



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 5

Paragraph Writing About *Waiting for the Biblioburro*



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

I can write an informative/explanatory text that has a clear topic. (W.3.2)
I can develop the topic with facts, definitions, and details. (W.3.2)
I can construct a closure on the topic of an informative/explanatory text. (W.3.2)
I can write routinely for a variety of reasons. (W.3.10)

Supporting Learning Targets

- I can plan my paragraph using an Accordion graphic organizer.
- I can write a topic sentence for a paragraph about the efforts the librarian made in order to get books to the people of Colombia.
- I can support my topic with details.
- I can write a sentence to close my paragraph.

Ongoing Assessment

- Paragraph Writing Accordion graphic organizers



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unpacking the Learning Targets and Setting a Purpose (5 minutes)2. Work Time<ol style="list-style-type: none">A. Characteristics of a Paragraph: Studying a Strong Model for Transition Words and Evidence (15 minutes)B. Modeling: Studying the Graphic Organizer (5 minutes)C. Planning: Using the Graphic Organizer (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Student Shares (5 minutes)B. Debrief (5 minutes)4. Homework<ol style="list-style-type: none">A. Take home your draft paragraph and read it with someone else. Based on your thoughts from today and from your discussion at home, write a second draft of your paragraph.	<ul style="list-style-type: none">• Note that students plan and write a paragraph in this lesson. This is simply routine writing, not a formal assessment.• In advance: Prepare the completed graphic organizer and model paragraph for <i>That Book Woman</i>.



Lesson Vocabulary	Materials
obstacle, transition, detail, explain, evidence	<ul style="list-style-type: none">• Model paragraph for <i>That Book Woman</i>• Paragraph Writing Accordion graphic organizer anchor chart (new; teacher-created; fill in the graphic organizer for <i>That Book Woman</i>)• Paragraph Writing Accordion graphic organizer (one per student)• Excerpts from <i>Waiting for the Biblioburro</i> (from Lesson 3)• Sticky notes

Opening	Meeting Students' Needs
<p>A. Unpacking the Learning Targets and Setting a Purpose (5 minutes)</p> <ul style="list-style-type: none">• Gather students in a circle. Direct their attention to today's learning targets. Ask students, based on the learning targets, to share what they think they will be doing today. Tell students that, just like with Nasreen's story in Unit 1, the story of the Biblioburro is too exciting and extraordinary to be limited to their classroom. When readers encounter really interesting and important information, it is natural to share it with others through writing. That is exactly what they will be doing today.	

Work Time	Meeting Students' Needs
<p>A. Characteristics of a Paragraph: Studying a Strong Model for Transition Words and Evidence (15 minutes)</p> <ul style="list-style-type: none">• Project the model paragraph for <i>That Book Woman</i> for all students to see. Alternately, provide each student a copy that they can mark on themselves. Ask the class to read this paragraph quietly to themselves. After giving them a couple of minutes to read it, ask them to Think-Pair-Share the topic of this paragraph. Invite students to share with the whole group. Listen for shares such as: "This is about how the Book Woman has to go past really difficult obstacles to get books to kids." Discuss the word <i>obstacle</i>.	<ul style="list-style-type: none">• Consider creating a chart of transition words and evidence connectors for students. These might include: for example, another example, also, in the story it says, according to the text.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Remind students of their previous work with writing paragraphs, and how much they have grown as writers. Tell them that today they will focus on a new skill as they write: using transition words and phrases and connecting evidence from the text. Discuss the word <i>transition</i>. Inform the class that transitions often come at the beginning of sentences. Good writers use these to make their writing smoother, instead of just listing their details and evidence. Ask students to look back at their text, specifically the beginning of sentences, for words or phrases the writer used to introduce details and evidence. Have them Think-Pair-Share words and phrases they see. As students share as a whole group, circle on the shared text transition words and phrases such as <i>for example</i>, <i>another example</i>, <i>in the story</i>. Tell students that when they write their paragraphs, they should use these words and phrases to introduce details and evidence.	
<p>B. Modeling: Studying the Graphic Organizer (5 minutes)</p> <ul style="list-style-type: none">Show the class the Paragraph Writing Accordion organizer anchor chart (filled in for <i>That Book Woman</i>). Remind students about each part of the graphic organizer. Specifically, focus on the Detail and Explain portions of the graphic organizer. Students need to understand that the <i>detail</i> to support the topic should be in their own words, and the <i>explain</i> is a specific example that comes from the text.	
<p>C. Planning: Using the Graphic Organizer (15 minutes)</p> <ul style="list-style-type: none">Before students begin to work independently, consider brainstorming the topic of their paragraph together. This may be a Think-Pair-Share or a class-generated list of sentences.Tell students that they will now plan their paragraph about the Biblioburro. Remind them to begin with their topic, then support that topic with details and an example from the story. Distribute the Paragraph Writing Accordion graphic organizer as well as Excerpts from <i>Waiting for the Biblioburro</i> to each student. Students will need the text they have been working with in order to find appropriate details and evidence. Give students the next 15 minutes to complete their graphic organizer.	<ul style="list-style-type: none">In past lessons, students worked in partnerships for the planning stage. Some students may still benefit from this scaffolding, while others may be ready to work independently.
<p>D. Independent Writing: Drafting a Paragraph (10 minutes)</p> <ul style="list-style-type: none">Ask students to pair up with someone next to them. Have partners quickly share the details and examples from the text they are using for their paragraph. Consider having students speak their paragraph to their partner using transition words. Then distribute lined paper to each member of the class and direct them to draft their paragraph.	



Closing and Assessment	Meeting Students' Needs
<p>A. Student Shares (5 minutes)</p> <ul style="list-style-type: none">As students are writing, try to note a few key revision points that are common to many. Gather the class back in a circle. Invite two or three students to share their writing with the class. (If possible, project their writing using a document camera as they read.) Point out key writing moves that are strong in the piece. Then use this opportunity to give descriptive feedback to those student (but that may help much of the class).	
<p>B. Debrief (5 minutes)</p> <ul style="list-style-type: none">Debrief with these questions: “What did you do you well with your paragraph?” and “Based on the shares, what do you think you could change to make it better?” Distribute sticky notes to students and ask them to write their next steps on a sticky note for homework reference.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Take home your draft paragraph and read it with someone else. Based on your thoughts from today and from your discussion at home, write a second draft of your paragraph.	



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Supporting Materials



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In the story *That Book Woman*, the Book Woman overcomes many obstacles to bring books to children. For example, she has to get past difficult physical obstacles. In the story, it says the family lives way up in the mountains. This would make it hard to reach them, so the Book Woman uses a horse. Also, she has to go through very bad weather. The story shows her coming to their house in rain, fog, snow, and cold. The bad weather would make it hard to reach the family. In *That Book Woman*, the Book Woman has to get past many obstacles to bring books to children.



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