

**Grade 4: Module 1A: Unit 3: Lesson 7**  
**Defining our Classroom Community**

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Lesson Vocabulary	Materials
Contribution, symbol, define, community	<ul style="list-style-type: none"> <li>Classroom Quilt</li> <li><b>Quilt Square</b> note-catcher (from Lesson 6)</li> <li><b>Quilt Gallery Walk</b> note-catcher (found in Supplemental Materials)</li> <li>Index cards</li> </ul>

**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

- I can write an informative/explanatory text. (W.4.2)
- I can report on a topic using descriptive details to support a main idea or theme. (SL.4.4)

**Supporting Learning Targets**

- I can explain how our classroom quilt defines our classroom community.
- I can independently write an explanatory paragraph.
- I can follow our group norms when I participate in a conversation.

**Ongoing Assessment**

- Explanatory paragraph
- Teacher observation

**Agenda**

- Opening**
  - Engaging the Writer (5 minutes)
- Work Time**
  - Classroom Quilt Gallery Walk (10 minutes)
  - Writing an Explanatory Paragraph (20 minutes)
- Closing and Assessment**
  - Sharing our Expectations (20 minutes)
  - Exit Ticket (5 minutes)
- Homework**

**Teaching Notes**

- In advance, attach the students' quilt squares to make a classroom quilt. If needed, consider grouping the pieces into 4 or 5 separate mini-quilts to make the Gallery Walk easier.
- This lesson includes a share out of student writing. The focus of this unit is to help turn the class into a community of learners who support each other. This activity will be an exercise that fosters this in the students. Reluctant students should feel encouraged to speak in front of their classmates.
- This End of Module Performance Task may be expanded to have students write a full essay.

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Opening	Meeting Students' Needs
<p><b>A. Engaging the Writer (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind the students of the work they did with <i>The Keeping Quilt</i>. Recall the prompt from the Exit Ticket: “Why do you think this story is called <i>The Keeping Quilt</i>?”</li> <li>Lead a brief discussion about the title and the significance of the quilt to the family and culture. Emphasize that it helps to remind the family of their past and the contributions everyone has made over time.</li> </ul>	<ul style="list-style-type: none"> <li>Clarifying the language of the learning targets helps students approach the task with a clearer understanding of the purpose of the lesson.</li> </ul>
Work Time	Meeting Students' Needs
<p><b>A. Classroom Quilt Gallery Walk (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Explain to students that they will first engage in a <b>gallery walk</b> of the quilt they created. Distribute a <b>Quilt Gallery Walk</b> note-catcher (supplemental materials) to each student. Review the directions.</li> <li>As they study the quilt, they should focus on three of the squares in the quilt. They should choose squares that they did not hear about in the previous lesson. Explain that they will be making inferences about the symbols they see. Explain that color may be significant as well as any images or words accompanying the symbols. Choose a square to model for students. For example, “This square shows a friendly dog near a tree. I think this means that the student likes dogs. This may mean that the student has a dog and likes to play with it in the park. I can infer that the person is playful and maybe kind because s/he loves this dog. Therefore, this student can contribute fun and kindness to our class.”</li> <li>Recall the work they did in the previous lesson to think about the contributions the other students can make to the class. They will be using the same process today.</li> <li>If the quilt is displayed in pieces or chunks, create a rotation schedule so that all students get to see all the squares.</li> <li>Students should go back to their seats at the conclusion of the activity.</li> </ul>	<ul style="list-style-type: none"> <li>Consider displaying the quilt in chunks so that students have less to look at and process at one time.</li> </ul>
Work Time (continued)	Meeting Students' Needs
<p><b>B. Writing an Explanatory Paragraph (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Recall the definition of community (a group of people living in the same place or having a particular characteristic in common, or a feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals).</li> <li>Distribute the <b>End of Module Performance Task</b> worksheet (supplemental materials) and instruct students to use</li> </ul>	

## GRADE 4: MODULE 1A: UNIT 3: LESSON 7

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<p>their note-catchers from the gallery walk and Lesson 6 to write 1-2 paragraphs explaining how this quilt defines their classroom community. They should refer to the symbols they studied today and may refer to the notes they took in Lesson 6 as well.</p> <ul style="list-style-type: none"> <li>• Student writing may focus on: what they expect the class to be like, the diversity of the students, what students have in common (or don't), etc.</li> <li>• Circulate to provide support, ensuring that students are writing about the symbols they saw, and the contributions the students will make to the class. How will these contributions make our classroom a strong community?</li> </ul>	
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Closing and Assessment	Meeting Students' Needs
<p><b>A. Sharing our Expectations (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Congratulate students on their hard work and their interpretation of the classroom quilt.</li> <li>• Lead a brief discussion about the power of oral tradition, focusing on how it unites and keeps communities together. Explain that they will now participate in a simulation of oral tradition by reading their paragraphs aloud. Review expected norms of behavior and the importance of creating a welcoming environment for their classmates.</li> <li>• Call on volunteers to read their paragraphs aloud to share the expectations they have for the class for the school year. If time allows, have all students share their paragraphs (this may take an additional lesson).</li> </ul>	<ul style="list-style-type: none"> <li>• The reading aloud of the paragraphs is optional and not graded. You may choose to have a few students read aloud or build an entire lesson around a share out.</li> </ul>
<p><b>B. Exit Ticket (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute <b>index cards</b>. Ask students to respond to the question: "Based on what you heard, how successful do you think our classroom community will be? What evidence do you have for this claim?"</li> <li>• Give students time to write their response.</li> </ul>	

Homework	Meeting Students' Needs
<p>For tonight's homework, continue reading at your independent level at home.</p>	

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## Supplemental Materials



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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## End of Module Performance Task: Writing to Explain How Our Classroom Quilt Defines our Classroom Community

How does the quilt define our classroom community? Use details and symbols from the quilt to explain what the other students in the class will contribute to our class and how they will help to make our classroom a community. How will these contributions make our classroom a strong community?

.....  
**Name:** .....

.....  
**Date:** .....

**Quilt Gallery Walk**  
**Note-catcher**

Directions: As you study the quilt, find three symbols to focus on. For each symbol, identify what you think it means and what the student has to contribute to our classroom community. Do not choose any of the symbols you learned about in the previous lesson.

<b>Symbol (include a description)</b>	<b>What it means</b>	<b>Contribution</b>