

Grade 4: Module 1A: Unit 2: Lesson 2

Taking Notes Using a Graphic Organizer, Part I:

The Iroquois: A Six Nations Confederacy



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can explain what a text says using specific details from the text. (RI.4.1) I can make inferences using specific details from the text. (RI.4.1) I can determine the main idea using specific details from the text. (RI.4.2) I can take notes and categorize information. (W.4.8)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can identify the main idea of a section of informational text.• I can identify details that support the main ideas of informational text.• I can document what I learn about the traditional life of the Iroquois by taking notes.	<ul style="list-style-type: none">• Four Square Graphic Organizers for pages 11–12 and 12–14

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Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Read-aloud: Main Idea of Pages 11–12 (5 minutes) B. Partner Reading: Main Idea of Pages 11–12 (10 minutes) C. Read-aloud: Supporting Details of Pages 11–12 (15 minutes) D. Read-aloud: Main Idea of Pages 13–14 (10 minutes) E. Partner Reading: Supporting Details of Pages 13–14 (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief (5 minutes) 4. Homework 	<ul style="list-style-type: none"> • For the partner reading of an unfamiliar and complex piece of informational text, pair stronger readers with those needing more support. • This lesson involves chunking text. If appropriate, explicitly name this strategy for students. • This lesson is structured to include a gradual release of responsibility to students. Beginning with clear modeling prepares students to continue the task independently. • <i>Note: The Four-Square graphic organizer was previously used in Unit 1 to organize notes for a paragraph. In Unit 2, it is used for students take notes on main idea and supporting details as they read, but it will also be used to help them plan and write their explanatory paragraphs.</i>

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Lesson Vocabulary	Materials
record, main idea, supporting details, notes, traditional, palisade, called (i.e., defined), consensus, clan, longhouse, platform, shingles, occupied, beliefs, ceremony	<ul style="list-style-type: none"> • <i>The Iroquois</i> (book; one per student) • Blank Four-Square Graphic Organizer (3 copies per student)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none"> • Remind students that they are reading <i>The Iroquois</i> in order to understand the history of the Iroquois people and how they live now. Look at the list of questions created yesterday and ask students if they have learned the answers to any of them. Review information learned. • Introduce the first target: “I can identify the main idea in a section of informational text.” Invite the students to have a brief discussion about the importance of knowing the main idea of text. 	<ul style="list-style-type: none"> • Consider providing nonlinguistic symbols (e.g., a light bulb for main idea, two hands on a book for shared nonfiction text) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year. • Clarifying academic vocabulary assists all students developing academic language (e.g., identify, support). • ELLs can record new terms in personal dictionaries or vocabulary logs that they can refer back to throughout the module.

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Work Time	Meeting Students' Needs
<p>A. Read-aloud: Main Idea of Pages 11–12 (5 minutes)</p> <ul style="list-style-type: none"> Read aloud the title of this chapter (“Traditional Life”) and pages 11 and 12 (up to “The Longhouse”) while the students follow with their texts. Return to the beginning of the text and focus on the word <i>traditional</i> in the chapter title. Ask students to Think-Pair-Share about the word <i>traditional</i>, prompting them to think about the root <i>tradition</i>. Clarify that in the context of this chapter, the author writes about the Iroquois in the past tense to describe some of their past traditions. It is important to note that the Iroquois are still living and part of society today, and some of the traditions and beliefs described in the chapter are still in practice. Then ask students: “How does this author help you understand what the word <i>palisades</i> means?” If students are not able to articulate what they note, help them see that the meaning of <i>palisades</i> is provided for them (log fences), as is the meaning of <i>clans</i> (large related family groups). Tell students that often the writers of informational text define new words in this way, and the author may say something is <i>called</i> something in order to give readers a cue that a new term is being defined. 	<ul style="list-style-type: none"> Increase interactions with vocabulary in context. This increases rate of vocabulary acquisition for ELLs.
Work Time (continued)	Meeting Students' Needs
<p>B. Partner Reading: Main Idea of Pages 11–12 (10 minutes)</p> <ul style="list-style-type: none"> Ask students to reread pages 11 and 12 with their partners, taking turns reading paragraphs aloud. Think-Pair-Share: After reading the text, ask students to talk with their partner to answer the question: “What is this section of our reading mainly about?” Invite each pair to share their thoughts about the main idea with the class. List several ideas on the board and help the class come to a consensus. An example of a main idea statement is: “The Iroquois people used the natural world to meet their needs.” Distribute the packets of Four Square graphic organizers to students. Use your document camera or make a blank Topic Expansion graphic organizer on the board. Show students that the main idea goes in the center box, with supporting details and any inferences in the remaining boxes. Point out that students will use this graphic organizer to take notes as they read, but they will use a similar organizer to plan their explanatory writing later in the unit. 	<ul style="list-style-type: none"> When discussion of complex content is required, consider partnering an ELL with a student who speaks the same language. This can let students have more meaningful discussions and clarify points in their language.

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Work Time (continued)	Meeting Students' Needs
<p>C. Read-aloud: Supporting Details of Pages 11–12 (15 minutes)</p> <ul style="list-style-type: none"> Refer to the second learning target: “I can identify details that support the main idea of informational text.” Explain to students that supporting details are pieces of information that tell more about the main idea. Ask students to listen for supporting details as you read pages 11–12 again while students follow with their copies. Pause frequently to ask students: “What detail do you hear or see about how the Iroquois used their natural world to meet their needs?” Model how to write supporting details as notes (words or phrases) into the graphic organizer. Explain to students that they will tackle the last box (inferences) in the graphic organizer later on, and that for today they should keep this box blank. <p>D. Read-aloud: Main Idea of Pages 12–14 (10 minutes)</p> <ul style="list-style-type: none"> Have students turn to the second (blank) Four-Square Graphic Organizer in their packet. Read out loud pages 12 to 14, up through “Growing Food.” Ask students to Think-Pair-Share about what the main idea of this section is. Call on several teams and write one on the board for students to put in their graphic organizer. 	<ul style="list-style-type: none"> Consider providing smaller chunks of text (sometimes just a few sentences) for ELLs. Teachers can check in on students’ thinking as they write or speak about their text.
<p>E. Partner Reading: Supporting Details of Pages 12–14 (10 minutes)</p> <ul style="list-style-type: none"> Ask students to reread pages 12–14 to identify details that support the main idea of the text, taking turns with each paragraph. After reading the text, ask students to Think-Pair-Share: “What details tell more about the main idea?” Ask students to write answers on their individual graphic organizers, share their thinking with their reading partner, and then add to or revise their thinking if they choose. Invite each pair to share one detail that supports the main idea, until every pair has shared their thinking. Remind students that they should write their supporting details in the form of notes—words or phrases, not full sentences. <i>Note: Save these graphic organizers, as students will need them again.</i> 	<ul style="list-style-type: none"> For ELLs, consider providing extra time for tasks and answering questions in class discussions.

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Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to get a blank piece of paper and pencil, and write the terms <i>main idea</i>, <i>supporting details</i>, and <i>notes</i> on the board or overhead. • Lead a brief discussion about the meaning of each of these terms, calling on several students to share their definitions aloud, and clarifying the definition of any vocabulary as necessary. Then, have students draw a picture that shows the meaning of each of the three terms. Allow students to share their drawings with one another and explain to peers how the picture they drew helps “show” what the word(s) mean. • Ask students to hand in the two Four-Square Expansion graphic organizers they competed in class. Review these to gauge how well students understand the text and how well they can take notes in this format. • Be sure students have a blank copy of the Four-Square Expansion graphic organizer, which they will use for their homework. 	<ul style="list-style-type: none"> • ELLs and other students can record new vocabulary in their personal dictionaries or vocabulary logs to reference throughout the module.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Reread pages 11–14. In this chapter, how does the author describe how the Iroquois lived long ago? Read a paragraph from these pages out loud to someone at home. Tell them something you have learned about how the Iroquois lived long ago. • In addition, students may choose independent reading material from <i>Eagle Song</i> or the Recommended Texts list for Unit 2. <p><i>Note: If you are concerned about your students completing the reading assignment at home, plan an additional reading period later in the day or first thing in the morning. All students should come to expect that they will use some of the “free time during the day—right before or after lunch, during down time between other tasks, as they enter the classroom in the morning or just before dismissal—as time for reading. This reading is pre-reading—do not expect students to fully comprehend the text on their own, but to familiarize themselves with it and make as much meaning as they can. In addition, students likely to need additional support should pre-read this novel at home or during intervention or other support periods with the ESL or Special Education teacher. Pre-reading will allow students to spend class periods rereading and focusing on evidence.</i></p>	<ul style="list-style-type: none"> • Some students may need a recording of the sidebar. Inexpensive digital voice recorders, such as those meant to record notes and grocery lists, are an easy way to provide this support.

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Supplemental Materials



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Four-Square Graphic Organizer

First supporting detail:	Second supporting detail:
Third supporting detail:	Inference:

Main Idea:

(For more information about the Four-Square approach, see: *Four-Square Writing Method: A Unique Approach to Teaching Basic Writing Skills*, by E. J. Gould and J. S. Gould [Teaching and Learning Company, 1999].)