings to the book. To identify lessons learned from this story, and ways they apply to students' lives.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L2 Chapters 5-8/To discuss Chapters 5-8, in which Drita and her grandmother get lost, Maxie reveals her secret to the reader, Maxie gets in trouble with the principal at school, and Drita's grandmother makes a favorite recipe from home. To consider Maxie's motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L7 Chapters 25-28/To discuss Chapters 25-28, in which Maxie's grandmother takes Drita's mother to the hospital and Maxie buys a gift for Drita's mother with Lisa. To consider how emergencies and life-or-death situations can bring people together to work toward a common good. To focus on the familial relationships in the novel and how this emergency enabled people to care for one another.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L1 Chapters 1-2/To discuss Chapters 1 and 2, in which Marty meets Shiloh, Shiloh follows Marty home and Marty meets Judd, Shiloh's owner. To examine the feelings experienced by Marty when he becomes attached to Shiloh and fears for Shiloh's future.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L3 Chapters 5-6/To understand how problems escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to his own family by implying that he has not seen Shiloh. To explore the different shades of dishonesty (telling half-truths, avoiding the truth, telling outright lies). To help students connect the strong temptation to lie evidenced by Marty's actions with their own experiences.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L4 Chapters 7-8/To discuss Chapters 7 and 8, in which Marty spends the day with his friend David Howard, and Marty's mother discovers his secret. To explore unintended consequences of actions, and to understand that one cannot control these. To identify others' feelings and practice problem solving in difficult situations.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L6 Chapters 11-12/To discuss Chapters 11 and 12, in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out that the Prestons are hiding Shiloh and Judd demands they return Shiloh on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry. To understand how Marty's determination and perseverance help him to solve his problem.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L7 Chapters 13-14/To discuss Chapters 13 and 14, in which Marty cannot think of any solutions to keep Shiloh, so he goes early Sunday morning to talk to Judd. To explore the complex decision Marty makes when he sees Judd shoot the dog out of season.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L8 Chapter 15/To complete Chapter 15, in which Marty works off his debt to Judd Travers, Judd pushes Marty to work very hard, Judd teases him about getting the dog, and, in the end, Marty and Judd understand each other. To review the book in its entirety and identify its main themes. To understand the cultural differences between Judd and Marty, and the way they learn to tolerate one another.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L2 "February" Chapter/To discuss the "February" chapter, in which Shirley and her mother travel "A Journey of Ten Thousand Miles," are introduced to their new home, and receive father's Chinese friends. To think and write about the experience of being lost where you cannot speak the language. To reflect on the difficulty of going from an undeveloped country to an industrial one with a very different culture and values.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L4 "May" & "June" Chapters/To discuss the "May" and "June" chapters, in which Shirley gets two black eyes, tells her parents nothing happened, refuses to</p>
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		<p>go to school for two days, joins Mabel's stickball team and becomes known as "Jackie Robinson." To explore the kinds of opportunities in the U.S. that may not be available in other cultures. To explore cultural differences in how people give compliments.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L5 "July" & "August" Chapters/To discuss the "July" and "August" chapters, in which Shirley has no friends with whom she can play, she becomes a diehard Dodgers and Jackie Robinson fan, and she spends time helping her father be a landlord. To explore Shirley's motivation when volunteering her family to do something very generous. To understand how doing hard work transformed into developing handy skills and good relations with neighbors.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L7 "October" & "November" Chapters/To discuss the "October" and "November" chapters, in which the Dodgers lose the World Series, Shirley's family misses their relatives, especially Grandfather, and the family belatedly celebrates the Fall Harvest Moon. To consider traits of heroes and role models, and examine students' choices of heroes. To examine why it is important to maintain one's cultural heritage.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L8 "December" Chapter/To discuss the "December" chapter, in which Shirley is a turkey in the school play, Shirley introduces Jackie Robinson as a speaker, and she learns that she will have a sibling. To identify and enjoy the teamwork needed to transform Shirley into a turkey for the school play. To focus on the feelings that Shirley has when she is nominated to introduce Jackie Robinson to speak and how her feelings change by the end of the presentation. To review the book as a whole and its themes.</p>
<p>Language: Knowledge of Language</p>		
<p>L.4.3a</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.</p>	<p>PATHS-Gr4, U2, L7 Feelings Review/Memory retrieval; vocabulary development; writing (optional) To encourage categorical and creative thinking. To provide practice in memory and language skills. To help children understand that the way we feel can be associated with things that have happened during the day.</p> <p>PATHS-Gr4, U2, L8 Recognizing and Controlling Anger/Creative thinking; hierarchical thinking; oral discussion; cooperative learning (optional); writing (optional) To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others. To explore different ways to gain self-control.</p> <p>PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary.</p> <p>PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 3/Cause-effect reasoning; communication skills; oral discussion; role-playing; writing (optional) To promote and reinforce skills in forming groups and learning how to work well on teams. To teach direct, assertive ways to handle conflict.</p> <p>PATHS-Gr4, U6, L40 PATHS Closing Lesson: Reactions and Review/Brainstorming; communication skills To encourage children to reflect on the many aspects of the PATHS program. To practice skills in being interviewed and recorded.</p> <p>PATHS-Gr4, The Hundred Dresses, L5 Chapter 5/To discuss Chapter 7, in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter to the class and, in her letter, gives Maddie and Peggy the drawings of dresses she had made in their likeness. To explore feelings of regret or remorse and ways to resolve these uncomfortable feelings. To understand how important events can shape someone's reputation and the rest of his or her life.</p> <p>PATHS-Gr4, Drita, My Homegirl, L2 Chapters 5-8/To discuss Chapters 5-8, in which Drita and her grandmother get lost, Maxie reveals her secret to the reader, Maxie gets in trouble with the principal at school, and Drita's</p>

		<p>grandmother makes a favorite recipe from home. To consider Maxie's motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.</p> <p>PATHS-Gr4, Drita, My Homegirl, L8 Chapters 29-32/To discuss Chapters 29-32, in which Maxie gives Drita's mother her gift, Brandee still won't talk to Maxie, Drita's mother recovers, and Maxie presents her project on Project Night. To identify what Drita and Maxie had in common and what their differences were, and to consider what solidified their friendship. To review the book as a whole and its major themes.</p>
<p>Language: Vocabulary Acquisition and Use</p>		
L.4.4a	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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	<p>PATHS-Gr4, U1, L2 PATHS Kid (Complimenting)/Cause-effect reasoning; communication skills; hierarchical thinking; vocabulary development To review all the PATHS ideas that children use and remember. To improve children's personal sense of responsibility.</p>
		<p>PATHS-Gr4, U1, L3 PATHS Question & Answer Game/Concept Review/Attentional and listening skills; cooperative learning; memory retrieval; writing (optional) To review a number of the central ideas from the grade 3 PATHS curriculum. To provide the teacher with an assessment of the knowledge base of his or her students.</p>
		<p>PATHS-Gr4, U2, L7 Feelings Review/Memory retrieval; vocabulary development; writing (optional) To encourage categorical and creative thinking. To provide practice in memory and language skills. To help children understand that the way we feel can be associated with things that have happened during the day.</p>
		<p>PATHS-Gr4, U2, L8 Recognizing and Controlling Anger/Creative thinking; hierarchical thinking; oral discussion; cooperative learning (optional); writing (optional) To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others. To explore different ways to gain self-control.</p>
		<p>PATHS-Gr4, U2, L9 Calm or Relaxed, Tense/Oral discussion; self-monitoring; writing (optional) To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.</p>
		<p>PATHS-Gr4, U2, L10 Feelings Dictionary/Cause-effect reasoning; comparative thinking; hierarchical thinking; oral discussion; writing (optional) To facilitate and increase the use of emotion labels. To increase the understanding of emotion concepts. To provide a generalization technique for using emotion concepts throughout the classroom day during the entire school year.</p>
		<p>PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary.</p>
		<p>PATHS-Gr4, U2, L12 Feelings Review: Feelings and Your Brain/ To provide an overview of the brain and how emotions and thinking work together. To help your students understand the importance of self-control for appropriate expression of emotions. To increase motivation for mastering self-control.</p>
		<p>PATHS-Gr4, U3, L15 Identifying Problems, Feelings, Goals and Solutions/Attentional and listening skills; cause-effect reasoning; cooperative group learning; problem solving; writing To review problem-solving steps 2-5. To assess students' knowledge of problem-solving steps 2-5. To have cooperative learning groups apply problem-solving steps 4 and 5 to the story <i>At the Mall</i>.</p>
		<p>PATHS-Gr4, U3, L16 Consequences: What Might Happen Next/Brainstorming; consequential thinking; decision making; problem solving To review problem-solving steps 1-5.</p>

		<p>PATHS-Gr4, U3, L17 Making a Good Plan/Cooperative group learning; decision making; oral discussion; problem solving To review and practice the problem-solving steps learned thus far. To reinforce the importance of thinking before acting.</p> <p>PATHS-Gr4, U3, L18 Trying Your Plan and Evaluating What Happens/Cooperative group learning; decision making; problem solving; role-playing and communication skills To provide continued review and practice in using the problem-solving steps learned thus far. To discuss the idea of evaluating the entire problem-solving process.</p> <p>PATHS-Gr4, U3, L20 Trying Again: Obstacles/Oral discussion; problem solving; reasoning; role-playing; art (optional) To review the problem-solving steps 1-10. To teach a persistent approach to solving problems.</p> <p>PATHS-Gr4, U4, L25 Goals for Our World – Global Understanding/Cooperative group learning; oral discussion; problem solving; reasoning; science; social studies; music (optional); writing (optional) To emphasize the importance of considering global goals. To help children see how their actions affect others at home and around the world.</p> <p>PATHS-Gr4, U5, L26 Making New Friends/Associational thinking; cause-effect reasoning; oral discussion; role-playing; writing (optional) To promote and reinforce skills in forming friendships.</p> <p>PATHS-Gr4, U5, L28 The Eagles and the Playoffs: Part 1/Attentional and listening skills; oral discussion; role-playing To promote and reinforce skills in forming groups and learning how to work well in teams.</p> <p>PATHS-Gr4, U5, L32 Forgiving/Resentful/Cause-effect reasoning; oral discussion; problem solving; writing (optional) To discuss the concept of forgiveness and its relationship to intentionality.</p> <p>PATHS-Gr4, U6, L34 Rejected, Excluded/Attentional and listening skills; cooperative group learning; oral discussion; problem solving To help children better understand how their feelings are affected by their perceptions and by evaluations by others. To informally illustrate one solution to a problem. To facilitate discussion regarding possible fears or feelings of inferiority that special needs children might have as a result of their differences.</p> <p>PATHS-Gr4, U6, L35 Stereotypes and Discrimination/Associational thinking; cause-effect reasoning; cooperative group learning; problem solving; writing (optional) To facilitate awareness about stereotypes and how they might lead to unfair treatment or discrimination towards other people.</p> <p>PATHS-Gr4, U6, L36 Dealing with Gossip/Associational thinking; cause-effect reasoning; problem solving; writing (optional) To help children better understand gossip and how it affects friendship.</p> <p>PATHS-Gr4, U6, L37 Bullying: How to Respond/Creative thinking; oral discussion; problem solving; role-playing; self-monitoring; communication skills (optional) To define bullying. To discuss what children can do if they are bullied.</p> <p>PATHS-Gr4, U6, L38 Being Responsible: Helping Others in Bullying Situations/Cause-effect reasoning; cooperative group learning; oral discussion; problem solving; vocabulary building; writing To encourage careful decision-making. To encourage responsible behavior. To explore the issue of being responsible in order to help others.</p> <p>PATHS-Gr4, U6, L40 PATHS Closing Lesson: Reactions and Review/Brainstorming; communication skills To encourage children to reflect on the many aspects of the PATHS program. To practice skills in being interviewed and recorded.</p> <p>PATHS-Gr4, The Hundred Dresses, L4 Chapter 6/To discuss Chapter 6, in which Maddie and Peggy go up to Boggins Heights to find Wanda's</p>
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		<p>house, only to find the Petronski family has already moved. To expand on issues related to being a bystander and contributing to teasing or harassment. To help children identify when they feel sorry for what they have done and how they can apologize.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L1 Chapters 1-4/To understand the preexisting circumstances affecting Drita and Maxie, and what brings the two girls into one another's lives. To discuss the cultures of each of the girls, and to compare their differences and similarities. To explore the emotions Drita and Maxie might have (one coping with the loss of her mother, the other coping with the consequences of war and a mother struggling with war trauma).</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L2 Chapters 5-8/To discuss Chapters 5-8, in which Drita and her grandmother get lost, Maxie reveals her secret to the reader, Maxie gets in trouble with the principal at school, and Drita's grandmother makes a favorite recipe from home. To consider Maxie's motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L4 Chapters 13-16/To discuss Chapters 13-16, in which Drita is rejected by her peers, her father does not get the job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both Brandee and Maxie wind up with the principal while Drita hides. To identify Drita's attempts in trying to make friends and to discuss strategies that she could use that might work better. To explore the importance of "frikacake," "scrub" and "world's biggest hotdog" and other names the girls use to judge themselves and each other.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L5 Chapters 17-20/To discuss Chapters 17-20, in which Drita and Maxie's friendship begins and both girls talk with their grandmothers about their problems. To explore the uncomfortable feelings both girls have regarding their families and the other girls at school. To define bullying and identify what students can do if they see bullying or are bullied.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L2 Chapters 3-4/To develop a better understanding of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh in the woods). To explore Marty's uncomfortable feelings of anger and guilt. To evaluate Marty's problem-solving skills. To practice problem-solving skills by considering possible solutions and plans for Marty.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L3 Chapters 5-6/To understand how problems escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to his own family by implying that he has not seen Shiloh. To explore the different shades of dishonesty (telling half-truths, avoiding the truth, telling outright lies). To help students connect the strong temptation to lie evidenced by Marty's actions with their own experiences.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L4 Chapters 7-8/To discuss Chapters 7 and 8, in which Marty spends the day with his friend David Howard, and Marty's mother discovers his secret. To explore unintended consequences of actions, and to understand that one cannot control these. To identify others' feelings and practice problem solving in difficult situations.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L6 Chapters 11-12/To discuss Chapters 11 and 12, in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out that the Prestons are hiding Shiloh and Judd demands they return Shiloh on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry. To understand how Marty's determination and perseverance help him to solve his problem.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L7 Chapters 13-14/To discuss Chapters 13 and 14, in which Marty cannot think of any solutions to keep Shiloh, so he goes early Sunday morning to talk to Judd. To explore the complex decision Marty makes when he sees Judd shoot the does out of season.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L1 "January" Chapter/To discuss the "January" chapter, in which Bandit</p>
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		<p>learns that she is moving to the U.S. and is given an American name, Shirley. To discuss the meaning behind names in Shirley's family and students' names. To explore the emotions Shirley and family members may have about the move and her new name.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L3 "March" & "April" Chapters/To discuss the "March" and "April" chapters, in which Shirley goes to fifth grade, we learn of her loneliness, and she gets roller skates. To explore the difficulties Shirley faces in making friends at her American school. To identify reasons for Shirley's challenges and to brainstorm solutions for Shirley.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L4 "May" & "June" Chapters/To discuss the "May" and "June" chapters, in which Shirley gets two black eyes, tells her parents nothing happened, refuses to go to school for two days, joins Mabel's stickball team and becomes known as "Jackie Robinson." To explore the kinds of opportunities in the U.S. that may not be available in other cultures. To explore cultural differences in how people give compliments.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L6 "September" Chapter/To discuss the "September" chapter, in which Shirley worries about returning to school, Shirley becomes friends with a girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for what she has done that compromises her Chinese character. To reflect on Shirley's dilemma of facing different cultural expectations and on ways to handle them. To focus on Shirley's feelings of guilt and shame, and on ways she resolved them.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L7 "October" & "November" Chapters/To discuss the "October" and "November" chapters, in which the Dodgers lose the World Series, Shirley's family misses their relatives, especially Grandfather, and the family belatedly celebrates the Fall Harvest Moon. To consider traits of heroes and role models, and examine students' choices of heroes. To examine why it is important to maintain one's cultural heritage.</p> <p>PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L8 "December" Chapter/To discuss the "December" chapter, in which Shirley is a turkey in the school play, Shirley introduces Jackie Robinson as a speaker, and she learns that she will have a sibling. To identify and enjoy the teamwork needed to transform Shirley into a turkey for the school play. To focus on the feelings that Shirley has when she is nominated to introduce Jackie Robinson to speak and how her feelings change by the end of the presentation. To review the book as a whole and its themes.</p>
<p>L.4.4c</p>	<p>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. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>PATHS-Gr4, U2, L10 Feelings Dictionary/Cause-effect reasoning; comparative thinking; hierarchical thinking; oral discussion; writing (optional) To facilitate and increase the use of emotion labels. To increase the understanding of emotion concepts. To provide a generalization technique for using emotion concepts throughout the classroom day during the entire school year.</p> <p>PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary.</p> <p>PATHS-Gr4, U5, L26 Making New Friends/Associational thinking; cause-effect reasoning; oral discussion; role-playing; writing (optional) To promote and reinforce skills in forming friendships.</p> <p>PATHS-Gr4, U5, L28 The Eagles and the Playoffs: Part 1/Attentional and listening skills; oral discussion; role-playing To promote and reinforce skills in forming groups and learning how to work well in teams.</p> <p>PATHS-Gr4, U5, L32 Forgiving/Resentful/Cause-effect reasoning; oral discussion; problem solving; writing (optional) To discuss the concept of forgiveness and its relationship to intentionality.</p>

		<p>PATHS-Gr4, U6, L34 Rejected, Excluded/Attentional and listening skills; cooperative group learning; oral discussion; problem solving To help children better understand how their feelings are affected by their perceptions and by evaluations by others. To informally illustrate one solution to a problem. To facilitate discussion regarding possible fears or feelings of inferiority that special needs children might have as a result of their differences.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L4 Chapter 6/To discuss Chapter 6, in which Maddie and Peggy go up to Boggins Heights to find Wanda’s house, only to find the Petronski family has already moved. To expand on issues related to being a bystander and contributing to teasing or harassment. To help children identify when they feel sorry for what they have done and how they can apologize.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L4 Chapters 7-8/To discuss Chapters 7 and 8, in which Marty spends the day with his friend David Howard, and Marty’s mother discovers his secret. To explore unintended consequences of actions, and to understand that one cannot control these. To identify others’ feelings and practice problem solving in difficult situations.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L1 “January” Chapter/To discuss the “January” chapter, in which Bandit learns that she is moving to the U.S. and is given an American name, Shirley. To discuss the meaning behind names in Shirley’s family and students’ names. To explore the emotions Shirley and family members may have about the move and her new name.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L3 “March” & “April” Chapters/To discuss the “March” and “April” chapters, in which Shirley goes to fifth grade, we learn of her loneliness, and she gets roller skates. To explore the difficulties Shirley faces in making friends at her American school. To identify reasons for Shirley’s challenges and to brainstorm solutions for Shirley.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L8 “December” Chapter/To discuss the “December” chapter, in which Shirley is a turkey in the school play, Shirley introduces Jackie Robinson as a speaker, and she learns that she will have a sibling. To identify and enjoy the teamwork needed to transform Shirley into a turkey for the school play. To focus on the feelings that Shirley has when she is nominated to introduce Jackie Robinson to speak and how her feelings change by the end of the presentation. To review the book as a whole and its themes.</p>
L.4.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	<p>PATHS-Gr4, <i>Shiloh</i>, L4 Chapters 7-8/To discuss Chapters 7 and 8, in which Marty spends the day with his friend David Howard, and Marty’s mother discovers his secret. To explore unintended consequences of actions, and to understand that one cannot control these. To identify others’ feelings and practice problem solving in difficult situations.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L6 “September” Chapter/To discuss the “September” chapter, in which Shirley worries about returning to school, Shirley becomes friends with a girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for what she has done that compromises her Chinese character. To reflect on Shirley’s dilemma of facing different cultural expectations and on ways to handle them. To focus on Shirley’s feelings of guilt and shame, and on ways she resolved them.</p>
L.4.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Recognize and explain the meaning of common idioms, adages, and proverbs.	<p>PATHS-Gr4, <i>Shiloh</i>, L1 Chapters 1-2/To discuss Chapters 1 and 2, in which Marty meets Shiloh, Shiloh follows Marty home and Marty meets Judd, Shiloh’s owner. To examine the feelings experienced by Marty when he becomes attached to Shiloh and fears for Shiloh’s future.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L2 Chapters 3-4/To develop a better understanding of Marty’s problem, as revealed in Chapters 3 and 4 (in which Marty’s father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh in the woods). To explore Marty’s uncomfortable feelings of anger and guilt.</p>

		<p>To evaluate Marty's problem-solving skills. To practice problem-solving skills by considering possible solutions and plans for Marty.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L3 Chapters 5-6/To understand how problems escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to his own family by implying that he has not seen Shiloh. To explore the different shades of dishonesty (telling half-truths, avoiding the truth, telling outright lies). To help students connect the strong temptation to lie evidenced by Marty's actions with their own experiences.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L4 Chapters 7-8/To discuss Chapters 7 and 8, in which Marty spends the day with his friend David Howard, and Marty's mother discovers his secret. To explore unintended consequences of actions, and to understand that one cannot control these. To identify others' feelings and practice problem solving in difficult situations.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L8 Chapter 15/To complete Chapter 15, in which Marty works off his debt to Judd Travers, Judd pushes Marty to work very hard, Judd teases him about getting the dog, and, in the end, Marty and Judd understand each other. To review the book in its entirety and identify its main themes. To understand the cultural differences between Judd and Marty, and the way they learn to tolerate one another.</p>
L.4.5c	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>PATHS-Gr4, U1, L5 <i>The Golden Rule</i>/Attentional and listening skills; cause-effect reasoning; communication skills; cooperative learning; writing (optional) To review why rules are important. To adapt the rules to fit your classroom environment</p> <p>PATHS-Gr4, U5, L32 <i>Forgiving/Resentful</i>/Cause-effect reasoning; oral discussion; problem solving; writing (optional) To discuss the concept of forgiveness and its relationship to intentionality.</p> <p>PATHS-Gr4, U6, L38 <i>Being Responsible: Helping Others in Bullying Situations</i>/Cause-effect reasoning; cooperative group learning; oral discussion; problem solving; vocabulary building; writing To encourage careful decision-making. To encourage responsible behavior. To explore the issue of being responsible in order to help others.</p> <p>PATHS-Gr4, <i>The Hundred Dresses</i>, L4 Chapter 6/To discuss Chapter 6, in which Maddie and Peggy go up to Boggins Heights to find Wanda's house, only to find the Petronski family has already moved. To expand on issues related to being a bystander and contributing to teasing or harassment. To help children identify when they feel sorry for what they have done and how they can apologize.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L4 Chapters 7-8/To discuss Chapters 7 and 8, in which Marty spends the day with his friend David Howard, and Marty's mother discovers his secret. To explore unintended consequences of actions, and to understand that one cannot control these. To identify others' feelings and practice problem solving in difficult situations.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L3 "<i>March</i>" & "<i>April</i>" Chapters/To discuss the "March" and "April" chapters, in which Shirley goes to fifth grade, we learn of her loneliness, and she gets roller skates. To explore the difficulties Shirley faces in making friends at her American school. To identify reasons for Shirley's challenges and to brainstorm solutions for Shirley.</p>
L.4.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a</p>	<p>PATHS-Gr4, U1, L2 <i>PATHS Kid (Complimenting)</i>/Cause-effect reasoning; communication skills; hierarchical thinking; vocabulary development To review all the PATHS ideas that children use and remember. To improve children's personal sense of responsibility.</p> <p>PATHS-Gr4, U1, L3 <i>PATHS Question & Answer Game/Concept Review</i>/Attentional and listening skills; cooperative learning; memory retrieval; writing (optional) To review a number of the central ideas from the grade 3 PATHS curriculum. To provide the teacher with an assessment of the knowledge base of his or her students.</p>

particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	<p>PATHS-Gr4, U1, L5 The Golden Rule/Attentional and listening skills; cause-effect reasoning; communication skills; cooperative learning; writing (optional) To review why rules are important. To adapt the rules to fit your classroom environment.</p>
	<p>PATHS-Gr4, U2, L7 Feelings Review/Memory retrieval; vocabulary development; writing (optional) To encourage categorical and creative thinking. To provide practice in memory and language skills. To help children understand that the way we feel can be associated with things that have happened during the day.</p>
	<p>PATHS-Gr4, U2, L8 Recognizing and Controlling Anger/Creative thinking; hierarchical thinking; oral discussion; cooperative learning (optional); writing (optional) To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others. To explore different ways to gain self-control.</p>
	<p>PATHS-Gr4, U2, L9 Calm or Relaxed, Tense/Oral discussion; self-monitoring; writing (optional) To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.</p>
	<p>PATHS-Gr4, U2, L10 Feelings Dictionary/Cause-effect reasoning; comparative thinking; hierarchical thinking; oral discussion; writing (optional) To facilitate and increase the use of emotion labels. To increase the understanding of emotion concepts. To provide a generalization technique for using emotion concepts throughout the classroom day during the entire school year.</p>
	<p>PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary.</p>
	<p>PATHS-Gr4, U2, L12 Feelings Review: Feelings and Your Brain/ To provide an overview of the brain and how emotions and thinking work together. To help your students understand the importance of self-control for appropriate expression of emotions. To increase motivation for mastering self-control.</p>
	<p>PATHS-Gr4, U3, L15 Identifying Problems, Feelings, Goals and Solutions/Attentional and listening skills; cause-effect reasoning; cooperative group learning; problem solving; writing To review problem-solving steps 2-5. To assess students' knowledge of problem-solving steps 2-5. To have cooperative learning groups apply problem-solving steps 4 and 5 to the story <i>At the Mall</i>.</p>
	<p>PATHS-Gr4, U3, L16 Consequences: What Might Happen Next/Brainstorming; consequential thinking; decision making; problem solving To review problem-solving steps 1-5.</p>
	<p>PATHS-Gr4, U3, L17 Making a Good Plan/Cooperative group learning; decision making; oral discussion; problem solving To review and practice the problem-solving steps learned thus far. To reinforce the importance of thinking before acting.</p>
	<p>PATHS-Gr4, U3, L18 Trying Your Plan and Evaluating What Happens/Cooperative group learning; decision making; problem solving; role-playing and communication skills To provide continued review and practice in using the problem-solving steps learned thus far. To discuss the idea of evaluating the entire problem-solving process.</p>
	<p>PATHS-Gr4, U3, L19 Trying Your Plan: Refusal Skills/Decision making; memory retrieval; oral discussion; problem solving; role-playing and communication skills To encourage careful decision making. To further explore peer relations and social pressure.</p>
<p>PATHS-Gr4, U3, L20 Trying Again: Obstacles/Oral discussion; problem</p>	

	<p>solving; reasoning; role-playing; art (optional) To review the problem-solving steps 1-10. To teach a persistent approach to solving problems.</p>
	<p>PATHS-Gr4, U4, L25 Goals for Our World – Global Understanding/Cooperative group learning; oral discussion; problem solving; reasoning; science; social studies; music (optional); writing (optional) To emphasize the importance of considering global goals. To help children see how their actions affect others at home and around the world.</p>
	<p>PATHS-Gr4, U5, L26 Making New Friends/Associational thinking; cause-effect reasoning; oral discussion; role-playing; writing (optional) To promote and reinforce skills in forming friendships.</p>
	<p>PATHS-Gr4, U5, L28 The Eagles and the Playoffs: Part 1/Attentional and listening skills; oral discussion; role-playing To promote and reinforce skills in forming groups and learning how to work well in teams.</p>
	<p>PATHS-Gr4, U5, L32 Forgiving/Resentful/Cause-effect reasoning; oral discussion; problem solving; writing (optional) To discuss the concept of forgiveness and its relationship to intentionality.</p>
	<p>PATHS-Gr4, U6, L34 Rejected, Excluded/Attentional and listening skills; cooperative group learning; oral discussion; problem solving To help children better understand how their feelings are affected by their perceptions and by evaluations by others. To informally illustrate one solution to a problem. To facilitate discussion regarding possible fears or feelings of inferiority that special needs children might have as a result of their differences.</p>
	<p>PATHS-Gr4, U6, L35 Stereotypes and Discrimination/Associational thinking; cause-effect reasoning; cooperative group learning; problem solving; writing (optional) To facilitate awareness about stereotypes and how they might lead to unfair treatment or discrimination towards other people.</p>
	<p>PATHS-Gr4, U6, L36 Dealing with Gossip/Associational thinking; cause-effect reasoning; problem solving; writing (optional) To help children better understand gossip and how it affects friendship.</p>
	<p>PATHS-Gr4, U6, L37 Bullying: How to Respond/Creative thinking; oral discussion; problem solving; role-playing; self-monitoring; communication skills (optional) To define bullying. To discuss what children can do if they are bullied.</p>
	<p>PATHS-Gr4, U6, L38 Being Responsible: Helping Others in Bullying Situations/Cause-effect reasoning; cooperative group learning; oral discussion; problem solving; vocabulary building; writing To encourage careful decision-making. To encourage responsible behavior. To explore the issue of being responsible in order to help others.</p>
	<p>PATHS-Gr4, U6, L40 PATHS Closing Lesson: Reactions and Review/Brainstorming; communication skills To encourage children to reflect on the many aspects of the PATHS program. To practice skills in being interviewed and recorded.</p>
	<p>PATHS-Gr4, The Hundred Dresses, L4 Chapter 6/To discuss Chapter 6, in which Maddie and Peggy go up to Boggins Heights to find Wanda's house, only to find the Petronski family has already moved. To expand on issues related to being a bystander and contributing to teasing or harassment. To help children identify when they feel sorry for what they have done and how they can apologize.</p>
	<p>PATHS-Gr4, Drita, My Homegirl, L1 Chapters 1-4/To understand the preexisting circumstances affecting Drita and Maxie, and what brings the two girls into one another's lives. To discuss the cultures of each of the girls, and to compare their differences and similarities. To explore the emotions Drita and Maxie might have (one coping with the loss of her mother, the other coping with the consequences of war and a mother struggling with war trauma).</p>

		<p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L4 Chapters 13-16/To discuss Chapters 13-16, in which Drita is rejected by her peers, her father does not get the job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both Brandee and Maxie wind up with the principal while Drita hides. To identify Drita’s attempts in trying to make friends and to discuss strategies that she could use that might work better. To explore the importance of “<i>frikacake</i>,” “scrub” and “world’s biggest hotdog” and other names the girls use to judge themselves and each other.</p> <p>PATHS-Gr4, <i>Drita, My Homegirl</i>, L5 Chapters 17-20/To discuss Chapters 17-20, in which Drita and Maxie’s friendship begins and both girls talk with their grandmothers about their problems. To explore the uncomfortable feelings both girls have regarding their families and the other girls at school. To define bullying and identify what students can do if they see bullying or are bullied.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L2 Chapters 3-4/To develop a better understanding of Marty’s problem, as revealed in Chapters 3 and 4 (in which Marty’s father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh in the woods). To explore Marty’s uncomfortable feelings of anger and guilt. To evaluate Marty’s problem-solving skills. To practice problem-solving skills by considering possible solutions and plans for Marty.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L3 Chapters 5-6/To understand how problems escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to his own family by implying that he has not seen Shiloh. To explore the different shades of dishonesty (telling half-truths, avoiding the truth, telling outright lies). To help students connect the strong temptation to lie evidenced by Marty’s actions with their own experiences.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L4 Chapters 7-8/To discuss Chapters 7 and 8, in which Marty spends the day with his friend David Howard, and Marty’s mother discovers his secret. To explore unintended consequences of actions, and to understand that one cannot control these. To identify others’ feelings and practice problem solving in difficult situations.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L6 Chapters 11-12/To discuss Chapters 11 and 12, in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out that the Prestons are hiding Shiloh and Judd demands they return Shiloh on Sunday. To explore Marty’s feelings of loneliness, guilt, fear and worry. To understand how Marty’s determination and perseverance help him to solve his problem.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L7 Chapters 13-14/To discuss Chapters 13 and 14, in which Marty cannot think of any solutions to keep Shiloh, so he goes early Sunday morning to talk to Judd. To explore the complex decision Marty makes when he sees Judd shoot the does out of season.</p> <p>PATHS-Gr4, <i>Shiloh</i>, L8 Chapter 15/To complete Chapter 15, in which Marty works off his debt to Judd Travers, Judd pushes Marty to work very hard, Judd teases him about getting the dog, and, in the end, Marty and Judd understand each other. To review the book in its entirety and identify its main themes. To understand the cultural differences between Judd and Marty, and the way they learn to tolerate one another.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L1 “January” Chapter/To discuss the “January” chapter, in which Bandit learns that she is moving to the U.S. and is given an American name, Shirley. To discuss the meaning behind names in Shirley’s family and students’ names. To explore the emotions Shirley and family members may have about the move and her new name.</p> <p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L3 “March” & “April” Chapters/To discuss the “March” and “April” chapters, in which Shirley goes to fifth grade, we learn of her loneliness, and she gets roller skates. To explore the difficulties Shirley faces in making friends at her American school. To identify reasons for Shirley’s challenges and to brainstorm solutions for Shirley.</p>
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		<p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L6 “September” Chapter/To discuss the “September” chapter, in which Shirley worries about returning to school, Shirley becomes friends with a girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for what she has done that compromises her Chinese character. To reflect on Shirley’s dilemma of facing different cultural expectations and on ways to handle them. To focus on Shirley’s feelings of guilt and shame, and on ways she resolved them.</p>
		<p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L7 “October” & “November” Chapters/To discuss the “October” and “November” chapters, in which the Dodgers lose the World Series, Shirley’s family misses their relatives, especially Grandfather, and the family belatedly celebrates the Fall Harvest Moon. To consider traits of heroes and role models, and examine students’ choices of heroes. To examine why it is important to maintain one’s cultural heritage.</p>
		<p>PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L8 “December” Chapter/To discuss the “December” chapter, in which Shirley is a turkey in the school play, Shirley introduces Jackie Robinson as a speaker, and she learns that she will have a sibling. To identify and enjoy the teamwork needed to transform Shirley into a turkey for the school play. To focus on the feelings that Shirley has when she is nominated to introduce Jackie Robinson to speak and how her feelings change by the end of the presentation. To review the book as a whole and its themes.</p>