

Grade 4: Module 1A: Unit 3: Lesson 3

Getting the Gist:

Hawaiian Quilt



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GRADE 4: MODULE 1A: UNIT 3: LESSON 3
Close Reading to Understand Symbolism:
Hawaiian Blanket

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<ul style="list-style-type: none"> • I can engage in a collaborative discussion with diverse partners. (SL.4.1) • I can determine the main idea using specific details from the text. (RI.4.2) • I can integrate information from two texts on the same topic. (RI.4.9) 	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> • I can determine the gist and main idea of a text using important words from the text. • I can integrate the information in the two texts I have read so far. 	<ul style="list-style-type: none"> • Teacher observations • Close read annotations and margin notes

Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Reader (5 minutes) Work Time <ol style="list-style-type: none"> Vocabulary Instruction (10 minutes) Close Reading of the Quilter Profile for Harriet Soong from “To Honor and Comfort” (20 minutes) Getting the Gist Protocol (15 minutes) Closing and Assessment <ol style="list-style-type: none"> Debrief- Anchor Chart (10 minutes) Exit Ticket (5 minutes) Homework 	<ul style="list-style-type: none"> • Preview the Quilter Profile for Harriet Soong on page 16 of “To Honor and Comfort: Native Quilting Traditions” found here: http://nmai.si.edu/sites/1/files/pdf/education/quilts.pdf. • In advance: This text includes complex vocabulary. Definitions for many of the words are not necessary for comprehension. Choose 4-5 words that you feel are most important for understanding and implement the vocabulary PowerPoint exercise from Unit 1. • Preview Getting the Gist Protocol (Appendix 1)

Lesson Vocabulary	Materials
main idea, supporting details, gist, quilt, compliment, expertise,	<ul style="list-style-type: none"> • Culture and Community anchor chart (from Unit 1) • The Quilter Profile for Harriet Soong from “To Honor and Comfort: Native Quilting Traditions”

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<p>enthusiasm, intricate, applied, contrasting, contours, dishonorable, overthrow, monarchy, plead, restoration, throne, leis, perpetuating, preserving, generations, reflection</p>	<ul style="list-style-type: none"> • Getting the Gist Protocol (found in Supplemental Materials) • Getting the Gist Protocol - teacher reference (found in Supplemental Materials) • Document camera or whiteboard • Index cards (one per student)
Opening	Meeting Students' Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none"> • Invite the class to read the second learning target aloud with you: "I can determine the gist and main idea of a text using important words from the text." • Remind the students of their work so far in Unit 1 identifying gist and in Unit 2 with identifying the main idea and how details support the main idea. Ask the students: "How do you determine the main idea in a text? What are supporting details?" Invite students to think, then share with a partner, about these questions. Ask: "How does determining the main idea and explaining how it is <i>supported</i> with details help us as readers?" Invite students to think, then share with a partner, about this question. • Tell students that today they will be practicing these reading skills with peers when reading the Quilter Profile for Harriet Soong, Native Hawaiian, on page 16. Explain that this article contains some complex vocabulary but we are going to choose some important words from the text that will help us figure out the gist and the main idea. 	<ul style="list-style-type: none"> • Use thoughtful grouping: Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their L1.
Work Time	Meeting Students' Needs
<p>A. Vocabulary Instruction (10 minutes)</p> <ul style="list-style-type: none"> • Choose 4-5 words from the text that will aid in comprehension of the text (recommend: enthusiasm, intricate, contours, monarchy, plead, perpetuating). Use those words in a PowerPoint activity as described in Unit 1. Make sure that students write the words and their definitions in a vocabulary journal. <p>B. Reading for Gist "Quilter Profile" (20 minutes)</p> <ul style="list-style-type: none"> • As you distribute the article to students, tell them that now they will work together, with your help, to try reading closely the article "Quilter Profile." • Ask the class to read the article silently. Ask students for a thumbs-up if they have something to say about the article. Say: "Good start! Let's see if we can learn more!" 	<ul style="list-style-type: none"> • Using visual images for support in the powerpoint, or as an alternative to them, may be helpful for some students, especially with words like applied, contours, and leis

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- For the second read, chunk the article into smaller sections. Ask students to chorally reread the first paragraph. After, ask students to take a moment and circle any words they think are important to understanding the text. Circulate to provide support and remind students that they should skip the words they do not understand and continue reading. If needed, remind students that we are reading for the gist.
- Repeat for the second paragraph. Again, ask students to chorally reread the paragraph and circle any words they think are important.
- Repeat for the third paragraph.

C. Getting the Gist Protocol (15 minutes)

- Commend students for their work on reading a very difficult text. Explain that we are now going to figure out the gist of the article. Distribute **Getting the Gist** Protocol handout to each student. Review the directions. Students will work with their same partners to choose 15 of the words they selected to list on the handout. Circulate to provide support. Ensure that students only choose words that they can define. Circulate to provide support.
- Student pairs will then work together to come up with a summary statement of the article. See sample in Supplemental Materials for guidance. Students should try to use all 15 words in their summary statements and should be encouraged to rethink their word choices if their statements are not true summaries. When students have completed the handout, cold call volunteers to share their summary statements.

Note: Depending on the skill level of your students, consider having students complete the protocol individually.

Closing and Assessment

A. Debrief—Anchor Chart (10 minutes)

- After reviewing summary statements (gist), display the **Culture and Community** anchor chart on a document camera or whiteboard. Ask students to take out their anchor charts as well.
- Ask: “What did we learn about the Hawaiian culture from this text?” Invite several students to share their ideas about community and the sharing of the Hawaiian culture.
- Elicit student responses to the four questions posed on the anchor chart. Use student ideas to complete your anchor chart.
- Congratulate the students on their hard work. Ask, “Did this method of finding gist work for you? Would you try it again?” Lead a brief discussion allowing students to relate their experiences with the text and the activity.

B. Exit Ticket (5 minutes)

Meeting Students’ Needs

- Provide ELLs with a sentence starter to aid in language production. For example: “One rule from the article is _____.”

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<ul style="list-style-type: none"> • Hand each class member an index card and display this prompt for students to see: “Compare some of the ways that the Hawaiian community and the Mali villages share their history.” • Provide students with enough time to make connections between the two texts. • Glance over them for a quick assessment. <p><i>Note: If there is time, have students share their tickets with a partner, then cold call and discuss answers as a class.</i></p>	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> • For tonight’s homework, students should continue reading at home. 	

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Supporting Materials



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Getting the Gist Protocol

Determine Importance—Summarize and Synthesize

Even if you do not understand all of the vocabulary in a text, you can get the gist of the story by summarizing your understanding of it using 15 important words. Select the 15 most important words from the text. Then, use them to write a summary statement.

Important Words

- | | |
|----|-----|
| 1. | 9. |
| 2. | 10. |
| 3. | 11. |
| 4. | 12. |
| 5. | 13. |
| 6. | 14. |
| 7. | 15. |
| 8. | |

Summary Statement:

Getting the Gist Protocol—Teacher Reference**Determine Importance—Summarize and Synthesize**

Even if you do not understand all of the vocabulary in a text, you can get the gist of the story by summarizing your understanding of it using 15 important words. Select the 15 most important words from the text. Then, use them to write a summary statement.

Important Words

- | | |
|----------------|-----------------|
| 1. Hawaiian | 9. respect |
| 2. quilter | 10. symbols |
| 3. unique | 11. designs |
| 4. pattern | 12. record |
| 5. story | 13. culture |
| 6. traditional | 14. generations |
| 7. history | 15. beauty |
| 8. princess | |

Summary Statement

This article is about a Hawaiian quilter who uses unique patterns in her quilts to tell stories. She uses traditional designs and symbols to show respect for the last Hawaiian princess in one of her quilts. The quilts record the Hawaiian culture and history for generations and also show the beauty of the Hawaiian culture.