



EXPEDITIONARY  
LEARNING

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

## **Discovering The Topic: Inferring and Confirming Using Evidence**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can interpret information presented through charts, graphs, timelines, or Web sites. (RI.4.7)</p> <p>I can explain how visual or graphic information helps me understand the text around it. (RI.4.7)</p> <p>I can effectively participate in a conversation with my peers. (SL.4.1)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can actively listen and share in discussions with my peers.</li><li>• I can make inferences based on information from pictures, charts, timelines, maps, and text.</li><li>• I can support my inferences with details and examples from the text.</li></ul>	<ul style="list-style-type: none"><li>• Group chart</li><li>• I Notice/I Wonder graphic organizer</li><li>• Quick Check index cards</li><li>• Inferring Based on Evidence Questions recording form</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Review Learning Targets with a Focus on Drawing Inferences (5 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Drawing Inferences about Mystery Documents (25 minutes)</li><li>Building Background Knowledge on Colonial America (25 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Sharing and Debrief (5 minutes)</li></ol></li><li>Homework</li></ol>	<ul style="list-style-type: none"><li>Create an enlarged version of I Notice/I Wonder graphic organizer on chart paper for each group.</li><li>This inquiry-based lesson is designed to pique students' curiosity. Do not tell students that they will be looking at documents about Colonial America. Students discover the topic as they infer about the documents and build background knowledge through reading informational text.</li><li>Prepare the directions for Part A of Work Time in advance (to project or on chart paper).</li><li>Review Building Background Knowledge and Think-Pair-Share Protocols (Appendix). Note: Think-Pair-Share is used throughout the module.</li></ul>

Lesson Vocabulary	Materials
infer, colonial, culture	<ul style="list-style-type: none"><li>I Notice/I Wonder charts (one per group; see teaching notes above)</li><li>I Notice/I Wonder graphic organizers (one per student)</li><li>Markers (one per group)</li><li>Quick Check index cards 3" x 5" (one per student)</li><li>Mystery Documents 1-4 (one set of all four documents for each group)</li><li>The Scoop on Clothes, Homes, and Daily Life in Colonial America, by Elizabeth Raum (book; one per student; pages 4-5)</li><li>Inferring Based on Evidence Questions recording form (one per student)</li><li>Sticky notes</li></ul>

\*Note: the sources for the four Mystery Documents are not shown on the student handouts, since it would give away the "mystery." See separate supporting material for appropriate citations.



Opening	Meeting Students' Needs
<p><b>A. Review Learning Targets with a Focus on Drawing Inferences (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite the class to read this learning target aloud with you: "I can actively listen and share in discussions with my peers." Call on volunteers to restate the target in their own words. Once the target is clear, ask students to turn and talk with a neighbor about what they will need to do to meet this target.</li><li>• Next, introduce the second learning target: "I can make inferences based on information from pictures, charts, timelines, maps, and text." Then proceed with the third: "I can support my inferences with details and examples from the text." Circle the words <i>inferences</i>, <i>details</i>, and <i>examples</i>. Ask students to think back to Module 1 and what they learned these words mean. Have students turn to a partner and share their thinking. Remind students that it is okay not to be 100 percent sure about the meaning of the words. Have a few students share what their partners thought.</li><li>• If clarification is needed, explain that to infer or draw an inference is to make an inference—they use what they already know about a topic and combine it with the text they read (and their notes) to figure out something that the author does not specifically tell the reader. If an example is needed, tell students that if someone is crying, you might infer that someone is sad: To infer, you take something you see and combine it with something you already know. They didn't tell you so you can't be 100 percent sure, but the detail you saw was tears and your background knowledge is that people tend to cry tears when they are hurt or sad. You put what you saw (the evidence) together with what you already knew (that tears = hurt or sad) to draw an inference.</li><li>• Tell them that today they will have to infer about what the class will be studying for the next few weeks. They will have to use pictures, charts, timelines, maps, and text to do this.</li><li>• Have students give a quick thumbs-up, -down, or -sideways to indicate how well they understand today's learning targets.</li></ul>	<ul style="list-style-type: none"><li>• While connecting to prior learning is powerful for all students, ELL students and other students with special needs especially will benefit from doing this. Consider showing anchor charts or graphic organizers that demonstrate this from Module 1.</li><li>• Creating a graphic with visuals to explain inferring can help ELLs and visual learners to better grasp the concept of inferring. For example, you might post the word <i>infer</i> and draw a picture of eyes above the phrase "What I see or read....," then add a plus sign and the phrase "What I know..." with the picture of a brain above it, followed by an equals sign and the phrase "What I think..." with a thought bubble above it.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Drawing Inferences about Mystery Documents (25 minutes)</b></p> <p><i>Note: Be sure not to give away the topic while modeling. Students “discover” the topic through this inquiry activity.</i></p> <ul style="list-style-type: none"><li>• Demonstrate use of the <b>I Notice/I Wonder graphic organizer</b> on the board or document camera. Explain, saying something such as: “Let me show you how to capture your thinking with this graphic organizer... In this section you will write only the things you see on your Mystery Document. For example, when I look out the window I see it is cloudy, so I might write ‘I notice that there are clouds in the sky.’ On the other column, I am going to capture my questions about what I noticed. For example: ‘Since it is cloudy, I wonder, will it rain today?’”</li><li>• Remind students to record only what they see in the “I Notice” column on the graphic organizer and to only record questions that directly relate to what they see on the documents in the “I Wonder” column.</li><li>• Organize students into groups of four or five. To each student hand out a copy of the I Notice/I Wonder graphic organizer. To each group hand out a copy of <b>Mystery Document 1</b>, an <b>I Notice/I Wonder chart</b>, and a <b>marker</b>.</li><li>• Remind students of the learning targets. Write or display and review the following directions for their task:<ol style="list-style-type: none"><li>1. Write names of group members on your chart and just your name on your graphic organizer.</li><li>2. Be sure that everyone in your group can see the document.</li><li>3. Silently examine the document and record what you notice and what that makes you wonder.</li><li>4. Select a “recorder”: someone who will write on the chart what everybody in the group will share. (Note: The recorder does not need to record the same notice or wonder more than once.) Have each person in your group share what they noticed and wondered.</li><li>5. Have students draw a line under their notices and wonders before receiving a new Mystery Document. This way, students will be able to separate their thinking about the different documents.</li><li>6. Repeat for each Mystery Document, selecting a new recorder each time so that everybody has a turn.</li></ol></li><li>• Tell students that they will have 3 minutes to examine and discuss each document. Consider putting up a timer to help groups pace themselves.</li><li>• As students discuss and record their thinking, circulate to observe. Coach as needed. Be sure that students are recording only what they see in the I Notice section (this will be used as evidence later in the lesson) and that their questions in the I Wonder section are directly related to what they noticed (these questions may be used for inferring later in the lesson).</li></ul>	<ul style="list-style-type: none"><li>• For those students who need visual reminders, write the steps of the task on the board, or have it pretyped to hand out to each crew, or add visual graphics as cues for the directions.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• After groups have moved through the steps for the first Mystery Document, distribute Mystery Document 2.</li><li>• Repeat the process for Documents 3 and 4.</li><li>• Once charts are complete, post them on the board or a wall, so all of the charts for each Mystery Document are in a cluster.</li><li>• Ask students to stay with their group and briefly look at charts from other groups. Ask:<ul style="list-style-type: none"><li>* “What new information did another group include?”</li></ul></li><li>• Have students briefly discuss any new information with their group. Call on groups to name something new they saw on another group’s chart. Circle or underline what was different or new to each group on the charts.</li><li>• Distribute <b>Quick Check index cards</b>. Write or display the following:<ul style="list-style-type: none"><li>* I infer that our topic is _____. My evidence is _____.</li></ul></li><li>• Ask students to put their name on the front of the index card and complete the sentence frame. Tell them that they should include evidence to support their inferences (including evidence from the I Notice section of their graphic organizers and charts).</li><li>• Collect note cards to gauge how well students are able to infer based on evidence. Use this information as a formative assessment to help guide the next part of this lesson.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Building Background Knowledge on Colonial America (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that now they will read some more text that may confirm what they inferred.</li><li>• Read aloud pages 4–5 as students follow along (this promotes fluency).</li><li>• Return to the beginning of the text and focus on the word <i>colonial</i> in the first sentence. Ask students to Think-Pair-Share about the word <i>colonial</i>, prompting them to think about the root “colony.” If needed, clarify that a “colony” is a group of people who settle in a land distant from their homeland but still remain tied to it.</li><li>• Then ask students: “How does this author help you understand what the word <i>custom</i> means?” If students are not able to articulate what they note, help them see that the word <i>customs</i> is italicized in the text and the meaning is defined in a box at the bottom of the page. Tell students that often the writers of informational text will use features such as these to indicate important words and define them.</li><li>• Ask students to reread the text, focusing on the main idea. Remind students that they can annotate their text in any way that is helpful using sticky notes.</li><li>• As students finish reading, distribute the <b>Inferring Based on Evidence Questions recording form</b>. Tell students that they will now try to infer the answers to some of their I Wonder questions. They will be able to infer the answers to many of their questions about the <b>Mystery Documents</b> based on evidence in the text they have just read, but they may not be able to answer every question.</li><li>• Model briefly. Select one question that can be inferred about using evidence from the text from the <b>I Notice/I Wonder charts</b> created by students. (For example, if students ask a question such as “Who was the man spying in Mystery Document 1?”, ask students to record that question in the first box on their Inferring Based on Evidence Questions form.) Ask students to talk with their group about what they infer is the answer. (For example, students may infer that he is an Iroquois man). Ask groups to share what they infer. Probe as needed, reminding students to go back to the text to find evidence for what they infer. (For example, students may find evidence in the second paragraph.) If no student is able to do this, model briefly.</li></ul>	<ul style="list-style-type: none"><li>• Depending on the needs of your students, they may either reread on their own or read with a buddy, taking turns on paragraphs.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• As a class, complete the first row of the Inferring Based on Evidence Questions recording form.</li><li>• Invite students to work in their groups to complete the rest of the questions. Ask them to save the last row for homework.</li></ul> <p><i>Note: Students may want to shout out or celebrate as they discover the topic. Consider giving them a “silent celebration” option (applause in sign language or silent fist pump). Distribute The Scoop on Clothes, Homes, and Daily Life in Colonial America to each student.</i></p>	





Closing and Assessment	Meeting Students' Needs
<p><b>A. Sharing and Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Allow students to partner up with someone who was not in their group today to share out one way they inferred using evidence.</li><li>• Collect I Notice/I Wonder graphic organizers to determine whether students were able to record explicit information from the Mystery Documents. Further instruction on <i>explicit</i> versus <i>inferred</i> information will take place later in the unit</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Reread pages 4–5 from <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i> out loud to an adult or to yourself in the mirror. Try to practice reading the text with fluency (smoothly, the way the teacher does). Then answer Question 4 on the Inferring Based on Evidence Questions form.</li></ul>	<ul style="list-style-type: none"><li>• Since students worked in groups to find details in the text to support their inferences, use the homework (Question 4) of Inferring Based on Evidence Questions form to determine where individual students related to the learning targets.</li></ul>



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## Supporting Materials



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I Notice/I Wonder Graphic Organizer

.....  
**Name:**

.....  
**Date:**

	I Notice....	I Wonder....
Mystery Document #1		
Mystery Document #2		
Mystery Document #3		
Mystery Document #4		



Mystery Document #1<sup>1</sup>



<sup>1</sup> See separate “Sources for Lesson 1” document for citation.

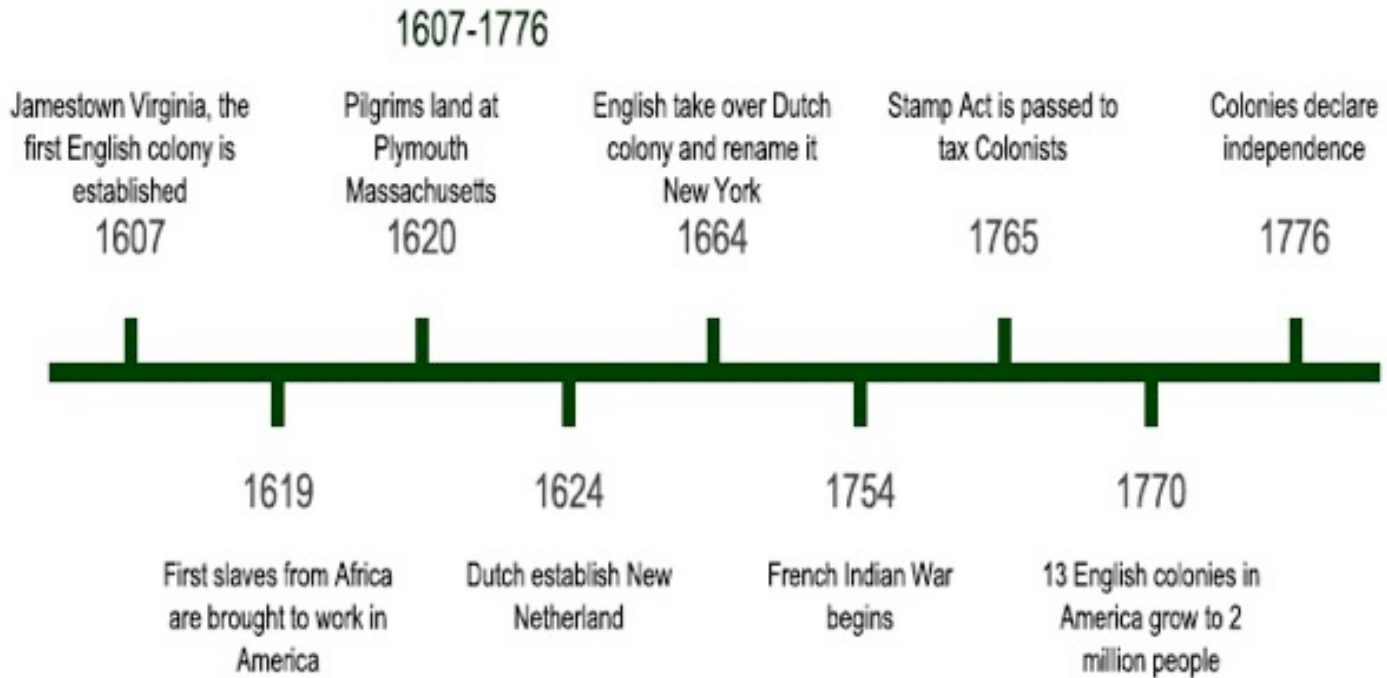


Mystery Document #2

1630	4,600
1650	50,400
1670	111,900
1690	210,400
1710	331,700
1730	629,400
1750	1,170,800
1770	2,148,100



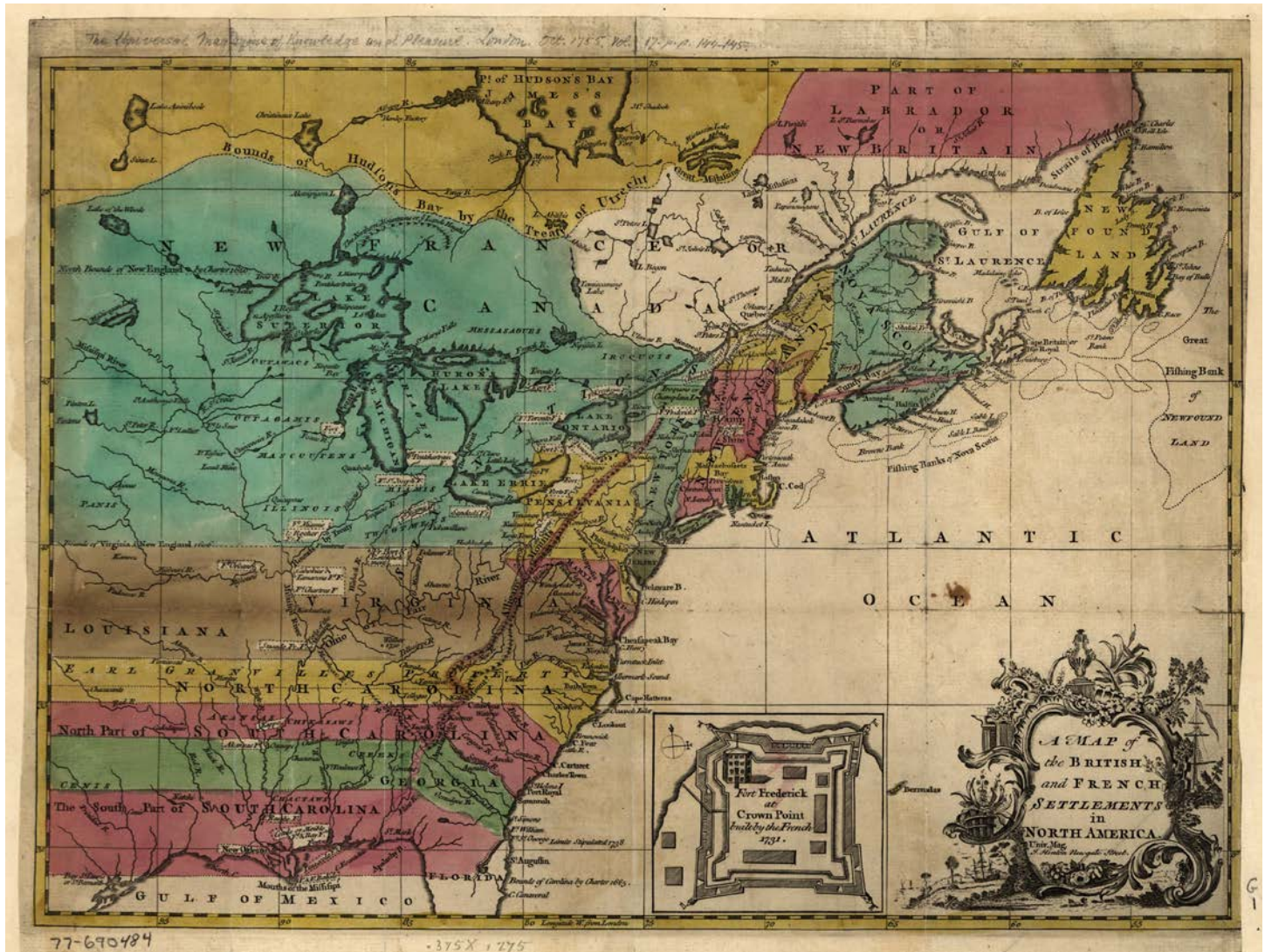
Mystery Document #3<sup>1</sup>



<sup>1</sup>Written by Expeditionary Learning for instructional purposes. See separate "Sources for Lesson 1" for citations.



## Mystery Document #4<sup>1</sup>



<sup>1</sup> See separate “Sources for Lesson 1” document for citation.



Inferring Based on Evidence Questions

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

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

I Wonder...	I Infer... (What do you infer is the answer to your question?)	Details from text to support my inference (What evidence did you find in the text to support this?)
Record one “I Wonder” related to Mystery Document #1:		
Whose population is represented in the chart in Mystery Document #2?		
What could be the title of the timeline in Mystery Document #3?		
Record one more “I Wonder” related to any Mystery Document, noting on which document your wonder is based:		
From what place and time is the map in Mystery Document #4?		





Sources and Copyright Information for Lesson 1  
(For Teacher Reference)

**Mystery Text #1:**

N. Currier. "The Landing of the Pilgrims at Plymouth, Dec. 11th 1620." [ca. 1838–1856]. Prints and Photographs Division, Library of Congress. <http://www.loc.gov/pictures/item/95503144/>. Public Domain.

**Mystery Text #2:**

Written by Expeditionary Learning for instructional purposes © 2012

Sources:

<http://merrill.olm.net/mdocs/pop/colonies/colonies.htm>

<http://www.infoplease.com/ipa/A0004979.html>

[http://en.wikipedia.org/wiki/Thirteen\\_Colonies](http://en.wikipedia.org/wiki/Thirteen_Colonies)

<http://web.viu.ca/davies/h320/population.colonies.htm>

<http://www.factmonster.com/us/census/colonial-population-estimates.html>

[http://thomaslegion.net/population\\_of\\_the\\_original\\_thirteen\\_colonies\\_free\\_slave\\_white\\_and\\_no\\_nwhite.html](http://thomaslegion.net/population_of_the_original_thirteen_colonies_free_slave_white_and_no_nwhite.html)

<http://cascourses.uoregon.edu/geog471/wp-content/uploads/2010/01/Lemon.pdf>

**Mystery Text #3:**

Written by Expeditionary Learning for instructional purposes. © 2012

Sources:

[www.history.org](http://www.history.org)

Elizabeth Raum, *The Scoop on Clothes, Homes, and Daily Life in Colonial America*, Life in the American Colonies series (North Mankato, MN: Capstone Press, 2012); ISBN: 978-1-4296-7213-9.

Ann McGovern, *If You Lived in Colonial Times*, illustrated by June Otani (New York: Scholastic, 1992); ISBN: 978-0-590-45160-

**Mystery Text #4:**

J. Hilton. A Map of British and French Settlements in North America. 1755. Geography and Map Division, Library of Congress. <http://www.loc.gov/item/77690484>. Public Domain.