

Grade 4: Module 1A: Unit 2: Lesson 5

Paragraph Writing



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GRADE 4: MODULE 1A: UNIT 2: LESSON 5

Capturing Main Ideas and Details: How Life is Changing for The Iroquois

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can explain what a text says using specific details from the text. (RI.4.1)</p> <p>I can determine the main idea using specific details from the text. (RI.4.2)</p> <p>I can make inferences using specific details from the text. (RI.4.1)</p> <p>I can take notes and categorize information. (W.4.8)</p> <p>I can write an informative/explanatory text. (W.4.2)</p> <p>I can use the writing process to produce clear and coherent writing (with support). (W.4.5)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can identify the main idea of informational text.• I can identify details that support the main idea of informational text.• I can document what I learn about the Iroquois by taking notes.• I can make inferences using specific details from the text.• I can write clear and complete sentences from my notes.• I can write an informative/explanatory paragraph that has a clear topic sentence, a body, and a conclusion.	<ul style="list-style-type: none">• Topic Expansion graphic organizer and paragraph writing (for page 16; begun in Lesson 3)

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Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Review of Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Introduction to Paragraph Writing (15 minutes)B. Partner Paragraph Writing (15 minutes)C. Independent Paragraph Writing (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Sharing (5 minutes)B. Debrief (5 minutes)4. Homework	<ul style="list-style-type: none">• Review Four-Square graphic organizers and how they are used with explanatory writing. For the past few lessons, students have been using this graphic organizer to take notes as readers. Today, they will be using it to plan as writers.• Review: Think-Pair-Share protocol• This lesson builds on students' background knowledge with planning and writing strong paragraphs from Unit 1.

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Lesson Vocabulary	Materials
note, paragraph, topic sentence, indent, main idea, supporting details, wampum, political	<ul style="list-style-type: none">• <i>The Iroquois</i> (book; one per student)• Students' completed Four-Square graphic organizer for page 24 "Wampum" (from Lesson 4)• Teacher's sample Four-Square graphic organizer for pages 26-29 and corresponding sample paragraph, written on separate pieces of chart paper• Thin-line green, blue, and red markers (a teacher set, and a set for every two students)• Students' completed Four-Square graphic organizer for page 16 "The Role of Men and Women" (from Lesson 3)• Lined paper for students

Opening	Meeting Students' Needs
<p>A. Review of Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Talk with students about all of the hard work they have been doing with their reading and their work with graphic organizers. Review the first three learning targets: "I can identify the main idea of informational text," "I can identify details that support the main idea of informational text," and "I can document what I learn about a topic by taking notes." Ask students to self-assess their progress toward meeting these targets using a Fist-to-Five or Thumb-O-Meter protocol.	<ul style="list-style-type: none">• Clarifying the language of the learning targets helps students approach the task with a clearer understanding of the purpose of the lesson.

Work Time	Meeting Students' Needs
<p>A. Introduction to Paragraph Writing (15 minutes)</p> <ul style="list-style-type: none"> • Ask students to share their graphic organizers from the day before with their reading partner. • Ask for a volunteer to talk through their partner's graphic organizer, verbally describing (in full sentences) the main idea and supporting details. • Point out that what the student has just done is to make a paragraph out of the notes on the graphic organizer. • Invite the class to read the last two learning targets aloud with you: "I can write clear and complete sentences from my notes," and "I can write an informative/explanatory paragraph that has a clear topic sentence, a body, and a conclusion." Invite students to identify words in the learning targets that might be confusing. As students point out words, ask for clarification and annotate the learning target with clarifying words or synonyms. For example: <ul style="list-style-type: none"> – informative/explanatory = for the purpose of telling or explaining – paragraph = a group of sentences that have the same main idea – topic sentence = the sentence that contains the main idea – body = several sentences that contain supporting details and tell more about the main idea – conclusion = a sentence that ends the paragraph • Reread the learning target using the clarifying words and check for understanding with students. • Read aloud pages 26–29 of <i>The Iroquois</i> as students follow along in their text. • Discuss with students the meaning of <i>political</i> by teaching them <i>polis</i>, the Greek word meaning <i>city</i>. <i>Political</i> has to do with things important in cities or societies. Also ask students to Think-Pair-Share: "Why would some Iroquois choose to fight for the American or British side during the Revolution?" Ask students to support their ideas with specific details from other sections of the text (e.g., they wanted to continue to trade with one side or another, or that they were angry with one side or another for bringing diseases). • Post a sample Four-Square graphic organizer (For Writing) for this section of the text. Ask students to check your thinking. Then post a corresponding paragraph that you have written on chart paper to illustrate turning that section of the reading into notes, then into a paragraph. • Point out to students that the graphic organizer is similar to those they created the day before, and the paragraph is very similar to the paragraph narrated by the student volunteer. Read aloud or ask a student to read aloud your sample paragraph. 	<ul style="list-style-type: none"> • ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language. • All students developing academic language will benefit from direct instruction of academic vocabulary. • Visuals can help ELLs and other students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.

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Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Using a green marker, underline the main idea statement in the graphic organizer. Ask students to find the sentence in the paragraph that corresponds to this part of the graphic organizer (the first sentence). Underline the first sentence with green, and tell students that it is the topic sentence of the paragraph. Underline topic sentence in the learning target with green as well. Point out to students that the first sentence of a paragraph is indented on the page. Using a blue marker, underline each of the details in the graphic organizer. Ask students to find the sentences in the paragraph that correspond to this part of the graphic organizers. Underline these sentences in blue and tell students that these sentences make up the body of the paragraph. Underline the word body in the learning target in blue as well. Using a red marker, underline the statement in the graphic organizer that tells what was important to the Iroquois. Ask students to find the sentence in the paragraph that corresponds to this part of the graphic organizer (the last sentence). Underline the last sentence in red and tell students that it is the conclusion of the paragraph. Underline conclusion in the learning target in red as well. 	
<p>B. Partner Paragraph Writing (15 minutes)</p> <ul style="list-style-type: none"> Direct students' attention to their Four-Square graphic organizers from Lessons 3 and 4. Connect this to the writing process by pointing out that they have gathered notes for a paragraph and the graphic organizer will help them plan their writing. Now they will draft their paragraphs. Using the Think-Pair-Share protocol, ask students to write a sentence on a piece of paper that conveys the main idea as noted in the first box of the graphic organizer, then to share their sentence with their partner. Remind them to indent their first sentence. Lead a whole class in sharing of sentences, recording samples on the board and reviewing the characteristics of good topic sentences. Ask students to revise their sentences if necessary and underline their topic sentence in green. Repeat this process, asking students to write three sentences for the body of their paragraph using the supporting details they noted in the boxes of their graphic organizer. Point out to them that these sentences continue after the topic sentence and do not each start on their own line. Refer to the sample paragraph as a model. After students share and revise the body of their paragraph, ask them to underline those sentences in blue. Repeat this process asking students to write a concluding sentence for their paragraph using the last box of their graphic organizer. Up until this point, they have taken notes on the main idea and supporting details; this last box (in the lower right-hand corner), will include a conclusion sentence that pulls the whole paragraph together. Point out to them that this sentence also continues after the previous sentence, and does not start on its own line. Refer to the sample paragraph as a model. If necessary, provide other examples of conclusion statements (possibly from <i>The Iroquois</i> book or other examples). After students share and revise the conclusion of their paragraph, ask them to underline it in blue. 	<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. For ELLs, consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information. ELLs receive extended time as an accommodation on NY State assessments.

Work Time (continued)	Meeting Students' Needs
<p>C. Independent Paragraph Writing (15 minutes)</p> <ul style="list-style-type: none"> Distribute the Four-Square graphic organizers from the “The Role of Men and Women” section of the text (page 16), which students created in Lesson 3. Invite students to refer to the model on the chart paper and to the paragraph they just created. Have them write a topic sentence, body, and conclusion based on the notes in their graphic organizer. Circulate around the room and observe students’ writing to ensure that they are writing effective paragraphs. Offer support and guidance where necessary. 	<ul style="list-style-type: none"> Provide anchor charts for processes such as “How to write a paragraph.” This would include question words with nonlinguistic representations (e.g., map for <i>where</i>, clock for <i>when</i>). For students needing additional support, consider offering a sentence frame or starter, or a cloze sentence to assist with language production and provide the required structure.

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Closing and Assessment	Meeting Students' Needs
<p>A. Sharing (5 minutes)</p> <ul style="list-style-type: none">Invite a few students to share their paragraphs aloud, and ask others to identify the characteristics of good paragraphs evident in student samples.	<ul style="list-style-type: none">ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.
<p>B. Debrief (5 minutes)</p> <ul style="list-style-type: none">“What challenges did you face in turning your notes into clear and complete sentences?” “What strategies did you use to overcome those challenges?” Use a Thumb-O-Meter to ascertain how students feel about their success with meeting the target “I can write an explanatory/informative text.”	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Read pages 39 to 42 in <i>The Iroquois</i>. Think about how the Iroquois keep their traditions alive.In addition, choose independent reading material from the Recommended Texts list for Unit 2 or continue reading <i>Eagle Song</i>. <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>	

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Supplemental Materials



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Four-Square Graphic Organizer (For Writing)

First supporting detail:	Second supporting detail:
Third supporting detail:	Conclusion Statement:

Topic Sentence: