

PROHUMAN CURRICULUM - GRADE 4

OVERVIEW OF UNITS:

Unit 1	September	Optimism
Unit 2	October	Grit
Unit 3	November	Gratitude
Unit 4	December	Curiosity
Unit 5	January	Courage
Unit 6	February	Compassion
Unit 7	March	Fairness
Unit 8	April	Understanding
Unit 9	May	Humanity

UNIT 7: FAIRNESS

LESSON 1: LEARNING FAIRNESS FROM LITERATURE

SUMMARY:

The Prohuman Grade 4 curriculum is aligned to two sets of standards: [Common Core State Standards for English Language Arts](#) and [Character and Social Emotional Development \(CSED\) National Guidelines](#). The full collection of units introduces all nine of the prohuman character strengths: optimism, grit, gratitude, curiosity, courage, compassion, fairness, understanding, and humanity.

In Unit 7, Lesson 1, “Learning Fairness from Literature,” students will learn examples of fairness from a contemporary work of children’s literature. Students will also create their own sentences demonstrating their comprehension of the word fairness. Finally, students will practice reading and conversation skills by sharing sentences with classmates.

SUGGESTED TIME: 20 minutes

RELATED SUBJECT: English Language Arts

LEARNING OUTCOMES:

- Listen to a read aloud to improve understanding of English sentence structure and comprehension
- Ask and answer questions to understand the meaning of a text
- Determine the central message, lesson, or moral of a story and explain how it is conveyed through key details in the text
- Demonstrate understanding of fairness
- Demonstrate understanding of standard English sentence structure and grammar
- Engage effectively in a range of collaborative discussions

REQUIRED MATERIALS:

- A map or globe
- 1 sheet of red and 1 sheet of yellow construction paper for each student to make a Chinese paper lantern
- Child-safe scissors for each student
- A glue stick for each student
- A stapler
- Video: [How to Make Simple Chinese Paper Lanterns DIY Craft](#) by [Welcome to Nana's](#) (~1 min)
- Book: [Ruby's Wish](#) by Shirin Yim Bridges or
- Video: [Read aloud of Ruby's Wish](#) by [Read Aloud Stories with Mrs. R.](#) (~11 min)
- Video: [Bet You Didn't Know: Chinese New Year](#) by the History Channel (~3 min)
- Prohuman Grade 4 Unit 7 Worksheet 1: Learning Fairness from Literature

VOCABULARY:

Fairness: I treat everyone the same. If someone has been left out, I bring them in.

ELA COMMON CORE STANDARDS MET

CCSS.ELA-LITERACY.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	✓
CCSS.ELA-LITERACY.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	✓
CCSS.ELA-LITERACY.RL.4.3	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).	✓
CCSS.ELA-LITERACY.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.	✓
CCSS.ELA-LITERACY.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.	✓
CCSS.ELA-LITERACY.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	✓
CCSS.ELA-LITERACY.RF.4.4.A	Read grade-level text with purpose and understanding.	✓
CCSS.ELA-LITERACY.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓
CCSS.ELA-LITERACY.W.4.9.A	Apply <i>grade 4 Reading standards</i> 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].").	✓

CCSS.ELA-LITERACY.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.	✓
CCSS.ELA-LITERACY.SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.	✓
CCSS.ELA-LITERACY.SL.4.1.C	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.	✓
CCSS.ELA-LITERACY.SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	✓
CCSS.ELA-LITERACY.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓
CCSS.ELA-LITERACY.L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	✓
CCSS.ELA-LITERACY.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓
CCSS.ELA-LITERACY.L.4.2.A	Use correct capitalization.	✓
CCSS.ELA-LITERACY.L.4.2.D	Spell grade-appropriate words correctly, consulting references as needed.	✓

CCSS.ELA-LITERACY.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓
CCSS.ELA-LITERACY.L.4.3.A	Choose words and phrases to convey ideas precisely.	✓

CHARACTER AND SOCIAL EMOTIONAL (CSED) NATIONAL STANDARDS MET

Moral Character A3	Understand and explain the expression “I have the courage to stand up for what is wrong or unfair”	✓
Moral Character B3	Provide an example of a friend or role model who “stood up” for what he or she thought was wrong or unfair	✓
Civic Character A1	Understand the idea of fairness and the consequences of not being fair, as it relates to breaking rules, playing favorites, or taking advantage of others	✓
Civic Character B1	Describe how a role model exemplifies fairness	✓
Self-Awareness A1	Understand and explain why different situations may set in motion or give rise to different emotions (e.g., learning something new or difficult, meeting someone new)	✓
Social-Awareness A2	Describe how a person will likely feel when being bullied or left out of an activity or group	✓
Social-Awareness A3	Recognize examples of stereotyping, discrimination and prejudice	✓
Social-Awareness A4	Explain a time when you put yourself in “someone else’s shoes” in order to understand their perspective and point of view	✓

Social-Awareness A5	Explain what empathy means (e.g., the ability to sympathetically understand and personally identify with the emotional states, needs and feelings of others)	✓
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LESSON PROCEDURE

- 1.) Ask students what fairness means.
- 2.) Give students the definition: I treat everyone the same. If someone has been left out, I bring them in.
- 3.) Tell students that we will be reading a book about fairness. The setting of the book is in China.
- 4.) Ask students to find China on the map or globe.
- 5.) Ask students about how many miles China is from the United States. (About 7,000)
- 6.) Ask students to name the oceans and continents between the United States and China.
- 7.) Have students draw a picture of the shape of China on their worksheets.
- 8.) The book we will be reading talks about Chinese New Year. Let's learn a bit about that by watching a short video. Play video: [Bet You Didn't Know: Chinese New Year](#) by the History Channel (~3 min)
- 9.) Read the book [Ruby's Wish](#) by Shirin Yim Bridges or
- 10.) Play the video: [Read aloud of Ruby's Wish](#) by [Read Aloud Stories with Mrs. R.](#) (~11 min)
- 11.) Have students complete the questions on their worksheets.
- 12.) Have students read their sentences to a partner.
- 13.) Activity: Making Chinese paper lanterns. Explain that the Lantern Festival is celebrated on the fifteenth day of the first month in the Chinese lunar calendar. This is typically in February or March. The Lantern Festival marks the end of the Lunar New Year celebrations. During Chinese New Year, lanterns, particularly red ones, are a symbol of good fortune and hope.
- 14.) Let's make a Chinese paper lantern. Play video: [How to Make Simple Chinese Paper Lanterns DIY Craft](#) by [Welcome to Nana's](#) (~1 min)

EXTENSION ACTIVITIES - SUGGESTIONS

- Talk with your students about times you have seen people demonstrating fairness. You could give examples of family, friends, and/or historical or current public figures.
- Talk with your students about times when you have demonstrated fairness, despite hardships.

GRADE 4 UNIT 7 WORKSHEET 1: LEARNING FAIRNESS FROM LITERATURE

Fairness: I treat everyone the same. If someone has been left out, I bring them in.

ACTIVITY:

Draw a picture of the shape of China:

1.) What did the main character in this story, Ruby, feel was unfair?

2.) What is the story's main message about fairness?

3.) What is one way that you can show fairness?