



EXPEDITIONARY  
LEARNING

## **Grade 4: Module 1B: Unit 2: Lesson 2**

### **Shared Writing:** Drafting an Informative Paragraph that Summarizes the First Half of *Love That Dog*



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

I can summarize a story, drama, or poem. (RL.4.2)

I can write informative/explanatory texts that convey ideas and information clearly. (W.4.2)

- a. I can introduce a topic clearly.
- a. I can group supporting facts together about a topic in an informative/explanatory text.
- b. I can develop the topic with facts, definitions, details, and quotations.

I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)

Supporting Learning Target

- I can write an informative paragraph that summarizes pages 1–41 of *Love That Dog*.

Ongoing Assessment

- Participation in shared writing of informative paragraph



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Sharing Homework: Oral Summaries of Unit 1 Independent Reading (5 minutes)</li> <li>B. Reviewing the Learning Target (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Reviewing <i>Love That Dog</i>, Pages 1–41 (10 minutes)</li> <li>B. Shared Writing: Introducing a Topic in an Informative Paragraph (10 minutes)</li> <li>C. Shared Writing: Drafting an Informative Paragraph (30 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Debrief (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Using your summary plans from yesterday's homework, write a paragraph that summarizes your selected book from Unit 1 independent reading.</li> <li>B. Begin reading your new book for independent reading, or continue reading your book from Unit 1.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• As noted in the previous lesson, Lessons 1 and 2 serve as a bridge from Unit 1, giving students an opportunity to review the main events of the book and allowing for a formal introduction to writing an informative paragraph. Informative paragraphs are introduced and partially assessed in this unit, and they will be reviewed and assessed again in Unit 3.</li> <li>• Students continue the shared writing experience. In this lesson, students work from the class' Topic Expansion graphic organizer from the class shared planning in Lesson 1 and work with the teacher to craft a topic sentence and draft a class informative paragraph.</li> <li>• In the opening of this lesson, students share an oral summary based on their homework from Lesson 1 (planning a summary of their text from independent reading from Unit 1). This prepares them to write the summary for their Lesson 2 homework.. Some students may wish to bring along their actual Unit 1 independent reading book as they share an oral summary based on their plan.</li> <li>• After hearing peers' oral summaries of Unit 1 independent reading books, some students may get intrigued about a book a classmate describe, and thus want to choose that book for their own Unit 2 independent reading. Since recommended texts for these units are similar, consider allowing students to continue reading their texts from Unit 1 if they wish to do so.</li> <li>• In Work Time A, students work in triads to review sections of the first half of the novel by each rereading a section . This allows student to more efficiently review the novel and better write a summary during the shared writing that follows. Consider placing struggling readers with more proficient readers for this activity.</li> <li>• In advance:               <ul style="list-style-type: none"> <li>– Prepare chart paper for shared writing of informative paragraph.</li> <li>– Display the Quality Paragraphs anchor chart and class Topic Expansion graphic organizer.</li> </ul> </li> </ul>



Lesson Vocabulary	Materials
informative paragraph, purpose, topic, topic sentence, transitional phrase, criteria	<ul style="list-style-type: none"> <li>• Topic Expansion graphic organizer (from Lesson 1 homework; students' own about their independent reading book)</li> <li>• Topic Expansion graphic organizer (from Lesson 1 classwork; students' own about the first half of <i>Love that Dog</i>)</li> <li>• Quality Paragraphs anchor chart (from Unit 1, Lesson 6)</li> <li>• Class Topic Expansion graphic organizer (from Lesson 1; co-created)</li> <li>• Example topic sentences for <i>Love That Dog</i> Summary (pp. 1–41) (for teacher reference)</li> <li>• Class <i>Love That Dog</i> Summary (pp. 1–41) (new; co-written in Work Time B; see sample in supporting materials for teacher reference)</li> <li>• Lined paper (one piece per student)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Reviewing Homework: Oral Summaries of Unit 1 Independent Reading (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Remind students that they have begun to focus on planning strong informative paragraphs. Tell students that in a moment, they will share an oral summary of the text they read for independent reading for Unit 1 with a partner.</li> <li>• Ask students to get out their homework <b>Topic Expansion graphic organizer</b> for summaries of their independent reading book. Ask them to read their summary paragraph plan and think about how they will orally summarize their book.</li> <li>• Invite students partner with a classmate then decide who will share their oral summary first.</li> <li>• Circulate to check who has completed their homework and observe how students orally summarize their books and reference their notes from homework.</li> <li>• Tell students to hold on to their plans, since they will need them for tonight's homework where they will be expected to write an informative summary paragraph from these plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider allowing students to bring their independent reading texts from Unit 1 along for sharing during this activity.</li> </ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Reviewing the Learning Target (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Focus students' attention on the posted learning target and ask them to chorally read it aloud:<ul style="list-style-type: none"><li>* "I can write an <i>informative paragraph</i> that summarizes pages 1–41 of <i>Love That Dog</i>."</li></ul></li><li>• Ask students to discuss with a partner what they think this target means.</li><li>• After 1 or 2 minutes, invite a few partnerships to share their thinking with the whole class. Clarify any misconceptions students may have about key terms or the targets.</li></ul>	<ul style="list-style-type: none"><li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li></ul>

Work Time	Meeting Students' Needs
<p><b>A. Reviewing <i>Love That Dog</i>, Pages 1–41 (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that today they will draft a paragraph summarizing the first half of <i>Love That Dog</i>.</li><li>• Invite students to take out their <b>Topic Expansion graphic organizers</b> from Lesson 1 classwork and form triads, being sure to work with other students who are not in their reading groups.</li><li>• Tell students that they will be reviewing the first half of <i>Love That Dog</i> in their new triad, with each person describing a different part of the first half of the novel. Be sure they are clear that they are working only on pages 1–41. Invite students to choose:<ul style="list-style-type: none"><li>– A person to describe the beginning of the section (pages 1-14)</li><li>– A person to describe the middle (pages 15-27)</li><li>– And a person to describe the end of the section (pages 27-41)</li></ul></li><li>• Give students 2 minutes to review their summary notes of these pages and prepare to share with their group.</li><li>• Then, give students a few minutes to describe to their group what happened in their section of the first half of the novel.</li></ul>	<ul style="list-style-type: none"><li>• To further support students, consider reviewing these sections of the text as a whole class by dividing students into three groups with each reviewing their notes for a section of the text. Call on students to give oral summaries of each section of the text and clarify as needed.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Shared Writing: Introducing a Topic in an Informative Paragraph (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students' attention to their Topic Expansion graphic organizers. Explain to students that today they will be using this organizer to draft an informative paragraph that summarizes the first half of <i>Love That Dog</i>.</li> <li>• Tell students that before they begin drafting, they need to craft the topic sentence for their paragraphs. Invite students to turn and talk to a partner. Ask:             <ul style="list-style-type: none"> <li>* "What is the <i>purpose</i> of a <i>topic sentence</i>?"</li> </ul> </li> <li>• Cold call on students to share what they talked about with their partner. Listen for responses such as: "A topic sentence clearly introduces the topic of a paragraph," or "A topic sentence tells the main idea of the paragraph." If necessary, refer to the <b>Quality Paragraphs anchor chart</b> (from Unit 1, Lesson 6).</li> <li>• Remind students that a topic sentence is usually the first sentence of a paragraph and that it introduces the topic to the reader.</li> <li>• Invite students to turn and talk to a partner. Ask:             <ul style="list-style-type: none"> <li>* "What is the purpose of our informative paragraph?"</li> </ul> </li> <li>• Cold call on students to share what they talked about with their partner. Listen for responses such as: "The purpose is to share a summary of what we have read of <i>Love That Dog</i>," or "It will describe the events of the first half of <i>Love That Dog</i>."</li> <li>• Invite students to review their Topic Expansion graphic organizers to Think-Pair-Share. Ask:             <ul style="list-style-type: none"> <li>* "What will be the <i>topic</i> of our informative paragraph?"</li> </ul> </li> <li>• Cold call on students to share what they talked about with their partner. Listen for responses such as: "The topic is Jack in <i>Love That Dog</i> and how he is learning about poetry."</li> <li>• Display the <b>class Topic Expansion graphic organizer</b> from Lesson 1 where all students can see, either by using a document camera or by displaying it on chart paper. As a class, brainstorm at least two topic sentences that would work with this informative paragraph. Point out that when we write about a book, the name of the book and the author are usually included in the topic sentence—see <b>example topic sentences for <i>Love That Dog</i> Summary (pp. 1–41) (for teacher reference)</b>. Write these topic sentences in the "Topic Sentence" box on the class Topic Expansion graphic organizer for students to see.</li> <li>• Give students a few minutes to copy the topic sentences onto their Topic Expansion graphic organizer.</li> </ul>	<ul style="list-style-type: none"> <li>• To further support struggling writers or ELLs, give students time to jot down their ideas before they discuss the prompts for shared writing with a partner. This will allow for additional processing time.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>C. Shared Writing: Drafting an Informative Paragraph (25 minutes)</b></p> <ul style="list-style-type: none"> <li>• Explain to students that they are now ready to use their Topic Expansion graphic organizer to draft their paragraph.</li> <li>• Begin a shared writing experience in order to draft the informative paragraph by gathering students so they can all see a piece of posted chart paper or a piece of paper projected through a document camera for the <b>class <i>Love That Dog</i> Summary (pp. 1–41)</b>. Be sure that the class can see the class Topic Expansion graphic organizer as well.</li> <li>• Remind students that informational paragraphs introduce a topic clearly. Explain to students that the first sentence they will write is the topic sentence. Tell them they will choose one from the sentences they brainstormed during Work Time A.</li> <li>• Ask students to help you begin the summary by choosing a student to choose a topic sentence from the Topic Expansion graphic organizer, come up to the paper, and write it on the first line of the page (see example in supporting materials). If necessary, remind students that the first sentence of a paragraph is always indented.</li> <li>• Invite students to turn and talk to a partner. Ask: <ul style="list-style-type: none"> <li>* “What should we write about next in our paragraph?”</li> </ul> </li> <li>• Cold call on students to share what they talked about with their partner. Listen for responses such as: “We should develop our topic by describing the events of the first half of <i>Love That Dog</i>.”</li> <li>• Invite students to turn and talk to a partner. Ask: <ul style="list-style-type: none"> <li>* “Using your Topic Expansion graphic organizer, what would be a sentence that could come next?”</li> </ul> </li> <li>• Cold call on students to share what they talked about with their partner.</li> <li>• Listen for responses such as: “In the beginning, Jack does not know much about poetry.”</li> <li>• Drawing from the ideas the students shared, craft and write the next sentence (see the example in supporting materials), modeling starting with a <i>transitional phrase</i> if necessary. Point out the phrase and explain to students that this kind of transition can help the reader better understand the order of the events when reading the paragraph.</li> <li>• Invite students to turn and talk to a partner. Ask: <ul style="list-style-type: none"> <li>* “What should we write about next in our paragraph?”</li> </ul> </li> <li>• Cold call on students to share what they talked about with their partner.</li> <li>• Listen for responses such as: “We should develop this idea with a detail from the text.”</li> </ul>	<ul style="list-style-type: none"> <li>• Some alternatives to having students copy the shared writing of the class paragraph are to have students write on every other line of the lined paper or to type it up and distribute it to students.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Invite students to turn and talk to a partner. Ask:<ul style="list-style-type: none"><li>* “Using your Topic Expansion graphic organizer, what would be a sentence that could come next?”</li></ul></li><li>• Cold call on students to share what they talked about with their partner.</li><li>• Listen for responses such as: “He thinks any words can be a poem as long as they are written in short lines, and he says that he does not understand the poems that he is reading.” Drawing from the ideas the students shared, craft and write the next sentence (see the example in supporting materials).</li><li>• Continue this process to complete the remainder of the paragraph, being sure to include transitional phrases and details from the text.</li><li>• Invite students to chorally read their completed class <i>Love That Dog</i> Summary (pp. 1–41).</li><li>• Distribute <b>lined paper</b> and explain to students that they should now copy the class <i>Love That Dog</i> Summary (pp. 1–41) for their own reference.</li><li>• Give students 10 minutes to copy the summary, and then invite students to put their materials away.</li></ul>	





Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the Quality Paragraphs anchor chart. Tell them they will be using it to check the paragraph they just drafted. Cold call on a student to read the first bullet point:<ul style="list-style-type: none"><li>* "The first sentence of the paragraph should be <i>indented</i>."</li></ul></li><li>• Invite students to Think-Pair-Share and ask:<ul style="list-style-type: none"><li>* "Is the first sentence of our paragraph indented? What evidence from the paragraph supports your thinking?"</li></ul></li><li>• Cold call students to share what they talked about with their partner. Listen for responses such as: "We put a space in front of the first sentence."</li><li>• Repeat for each bullet point on the anchor chart.</li><li>• Share with students that they will have a chance to practice writing an informative paragraph again on the Mid-Unit 2 Assessment and again in Unit 3. Cold call on a student to read the learning target for today's lesson:<ul style="list-style-type: none"><li>* "I can write an informative paragraph that summarizes pages 1–41 of <i>Love That Dog</i>."</li></ul></li><li>• Invite students to self-assess how well they understand how to write an informative paragraph by showing a thumbs-up indicating they can teach someone else how to write an informative paragraph without support, a thumbs-sideways indicating they can write a paragraph with support, or a thumbs-down if they are unsure what it means to write an informative paragraph.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Using your summary plans from yesterday's homework (your Topic Expansion graphic organizer), write a paragraph that summarizes your selected book from Unit 1 independent reading.</li><li>• Begin reading your new book for independent reading, or continue reading your book from Unit 1.</li></ul>	



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# Grade 4: Module 1B: Unit 2: Lesson 2

## Supporting Materials



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Example Topic Sentences for *Love That Dog* Summary (pp. 1–41)  
(For Teacher Reference)

The book *Love That Dog* is about a boy named Jack who is learning about poetry.

*In Love That Dog* by Sharon Creech, a boy named Jack learns about poetry by reading and writing poems at school.

*Love That Dog* is a book written like a journal by a boy who is learning about poetry.



*Love That Dog* Summary (pp. 1–41)  
(Sample, for Teacher Reference)

The book *Love That Dog* is about a boy named Jack who is learning about poetry. In the beginning of the book, Jack doesn't know much about poetry. He thinks any words can be a poem as long as they are written in short lines, and he says he does not understand the poems he is reading. As Jack learns more about poetry, he starts to write his own poems using techniques he is learning about. For example, he revises a poem he wrote about a blue car so it sounds like "The Tiger" by William Blake. He titled one of his poems "You Come Too," which is a line from the poem "The Pasture" by Robert Frost. Even though he did not want to at first, Jack begins writing poems about his dog. "You Come Too" is about when his family adopted the dog, and he writes a shape poem about his dog. By the end of the first half of the book, Jack is becoming more confident about his poetry.