



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 1: Unit 3: Lesson 10**

## **Planning Writing: Making Notes for the Accessing Books around the World Informative Paragraph**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> <li>I can create a plan for my Accessing Books around the World informative paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Paragraph Writing Accordion graphic organizer</li> </ul>

Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>Opening             <ol style="list-style-type: none"> <li>Engaging the Writer: Accessing Books around the World Bookmarks (10 minutes)</li> </ol> </li> <li>Work Time             <ol style="list-style-type: none"> <li>Model: Planning a Paragraph (15 minutes)</li> <li>Student Planning (25 minutes)</li> </ol> </li> <li>Closing and Assessment             <ol style="list-style-type: none"> <li>Debrief (10 minutes)</li> </ol> </li> <li>Homework             <ol style="list-style-type: none"> <li>None.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>Some vocabulary words may need to be clarified with students: thoughtful, community, extreme lengths.</li> <li>Review Work Time A carefully. Prepare to model writing an “Accessing Books around the World” paragraph in front of the class.</li> </ul>

Lesson Vocabulary	Materials
plan, bookmark, create, informative, paragraph	<ul style="list-style-type: none"> <li>Accessing Books around the World teacher model paragraph (teacher created during Work Time A)</li> <li>Markers</li> <li>Chart paper for Writing My Paragraph anchor chart</li> <li>Student recording forms (from previous units)</li> <li>Paragraph Writing Accordion graphic organizer (one per student)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Writer: Accessing Books around the World Bookmarks (10 minutes)</b></p> <ul style="list-style-type: none"><li>Preview the forthcoming Accessing Books around the World bookmark task. (For example: “We have been learning all about librarians around the world who have gone to extreme lengths to bring reading to children in all corners of the world. You are all going to teach people in our school and community about these amazing people by creating a beautiful and informative bookmark. Your bookmark will contain an illustration and a paragraph describing a librarian you learned about who you think is special. Today we will begin the planning for our bookmark paragraphs.”)</li><li>Ask the class to deconstruct the lesson target: “I can create a plan for my Accessing Books around the World informative paragraph.” Circle and discuss the words <i>plan</i>, <i>informative</i>, and <i>paragraph</i>, and add visual cues as necessary to ensure that students understand the target.</li><li>Ask: “Why do thoughtful writers plan before they begin writing?” The members of the class will discuss their ideas about planning, first with a partner, and then with the whole class. Add students’ thinking to a whole class chart as a way to document the “what” and “why” of the first step in the writing process. The writing process is a critical component of the remainder of this unit.</li><li>If necessary, guide students toward understanding that planning is essential so that writers know what they are going to write about and can begin to organize their ideas before they begin. A plan is like a writer’s map because it helps us get to our destination—a piece of writing that readers can understand.</li></ul>	<ul style="list-style-type: none"><li>Clarify Tier 2 words with ELLs: bookmark, librarian.</li><li>Consider providing nonlinguistic symbols (e.g., a picture of a list for <i>plan</i>) to assist ELLs in making connections with vocabulary.</li></ul>
Work Time	Meeting Students' Needs
<p><b>A. Model: Planning a Paragraph (15 minutes)</b></p> <ul style="list-style-type: none"><li>Invite students to watch as you think about and plan for your <b>Accessing Books around the World</b> paragraph. Tell them that after the model, they will share out what they noticed.</li><li>Model the following steps, based on <i>That Book Woman</i>. “I am going to write about <i>That Book Woman</i>. The first thing I am going to do is look through all of my recording forms from the previous units and find all my notes.” Point out to students that they will be writing about the librarian or organization in the country they studied.</li><li>Show students a sample of the Paragraph Writing Accordion graphic organizer. They should recognize this graphic organizer from Units 1 and 2.</li></ul>	<ul style="list-style-type: none"><li>Clarify Tier 2 words with ELLs: bookmark, librarian.</li><li>Consider providing nonlinguistic symbols (e.g., a picture of a list for <i>plan</i>) to assist ELLs in making connections with vocabulary.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Begin a <b>Planning My Paragraph anchor chart</b>. Continue to model by showing students how to reread the information they have and then how to fill in the graphic organizer. The categories they need to think about for their paragraphs are:<ol style="list-style-type: none"><li>1. Who is the librarian or organization?</li><li>2. Where are they located?</li><li>3. Why is this person or organization special?</li></ol></li><li>• Encourage students to talk with others and go back to the text and reread it (not just review their notes) if they need to fill in any gaps on the planning form. Remind them that good writers often reread in order to keep learning about a topic, or to make sure their knowledge is correct and complete.</li><li>• After modeling, ask students to Pair-Share specific things they heard you say and do. Chart students' responses as they share out their ideas with the whole group. This anchor chart will guide students during the independent work time.</li></ul>	
<p><b>B. Student Planning (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Paragraph Writing Accordion graphic organizer</b> to students.</li><li>• Encourage students to use their recording forms (from previous lessons in Unit 3) about a librarian or organization around the world that helps others access books. This will help them to complete the graphic organizer in their own words.</li></ul>	<ul style="list-style-type: none"><li>• For students needing additional support, considering meeting with a small group to guide them in filling out their planning form or provide a partially filled-in planning form.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>Place students in groups of three or four and ask them to use the following sentence frames to share their work for the day: "I selected _____ as my special librarian because _____. " If time permits, invite students to reflect on the process of planning their writing with questions such as:<ul style="list-style-type: none"><li>* "What were your challenges as you planned today?"</li><li>* "What were your successes?"</li><li>* "How do you hope your plan will help you as a writer tomorrow?"</li></ul></li></ul>	<ul style="list-style-type: none"><li>Consider providing a sentence frame or starter, or a cloze sentence for ELLs to assist them with language production and give the structure required.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>None</li></ul> <p><i>Assessment Note: Look over students' planning forms to ensure that they are on target to be able to write a first draft in the next lesson.</i></p>	



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## Supporting Materials



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