

Listed below are LEAF lessons in the 4 grade lesson guide. They have been correlated to various formats of student learning standards. Included are: Wisconsin Model Academic Standards in Agriculture Education, Environmental Education, Social Studies, and Visual Arts; Common Core Standards for Mathematics and English Language Arts; Next Generation Science Standards. On the following pages, you will find the standards listed by lesson along with an explanation of how they are addressed by each lesson. Both current and previous versions of standards can be found on the LEAF website either in the original Lesson Guide pdfs or as addendums with the more recent standard formats.

## **LESSON 1: NATIVE AMERICANS AND THE FOREST**

### **AGRICULTURE A.4.2**

#### **Global Agricultural Systems**

**Standard is:** Understand how cultural influences shape how people use food and fiber.

Students read a story that describes how the forest provided Native Americans food and fiber.

### **AGRICULTURE D.4.1**

#### **Agriscience/Production**

**Standard is:** Understand that food and fiber originate from plants and animals.

Students read a story that describes how forest plants and animals provided Native Americans food and fiber.

### **AGRICULTURE D.4.2**

#### **Agriscience/Production**

**Standard is:** Understand that the food and fiber system uses natural resources.

Students read a story that describes how the forest provided Native Americans food and fiber.

### **AGRICULTURE E.4.1**

#### **Ecology/Environment**

**Standard is:** Identify various plants and animals and the ways humans benefit from them.

Students read a story that tells how Native Americans depended on the plants and animals of the forest.

### **ENGLISH LANGUAGE ARTS RI.4.3**

#### **Reading for Information**

**Standard is:** 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.

Students infer from journal how forests provided Native American's needs and wants and how forests were managed. Students also share drawings to describe two things that Ojibwa got from the forest

## ENGLISH LANGUAGE ARTS RI.4.7

### Reading for Information

**Standard is:** 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.

Students use illustrations they have drawn to explain what the text tells us about the Native American's needs and wants and how they were met.

## ENGLISH LANGUAGE ARTS RI.4.8

### Reading for Information

**Standard is:** Explain how an author uses reasons and evidence to support particular points in a text.

Students use text to support how Native Americans used the forest to meet their needs and wants.

## ENGLISH LANGUAGE ARTS RI.4.9

### Reading for Information

**Standard is:** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Students compare two different days in a journal where the author describes the landscape and how they spent their day.

## ENGLISH LANGUAGE ARTS RF.4.4A

### Reading Foundational Skills

**Standard is:** Read with sufficient accuracy and fluency to support comprehension

Students read journals aloud to determine what forests provide.

## ENGLISH LANGUAGE ARTS L.4.6

### Language

**Standard is:** 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 particular topic (e.g., wildlife, conservation and endangered when discussing animal preservation).

## ENVIRONMENTAL EDUCATION B.4.5

### Energy and Ecosystems

**Standard is:** Describe natural and human-built ecosystems in Wisconsin.

Students read and illustrate a story that describes the forest ecosystem and how Native Americans altered that system.

## **SOCIAL STUDIES A.4.4**

### **Geography: People, Places, and Environments**

**Standard is:** Describe and give examples of ways in which people interact with the physical environment, including the use of land, location of communities, methods of construction, and design of shelters.

Students read and illustrate a story that describes how Native Americans lived in the forest and utilized the forest to meet their basic needs.

## **VISUAL ARTS C.4.7**

### **Visual Designs and Production**

**Standard is:** Develop basic skills to produce quality art.

Students draw illustrations visually depicting the details from a story.

## **VISUAL ARTS E.4.5**

### **Visual Communication and Expression**

**Standard is:** Communicate basic ideas by producing visual communication forms such as sketches.

Students draw illustrations visually depicting the details from a story.

## **VISUAL ARTS K.4.3**

### **Making Connections**

**Standard is:** Use what they are learning about life, nature, the physical world, and people to create art.

Students draw illustrations visually depicting the details from a story.

## **LESSON 2: FORESTS BUILT OUR STATE**

### **ENGLISH LANGUAGE ARTS RI.4.1**

#### **Reading for Information**

**Standard is:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Students infer why cities popped up across the state based on maps of where sawmill, paper mills, and rivers were located in the 1800's.

### **ENGLISH LANGUAGE ARTS RI.4.3**

#### **Reading for Information**

**Standard is:** 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.

Students explain events in history that lead to cities being established along waterways that supported the forestry industry through sawmills, manufacturing of goods, and paper mills.

## ENGLISH LANGUAGE ARTS SL4.1C

### Speaking and Listening

**Standard is:** 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.

Students respond to and discuss why Wisconsin cities are located where they are.

## ENGLISH LANGUAGE ARTS SL4.2

### Speaking and Listening

**Standard is:** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Students write a poem that reflects concrete ideas of why forests were important in the 1800s and respond orally by reading them to the class.

## ENGLISH LANGUAGE ARTS L.4.6

### Language

**Standard is:** 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 particular topic (e.g., wildlife, conservation and endangered when discussing animal preservation).

Students understand vocabulary and terms presented in the lesson (deplete, economy, exploit, merchantable timber, settler).

## SOCIAL STUDIES A.4.2

### Geography: People, Places, and Environments

**Standard is:** Locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms; natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders.

Through the comparison of several maps, students investigate how forest product industries played a major role in the settlement of Wisconsin.

## SOCIAL STUDIES A.4.4

### Geography: People, Places, and Environments

**Standard is:** Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters.

Students brainstorm the ways forests provided for early settlers and then compare resource maps to determine how forests affected the settlement of communities.

## **SOCIAL STUDIES B.4.1**

### **History: Time, Continuity, and Change**

**Standard is:** Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts.

Through the comparison of several maps, students transpose data on a map as they investigate how forest product industries played a major role in the settlement of Wisconsin.

## **VISUAL ARTS H.4.5**

### **Visual Thinking**

**Standard is:** Be able to read simple maps, charts, and plans.

Through the comparison of several maps, students investigate how forest product industries played a major role in the settlement of Wisconsin.

## **LESSON 3: HELP WANTED – LUMBERJACKS**

### **ENGLISH LANGUAGE ARTS RI.4.1**

#### **Reading for Information**

**Standard is:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Students refer to text in discussing order of logging process and infer how Wisconsin played a role in building the nations. Students also infer what each job title is in the lumber camp from the text read aloud to them.

### **ENGLISH LANGUAGE ARTS RI.4.2**

#### **Reading for Information**

**Standard is:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Students summarize how each person had a job to do from the text.

### **ENGLISH LANGUAGE ARTS RI.4.3**

#### **Reading for Information**

**Standard is:** 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.

Students explain the correct order in which each job took place in the lumber camps.

### **ENGLISH LANGUAGE ARTS RI.4.4**

#### **Reading for Information**

**Standard is:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Students match the meaning of jobs in the lumber camps to terms used today for that job.

## ENGLISH LANGUAGE ARTS RI.4.5

### Reading for Information

**Standard is:** 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.

Students describe the chronological order the jobs take place in the lumber camp during discussions.

## ENGLISH LANGUAGE ARTS RI.4.9

### Reading for Information

**Standard is:** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Students research today's logging practices and write a one page paper comparing the 19<sup>th</sup> century logging practices to today's.

## ENGLISH LANGUAGE ARTS RF.4.3A

### Reading Foundational Skills

**Standard is:** Know and apply grade-level phonics and word analysis skills in decoding words.

Students use decoding skills to read accurately the logging story.

## ENGLISH LANGUAGE ARTS RF.4.4A

### Reading Foundational Skills

**Standard is:** Read with sufficient accuracy and fluency to support comprehension

Students read the "Logging Story" accurately and fluently to the class.

## ENGLISH LANGUAGE ARTS W4.7

### Writing

**Standard is:** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Students conduct research on current logging practices to build knowledge and write a one page essay comparing 19<sup>th</sup> century logging practices to today's practices.

## ENGLISH LANGUAGE ARTS SL4.1A&C

### Speaking and Listening

**Standard is:** 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.

Students have knowledge to discuss why Wisconsin played a role in building the nation.

Students are able to respond to questions about where lumber was used in the 1800s and where wood and lumber products end up today.

## ENGLISH LANGUAGE ARTS L.4.2A&C&D

### Language

**Standard is:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Students use correct capitalization, spelling, and punctuation in research paper.

## ENGLISH LANGUAGE ARTS L.4.3A

### Language

**Standard is:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Students are able to precisely convey ideas in research paper using correct details and accurate phrases.

## ENGLISH LANGUAGE ARTS L.4.6

### Language

**Standard is:** 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 particular topic (e.g., wildlife, conservation and endangered when discussing animal preservation).

Students use specific words, vocabulary and phrases related to the topic of logging and lumberjack history.

## VISUAL ARTS E.4.4

### Visual Communication and Expression

**Standard is:** Communicate basic ideas by producing visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans, and models.

Students take information they have gathered from reading a story and draw pictures to visually illustrate specific jobs that were part of 19th century logging in Wisconsin.

## LESSON 4: BROKEN DREAMS

### AGRICULTURE A.4.3

#### Global Agricultural Systems

**Standard is:** Explain how climate affects plants and animals raised.

Students read letters from immigrant families living in the cutover and learn about how the northern Wisconsin climate affected the growing of crops.

### AGRICULTURE E.4.3

#### Ecology/Environment

**Standard is:** Understand how different climatic conditions determine the plants that are grown in an area.

Students read letters from immigrant families living in the cutover and learn about how the northern Wisconsin climate affected the growing of crops.

### ENGLISH LANGUAGE ARTS RI.4.1

#### Reading for Information

**Standard is:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Students use specific examples from letters to tell audience about their family and what they faced in starting a life in Wisconsin.

### ENGLISH LANGUAGE ARTS RI.4.3

#### Reading for Information

**Standard is:** 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. Students use historical documents to determine what might have happened to each family and if they were successful.

### ENGLISH LANGUAGE ARTS RI.4.4

#### Reading for Information

**Standard is:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. Students become familiar with terms such as “cut over” and “tax delinquent.”

### ENGLISH LANGUAGE ARTS RI.4.7

#### Reading for Information

**Standard is:** 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. Students use background information on a family to examine the family’s ability to succeed at farming a cutover piece of land.

### ENGLISH LANGUAGE ARTS RI.4.9

#### Reading for Information

**Standard is:** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. Students use research materials provided from several texts to present their family’s plight and write a reflection paper on their successes or failures.

### ENGLISH LANGUAGE ARTS RI.4.10

#### Reading for Information

**Standard is:** By the end of the 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. Students are able to read and comprehend several related texts on the history of the settlement of Wisconsin.

### ENGLISH LANGUAGE ARTS RF.4.4A&C

#### Reading Foundational Skills

**Standard is:** Read with sufficient accuracy and fluency to support comprehension. Students read several texts accurately to find out information on families settling Wisconsin and understand what components played a role in these families being successful or failing. Students read aloud background information on their families, being able to understand and make correction as well as re-read it if necessary to make sense of what they are reading.



## ENGLISH LANGUAGE ARTS W.4.9B

### Reading for Information

**Standard is:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Students reflect on how their family's dream to own land turned out and include where they settled, their hardships, successes, and failures.

## ENGLISH LANGUAGE ARTS SL.4.1A&C&D

### Speaking and Listening

**Standard is:** 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.

Students read the background information on their family and discuss it in their groups and use explicit information about their family during presentation and class discussions.

Students respond to question during discussion to clarify specific reasons their family succeeded or failed.

Students use key ideas to determine what might influence the success or failure of the farming families.

## ENGLISH LANGUAGE ARTS SL.4.3

### Speaking and Listening

**Standard is:** Identify reasons and evidence a speaker provides to support particular points. Students are able to identify from discussion the reasons for successes and failures.

## ENGLISH LANGUAGE ARTS SL.4.4

### Speaking and Listening

**Standard is:** 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.

Students recount details of what families faced in establishing a farm in the late 1800s and early 1900s.

## ENGLISH LANGUAGE ARTS SL.4.6

### Speaking and Listening

**Standard is:** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where information discourse is appropriate (e.g., small-group discussion)' use formal English when appropriate to task and situation.

Students participate in small group discussions, fill in data sheets, and present finding to the class from text.

## ENGLISH LANGUAGE ARTS L.4.3A&B

### Language

**Standard is:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Students choose words and phrases that precisely convey what they are saying during presentations and precisely write about their family's experience.

Students use correct punctuation in reflection paper.

## ENGLISH LANGUAGE ARTS L.4.6

### Language

**Standard is:** 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 particular topic (e.g., wildlife, conservation and endangered when discussing animal preservation).

Students use specific words and phrases associated with logging and farming in the 1800s.

## ENVIRONMENTAL EDUCATION A.4.2

### Questioning and Analysis

**Standard is:** Collect information, make predictions, and offer explanations about questions asked.

Students review a variety of materials including advertisements, letters, bills of sale, land descriptions, pictures, and background information to answer questions and predict the success or failure of a family farming the cutover.

## ENVIRONMENTAL EDUCATION A.4.3

### Questioning and Analysis

**Standard is:** Develop answers, draw conclusions, and revise their personal understanding as needed based on their investigations.

Students review a variety of materials including advertisements, letters, bills of sale, land descriptions, pictures, and background information to answer questions and predict the success or failure of a family farming the cutover.

## ENVIRONMENTAL EDUCATION A.4.4

### Questioning and Analysis

**Standard is:** Communicate their understanding to others in simple terms.

Students work in small groups, review information, and discuss their thoughts on how their assigned family is doing as cutover farmers.

## **SOCIAL STUDIES B.4.1**

### **History: Time, Continuity, and Change**

**Standard is:** Identify and examine various sources of information that are used for reconstructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts.

Students examine a variety of sources of information including pictures, letters, bills of sale, deeds, bank notes, and descriptions to determine whether their family succeeds or fails at farming the cutover.

## **SOCIAL STUDIES B.4.3**

### **History: Time, Continuity, and Change**

**Standard is:** Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events.

Students examine a variety of sources of information to understand the lives of a family farming the cutover.

## **LESSON 5: I SAW IT ON THE 6 O’CLOCK NEWS**

### **ENGLISH LANGUAGE ARTS RI.4.3**

#### **Reading for Information**

**Standard is:** 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. Students list the historical events of reestablishing forests in Wisconsin on a timeline.

### **ENGLISH LANGUAGE ARTS RI.4.5**

#### **Reading for Information**

**Standard is:** 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. Students list events in chronological order in which they took place.

### **ENGLISH LANGUAGE ARTS RI.4.7**

#### **Reading for Information**

**Standard is:** 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.

Students interpret the loss of forests through animations by removing students from a map of Wisconsin placed on the floor.

## ENGLISH LANGUAGE ARTS RI.4.10

### Reading for Information

**Standard is:** By the end of the 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.

Students are able to read and comprehend several related texts on the history of the settlement of Wisconsin.

## ENGLISH LANGUAGE ARTS RF.4.4A&C

### Reading Foundational Skills

**Standard is:** Read with sufficient accuracy and fluency to support comprehension

Students read script for newscast accurately with understanding and gain understanding in terms from the context of the script.

## ENGLISH LANGUAGE ARTS W.4.8

### Reading for Information

**Standard is:** 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.

Students take notes of relevant information noting what each speaker did and when it occurred in history.

## ENGLISH LANGUAGE ARTS W.4.9B

### Reading for Information

**Standard is:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Students reflect on how their family's dream to own land turned out and include where they settled, their hardships, successes, and failures.

## ENGLISH LANGUAGE ARTS SL.4.1C

### Speaking and Listening

**Standard is:** 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.

Students respond to discussion questions related to Wisconsin's landscape and its change over time, why this happened and what influenced it, and what would have happened if humans had done nothing to reforest Wisconsin.

## ENGLISH LANGUAGE ARTS SL.4.4

### Speaking and Listening

**Standard is:** 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.

Students report to class how changes occurred to Wisconsin's landscape with accurate details and why the event took place in the order it did.

## ENVIRONMENTAL EDUCATION B.4.9

### Natural Resources and Environmental Quality

**Standard is:** Distinguish between renewable and nonrenewable resources.

Students participate in a discussion to define and give examples of renewable and nonrenewable resources.

## SOCIAL STUDIES B.4.4

### History: Time, Continuity, and Change

**Standard is:** Use a timeline to select, organize, and sequence information describing eras in history.

Students use notes they have taken during a mock newscast to put events on a timeline.

## VISUAL ARTS A.4.1

### Visual Memory and Knowledge

**Standard is:** Develop a basic mental storehouse of images.

Students watch and listen to a mock live newscast and develop images in their minds of the events. Later in the lesson, they are asked to draw an illustration of one of the news segments.

## VISUAL ARTS E.4.4

### Visual Communication and Expression

**Standard is:** Communicate basic ideas by producing visual communication forms useful in everyday life such as sketches, diagrams.

Students draw illustrations of events reported on in a mock newscast.

## LESSON 6: FORESTS ARE IMPORTANT TO YOU AND ME

### ENGLISH LANGUAGE ARTS W.4.2A-E

#### Reading for Information

**Standard is:** Write informative and explanatory texts to examine a topic and convey ideas and information clearly.

Students write a five paragraph essay clearly reflecting the importance of Wisconsin's forest using facts and details along with specific vocabulary (environment, economy, social) to support their stance in the concluding paragraph.

### ENGLISH LANGUAGE ARTS SL.4.1B&C&D

#### Speaking and Listening

**Standard is:** 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.

Students brainstorm ideas on how and why Wisconsin forests are important.

Students categorize ideas into areas that contribute to human's well-being (social, economic, environment).

Students discuss if social, economic, or environmental factors are more or less important.

## ENGLISH LANGUAGE ARTS L.4.4A

### Language

**Standard is:** 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. Students use context clues from listening to the Doctor Treebody script to understand the meaning of “economy.”

## ENVIRONMENTAL EDUCATION B.4.10

### Natural Resources and Environmental Quality

**Standard is:** Describe how they use natural resources in their daily lives. Students listen to a guided imagery and develop mental images of the importance of Wisconsin’s forest resources to their daily lives. As a class they brainstorm a list of why forests are important to their lives and later conclude the lesson by sharing three reasons forests are important to them.

## ENVIRONMENTAL EDUCATION B.4.11

### Natural Resources and Environmental Quality

**Standard is:** List jobs in the community that result from or are influenced by processing and using natural resources. Students listen to a guided imagery and explore the importance of Wisconsin forests to employment.

## VISUAL ARTS A.4.1

### Visual Memory and Knowledge

**Standard is:** Develop a basic mental storehouse of images. Students participate in a guided imagery, where they are asked to put mental images to the narrative of the story.

## VISUAL ARTS E.4.4

### Visual Communication and Expression

**Standard is:** Communicate basic ideas by producing visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans, and models. Students who participate in the non-technology option draw illustrations to summarize what they have learned about the importance of Wisconsin’s forests to our everyday lives.

## LESSON 7: SUSTAINING OUR FORESTS

## ENGLISH LANGUAGE ARTS RL.4.1

### Reading Literature

**Standard is:** 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). Students refer to the “Very Wise Story” to draw inference on the meaning of the fable.

## ENGLISH LANGUAGE ARTS RL4.9

### Reading Literature

**Standard is:** Compare and contrast the treatment of similar theses and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Students use different ending to compare how this changes the meaning of the story.

## ENGLISH LANGUAGE ARTS RF4.4A

### Reading Foundational Skills

**Standard is:** Read with sufficient accuracy and fluency to support comprehension

Students read a story to determine the meaning behind it.

## ENGLISH LANGUAGE ARTS W.4.3A-E

### Writing

**Standard is:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Students write a fable developing the story through a sequence that makes sense, use transitional words, phrases, and details of events that concludes with a lesson learned.

## ENGLISH LANGUAGE ARTS W.4.4

### Writing

**Standard is:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Students produce a clear and coherent poem or song that tells about their role as stewards.

## ENGLISH LANGUAGE ARTS SL4.1B&C

### Speaking and Listening

**Standard is:** 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.

Students discuss in groups what sustainable options might be and list other options not on situation cards.

## ENGLISH LANGUAGE ARTS SL4.5

### Speaking and Listening

**Standard is:** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Students create shields representing why forests are ecologically, economically, and socially important and portray how they can be stewards of the forest.

## ENVIRONMENTAL EDUCATION C.4.5

### Environmental Issue Investigation Skills

**Standard is:** Identify proposed solutions to the issue and discuss arguments for and against the issue.

Students participate in a jigsaw reading of dilemma cards and debate what actions would help sustain forests.

## ENVIRONMENTAL EDUCATION D.4.5

### Decision and Action Skills

**Standard is:** Explain how they can influence an environmental issue.

Students brainstorm ways that they as individuals can act as stewards to sustain forests.

## ENVIRONMENTAL EDUCATION E.4.1

### Personal and Civic Responsibility

**Standard is:** Identify and describe examples of their environmental civic responsibilities and action they take to meet them.

Students define the word steward and brainstorm ways that they can help ensure the sustainability of forests.

## SOCIAL STUDIES C.4.5

### Political Science and Citizenship: Power, Authority, Governance, and Responsibility

**Standard is:** Explain how various forms of civic actions, such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community.

Students participate in a jigsaw reading of dilemma cards containing personal/civic options and debate what actions would help sustain forests.

## SOCIAL STUDIES D.4.7

### Economics: Production, Distribution, Exchange, and Consumption

**Standard is:** Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world.

Students participate in a jigsaw reading of dilemma cards containing consumer choices and debate what actions would help sustain forests.

## VISUAL ARTS E.4.4

### Visual Communication and Expression

**Standard is:** Communicate basic ideas by producing visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans, and models.

Students make a family crest or shield that visually represents why forests are important to our ecological, economic, and social well-being, and how they as stewards can help sustain forests.



## CAREERS EXPLORATION

### AGRICULTURE EDUCATION F.4.4

#### Business Management and Marketing

**Standard is:** Recognize that a variety of occupations are involved in agricultural businesses.

- Identify jobs/careers associated with agricultural products other than food (e.g., fiber and natural resources)
- List the knowledge and skills necessary for jobs in the food, fiber, and natural resources industry

By reading descriptions of different forest and forestry-related jobs, students learn about the jobs and skills needed for those jobs.

### ENGLISH LANGUAGE ARTS RI.4.9

#### Reading for Information

**Standard is:** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Students read seven pieces of text on different career profiles and write about one careers they are interested in.

### ENGLISH LANGUAGE ARTS SL.4.4

#### Speaking and Listening

**Standard is:** 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.

Students match careers with clues given through a listening exercise.

### ENVIRONMENTAL EDUCATION B.4.11

#### Natural Resources and Environmental Quality

**Standard is:** List jobs in the community that result from or are influenced by processing and using natural resources.

By reading descriptions of jobs and playing careers bingo, students learn about jobs related to forests and forestry.

## FIELD ENHANCEMENT 1: UNLOCKING A FOREST'S PAST

### ENGLISH LANGUAGE ARTS SL.4.4

#### Speaking and Listening

**Standard is:** 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.

Students note similarities and differences to pictures presented.

## ENGLISH LANGUAGE ARTS SL4.5

### Speaking and Listening

**Standard is:** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Students follow first hand observations and draw what they think the forest looked like in the past and share the drawing with classmates.

## ENGLISH LANGUAGE ARTS W.4.3A&B

### Writing

**Standard is:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Students write about events that took place on the property and develop the description of happened in an orderly and sequential method.

## ENGLISH LANGUAGE ARTS W4.7

### Writing

**Standard is:** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Students research a property first-hand to find historical clues and write several paragraphs about how humans have influence that piece of land.

## MATH 4.MD2

### Measurement and Data

**Standard is:** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

Students solve word problem by converting circumference to DBH.

## ENVIRONMENTAL EDUCATION A.4.1

### Questioning and Analysis

**Standard is:** Make observations, ask questions, and plan environmental investigations.

Students make observations and ask questions about the history of a forest.

## ENVIRONMENTAL EDUCATION A.4.2

### Questioning and Analysis

**Standard is:** Collect information, make predictions, and offer explanations about questions asked.

Students collect information from a forest, offer explanations about the forest's history, and predict what it once looked like.

## ENVIRONMENTAL EDUCATION A.4.3

### Questioning and Analysis

**Standard is:** Develop answers, draw conclusions, and revise their personal understanding as needed based on their investigations.

Students develop answers to questions, draw conclusions, and revise their personal understanding as they investigate clues about the history of a forest.

## ENVIRONMENTAL EDUCATION A.4.4

### Questioning and Analysis

**Standard is:** Communicate their understanding to others in simple terms.

Students use their drawing to communicate with their class about the history of the forest.

## SCIENCE 4-ESS2-1

### Earth's Systems: Processes That Shape the Earth

**Standard is:** Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

Students use topographical maps of the forested area and make observations in the forest to determine changes over time. Students measure trees to create data they can use to provide evidence of how old the forest might be and observe how humans affect the forest.

## SOCIAL STUDIES A.4.4

### Geography: People, Places, and Environments

**Standard is:** Describe and give examples of ways in which people interact with the physical environment including use of land.

Students study clues and collect data about a particular forest to determine how it was used by people in the past.

## VISUAL ARTS E.4.4

### Visual Communication and Expression

**Standard is:** Communicate basic ideas by producing visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans and models.

Students communicate how a forest looked in the past by drawing a picture to share with their class.

## FIELD ENHANCEMENT 2: ARE FORESTS IMPORTANT TODAY?

## ENGLISH LANGUAGE ARTS SL4.1A&C

### Speaking and Listening

**Standard is:** 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.

Students are prepared to discuss various activities they found when exploring the forest.

Students pose and ask questions about the importance of activities involved with Wisconsin's forests.

## ENGLISH LANGUAGE ARTS SL4.5

### Speaking and Listening

**Standard is:** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Students draw four pictures showing the ecological, economical, and social values of forests, then share them with the class and explain why they picked what they did.

## ENGLISH LANGUAGE ARTS W.4.3A&C&D&E

### Writing

**Standard is:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Students write in detail about what life would be like without any forest, and how they would fill their free time.

## ENVIRONMENTAL EDUCATION A.4.1

### Questioning and Analysis

**Standard is:** Make observations, ask questions, and plan environmental investigations.

Students make observations while investigating the values of a forest.

## ENVIRONMENTAL EDUCATION A.4.3

### Questioning and Analysis

**Standard is:** Develop answers, draw conclusions, and revise their personal understanding as needed based on their investigations.

Students develop answers to questions about the value of forests, draw conclusions based on their investigations and revise their personal understanding of how the forest is important to them.

## ENVIRONMENTAL EDUCATION B.4.10

### Knowledge of Environmental Processes and Systems

**Standard is:** Describe how they use natural resources in their daily lives.

Through discussion, drawing and writing, students describe how the forest and its resources are important to their daily lives.

## ENVIRONMENTAL EDUCATION B.4.11

### Knowledge of Environmental Processes and Systems

**Standard is:** List jobs in the community that result from or are influenced by processing and using natural resources.

Students discuss jobs in the community that result from or are influenced by processing and using natural resources from the forest.

## VISUAL ARTS E.4.4

### Visual Communication and Expression

**Standard is:** Communicate basic ideas by producing visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans and models.

Students draw pictures showing forest values and use them to communicate their thoughts to their classmates.

## FIELD ENHANCEMENT 3: SEARCHING FOR BASIC NEEDS

### ENGLISH LANGUAGE ARTS W4.7

#### Writing

**Standard is:** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Students research a tree species and determine its characteristics.

### ENGLISH LANGUAGE ARTS W4.8

#### Writing

**Standard is:** 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. Students recall relevant information on what trees need for survival and steps of planting trees.

### ENGLISH LANGUAGE ARTS SL4.1A

#### Speaking and Listening

**Standard is:** 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.

Students research what tree might grow the best on the site and in the area they have chosen for planting.

### ENGLISH LANGUAGE ARTS SL4.5

#### Speaking and Listening

**Standard is:** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Students create a poster on how to plant a tree, materials needed, step-by-step instructions and how to choose the right site.

### ENGLISH LANGUAGE ARTS L4.4A

#### Language

**Standard is:** 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.

Students understand the terms “steward” and “root collar” from context and discussions during the planting of a tree.

## ENVIRONMENTAL EDUCATION A.4.4

### Questioning and Analysis

**Standard is:** Communicate their understanding to others in simple terms.

After researching which tree to plant, students present their recommendation to the class.

## ENVIRONMENTAL EDUCATION D.4.1

### Decision and Action Skills

**Standard is:** Demonstrate knowledge of a decision-making process that includes selecting and using data, suggesting possible alternatives, predicting consequences, and being aware of available resources.

Students make a decision on which tree to plant and where, based on research and data, and present their idea to the class.

## VISUAL ARTS E.4.4

### Visual Communication and Expression

**Standard is:** Communicate basic ideas by producing visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans and models.

Students will communicate their tree recommendation by drawing a picture of their chosen tree to share with their class.