

Grade 4: Module 1A: Unit 2: Lesson 9

Connecting Two Informational Texts on a Similar Topic



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences. (RI.4.1)</p> <p>I can engage in a discussion with my peers about informational texts. (SL.4.4)</p> <p>I can integrate information from two texts on the same topic to show my knowledge about the subject. (RI.4.9)</p> <p>I can produce complete sentences, recognizing and correcting fragments and run-ons. (L.4.1)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can refer to relevant details in an article about lacrosse. I can form complete sentences from run-ons and fragments. 	<ul style="list-style-type: none"> Graphic organizer Teacher observation Student work with complete sentences

Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing the Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Full group Read-aloud: Main Idea of “Three lacrosse players dominate sport ancestors created” – CBS News Article (10-15 minutes) B. Partner Reading: Connecting CBS News article to page 36 in <i>The Iroquois</i> book (15 minutes) C. Complete Sentences Mini-Lesson (20 minutes) 3. Closing (5 minutes) 	<ul style="list-style-type: none"> • This lesson helps to underscore what the students learned in Lesson 7 and 8 about the Iroquois keeping their traditions alive today. Students will read two short informational texts (one from the <i>Iroquois</i> book) and discuss what each text says about how lacrosse is an important tradition for the Iroquois. • The teacher will lead a whole group read-aloud and students will work in pairs to discuss the two texts. • Students will then receive a mini-lesson on complete sentences that sets the groundwork for more work with Grade 4 Language Standard 1 in future lessons. The concept of a complete sentence should be review for students from Unit 1, so the purpose of this 20 minute mini-lesson is to complete a brief review and practice.

Teaching Notes (continued)

Lesson Vocabulary

lacrosse, ancestors, unprecedented, symbolic, reputation, energetic, superior

Materials

- *The Iroquois* (book; one per student)
- “Three lacrosse players dominate sport their ancestors created” by Elaine Quijano from CBS News
<http://www.cbsnews.com/news/three-lacrosse-players-dominate-sport-their-ancestors-created/>

Work Time	Meeting Students' Needs
<p>A. Guided reading of informational texts: “Three lacrosse players dominate sport their ancestors created” and page 36 of the <i>Iroquois</i> book. (30-40 minutes)</p> <ul style="list-style-type: none"> Tell students that now they will work together, with your help, to read a current article about contemporary life for the Iroquois. They will then connect their new reading to a short passage about lacrosse they have already read in <i>The Iroquois</i> book. Direct students to the article “Three lacrosse players dominate sport their ancestors created,” which is by Elaine Quijano for CBS News. The two brothers and cousin in the article are from the Onondaga Nation and currently play lacrosse for the State University of New York at Albany. Read the passage aloud first as a whole group, and then ask students for a thumbs-up if they have something to say about the passage and how it shows contemporary (modern) life for three Iroquois men. Ask students to turn to a partner and discuss what they think this section is about, and then hear a few ideas. Say: “Good start! Let’s see if we can learn more about contemporary life for the Iroquois!” For the second read, focus on asking the students some questions about brothers Lyle and Myles Thompson and their cousin Ty, specifically how they learned to play lacrosse and what it means for the Iroquois culture. During this section of the lesson, the students should be making connections to the readings they have done so far in <i>The Iroquois</i>, but with a focus on what they learned about modern Iroquois life in Chapter 4 and 5. <ul style="list-style-type: none"> How is the sport of lacrosse symbolic for Native Americans? (Remind them of what a symbol is if they need a quick review.) What do we know about the Thompson brothers and their cousin Ty? After reading paragraphs 6-8, what do we know about how the Iroquois culture is embraced by the lacrosse team in Albany? What evidence from the passage supports this? The last line of the article states, “A family that recognizes and honors its rich history.” Why does the author choose to end the article with this sentence? What is the “rich history” that she mentions? What does “honor” mean in this sentence? Support using evidence from the text. They can also connect the reading they did about Oren Lyons yesterday to this. What does this story show about modern Iroquois traditions? After the whole group discussion, ask students to take out their copy of the <i>Iroquois</i> book and turn to page 36. Each 	<ul style="list-style-type: none"> If you have not defined “Contemporary” yet, do so at this point, since it is a better word than “modern” to use.

student should work with a partner (teachers may want to pre-select partners, or just have each student turn to the student next to them or at the table) in this section. Ask each student to re-read (they read this section in a previous lesson) the passage about lacrosse on page 36. As they work with a partner, they should discuss the following questions, which should connect the two passages and the idea that lacrosse is a tradition that began many years ago with the Iroquois but continues to be an important part of contemporary Iroquois culture. The questions listed below are included on a separate worksheet in the supporting materials of this lesson, **Connecting the Two Passages** Worksheet (Partner Work). This will help students as they work through the questions in pairs.

- What is the main idea in the lacrosse passage on page 36?
 - What do we learn about the origin (beginning) of this game?
 - How does the information about the origin of lacrosse on page 36 connect to a main idea in paragraph 7 of “Three lacrosse players dominate sport their ancestors created”?
 - What do both passages tell us about how modern Iroquois traditions are still in practice today?
- After the student partners have completed their discussion, ask for them to discuss their answers to the questions above. Focus on making sure the students are connecting the main ideas in both passages, as well as the concept that Iroquois traditions like lacrosse began over a thousand years ago and continue today with players like the Thompson family.

B. Complete Sentences Mini-Lesson (20 minutes) (Spiral review)

- Explain to students that in order to write well, they have to be able to convey ideas clearly. In Unit 1, students practiced identifying complete sentences. This mini-lesson is very similar to the lesson in Unit 1, but with some different examples. Write the words “complete sentence” on the board. Ask students to recall the definition from Unit 1 and remind them that it is important to use complete sentences in their writing. Cold call students who volunteer. If students are unsure, have them define the word *complete*. Listen for “having all the required parts.” Explain to students that a sentence can be a word (Help!) or a group of words that must contain a subject (doer), a verb (action), and a complete thought.
- Display this sentence for all students to see: Norah cleaned her room. Say: “The subject in this sentence is Norah. She is the one *doing* something. (Circle Norah.) What did she do? She *cleaned*. (Underline cleaned.) That is the verb, or the action word. The words together make a complete thought. When you can identify the subject (or the one who is doing), and the verb (or the action), and a complete thought is conveyed, you have a sentence.”

- Say, “Sometimes in our reading or writing, we will see part of a sentence, or a *fragment*. A *fragment* is a group of words that might lack a subject or a verb and does not make a complete thought.” Display these sentences for students to see and continue to model circling the subject and underlining the verb:
 - *While in lunch*. Explain that this sentence has no subject or verb and does not convey a complete thought.
 - *Birds flying home*. This sentence has a subject (birds) and a verb (flying), but does not convey a complete thought.
 - *Running in the hall*. This sentence has a verb (playing) and possibly a subject (hall) but does not convey a complete thought.
- Model how to correct these three sentences, explaining what the subject and verb are for each one.
- Say, “On one hand we have sentence fragments. On the other, we have run-on sentences.” Ask if a student could recall the definition of a fragment from the lesson a few weeks ago. Listen for or explain, “A run-on sentence is two (or more) sentences incorrectly written as a single sentence.” Display these sentences for students to see and continue to model circling the subject and underlining the verb:
 - *I like my sister, she’s so nice*. Explain that this sentence is actually two sentences separated by a comma.
 - *My sister’s party is going to be fun we are all going to be there*. Explain that this sentence is two ideas combined together.
- Model how to correct these two sentences, explaining what the subject and verb are for each one.
- Distribute **Complete Sentences** handout found in Supplemental Materials. In pairs, students will complete the worksheet which will be reviewed as a whole class. Review the directions and clarify as needed.
- Circulate to provide support as students complete the worksheet.
- Review the sheet as a whole class calling on volunteers to share their revised sentences.
- Tell students that they should keep this lesson in mind when writing their paragraphs. Emphasize the importance of conveying a complete thought in each sentence.

This topic will be revisited in the next unit.

Homework

Students should continue reading their independent reading book.

Meeting Students’ Needs

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Supporting Materials



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Work Time A: Connecting the Two Passages

Passages:

“Three lacrosse players dominate sport their ancestors created” by Elaine Quijano
The Iroquois-page 36

What is the main idea in the lacrosse passage on page 36?

What do we learn about the origin (beginning) of this game?

How does the information about the origin of lacrosse on page 36 connect to a main idea in paragraph 7 of “Three lacrosse players dominate sport their ancestors created”

What do both passages tell us about how modern Iroquois traditions are still in practice today?

Work Time B: Identifying Run-ons, Fragments, and Complete Sentences

Directions: Read each group of words. Identify whether it is a run-on (r), fragment (f), or sentence (s). Correct the run-ons and fragments to make them complete sentences.

1. _____ Brothers Lyle and Myles.
2. _____ Their ancestors invented the sport.
3. _____ And it is a family.
4. _____ The ball was red the sticks had webbed nets.
5. _____ I like lacrosse.
6. _____ I went to the game I saw my friends.
7. _____ The Iroquois see.
8. _____ In 2014, the Thompson brothers.
9. _____ Mohawk steelworkers are known for their building skills.
10. _____ Lacrosse is a sport that.