



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 1: Lesson 3

Inferring: Who was John Allen?



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

I can determine the meaning of content words or phrases in an informational text. (RI.4.4)
I can use details and examples to explain explicit information and inferences in informational text. (RI.4.1)
I can compare and contrast a first-hand and second-hand account of the same event or topic. (RI.4.6)

Supporting Learning Targets

- I can identify and make meaning of new words.
- I can give examples of how the English language of colonial times was different than today.
- I can make inferences about colonial life supported by details from text.
- I can identify what I know and what I don't know when reading the Inventory of John Allen.

Ongoing Assessment

- Inferring about John Allen graphic organizer
- Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Review Homework (3 minutes)Introduce Equity Sticks (2 minutes)Review Exit Ticket from Lesson 2 (5 minutes)Work Time<ol style="list-style-type: none">Exploring Colonial Vocabulary (25 minutes)Rereading and Inferring about the Inventory of John Allen (15 min)Closing and Assessment<ol style="list-style-type: none">Sharing (8 minutes)Debrief (2 minutes)Homework	<ul style="list-style-type: none">Prepare in advance: equity sticks (popsicle sticks: one stick for each student, with the student's name)In this lesson students learn domain-specific (history) vocabulary found in the primary source Inventory of John Allen. The main purpose of this lesson is not to teach and assess these rare words; rather, the purpose is to help students understand the language from the time period in order to draw inferences about this primary source document. This vocabulary work also gives students an opportunity to notice how the English language has evolved over time.Students have already read and coded the Inventory of John Allen (in Lesson 2). Therefore, in Lesson 3, students specifically are asked to use a highlighter in order to focus on vocabulary.



Lesson Vocabulary	Materials
<p>primary source, identify, inferences, explicit; pudding (p. 8), linen (p. 9), card (p. 9), weave (p. 10)</p> <p>See also the glossary of domain-specific vocabulary from the Inventory of John Allen.</p>	<ul style="list-style-type: none">• Pages 8–10 of <i>If You Lived in Colonial Times</i> (one per student)• Equity sticks (one per student)• Inventory of John Allen (from Lesson 2)• Inferring about John Allen graphic organizer (from Lesson 2)• John Allen anchor chart (from Lesson 2)• Vocabulary Strategies anchor chart (new; teacher created; see Work Time A)• Highlighters (one per student)• Colonial Word Pictures (one per group of students)• Colonial Word Pictures (Answers, for Teacher Reference)• Colonial Words Glossary (one per student)• Homework Assignment: Personal Inventory (one per student)



Opening	Meeting Students' Needs
<p>A. Review Homework (3 minutes)</p> <ul style="list-style-type: none">• For homework, students were asked to do the following:• Read pages 8–10 of <i>If You Lived in Colonial Times</i> and answer the following question: What is the main idea of this text?• Have students get out the text and discuss the question with a partner. Ask a few students to share their answers. Listen for responses such as: “Colonists dressed differently than we do today and they had to make their clothes.” As a class, look for a three details to in the text to support their main idea. (This serves as helpful review regarding the main idea, which students learned during Module 1.)	<ul style="list-style-type: none">• This homework should be considered reading for the gist. Not all students will comprehend this grade-level text fully.



Opening (continued)	Meeting Students' Needs
<p>B. Introduce Equity Sticks (2 minutes)</p> <ul style="list-style-type: none">• Tell students that before you begin today's lesson you would like to share a new strategy they will be using to help them with their learning. Show students the equity sticks. Tell them that each student has a popsicle stick with his or her name on it. Tell them that the class will use these sticks as a way to call on students to participate during class. This will help you check their understanding during lessons. Tell them that the reason they are called equity sticks is because everyone has one and will get a chance to think about questions asked in class and share their thinking. Remind students that all learners, including adults, must be willing to take risks to learn something new. They may not always be confident of their thinking, but sharing their thinking is important in order to learn new things. Discuss the importance of being respectful of everyone's learning by asking: "How can the class be respectful when others are sharing their thinking about questions?"	<ul style="list-style-type: none">• Research indicates that cold calling improves student engagement and critical thinking. Be sure to prepare students for this strategy by discussing the purpose, giving appropriate think time, and indicating that this strategy will be used before students are asked questions.
<p>C. Review Exit Ticket from Lesson 2 (5 minutes)</p> <ul style="list-style-type: none">• Be sure students have their John Allen Inventory. Return students' Inferring about John Allen graphic organizers (turned in as an exit ticket in the previous lesson) with the highlighted phrases students had in common. Invite students to share with a partner the inferences that are highlighted.• Point students to the John Allen anchor chart (from Lesson 2). Ask students to share their inferences aloud with supporting details from the text. Record several more inferences on the anchor chart in the following way: "We infer _____ because the text says _____."	



Work Time	Meeting Students' Needs
<p>A. Exploring Colonial Vocabulary (25 minutes)</p> <ul style="list-style-type: none">• Introduce the first two learning targets: “I can identify and make meaning of new words,” and “I can give examples of how the English language of colonial times was different than today.” Tell students that the first target should be familiar since it was used in the previous lesson. Ask students to turn to a partner and explain what it means to “make meaning of new words.” Have a few share with the class until the target is clear.• Ask students to read the next target and ask them if they have had any experience reading language from colonial times. They should recall reading the Inventory of John Allen from the previous lesson. Remind them that since the Inventory is a <i>primary source</i> written during colonial times, it is an example of English language during that time period. Explain that today they will learn some more about the unfamiliar words in this primary source.• Tell students that you also noticed some unfamiliar words from the pages they read for homework: <i>pudding</i> (p. 8), <i>linen</i>, <i>card</i> (p. 9), <i>weave</i> (p. 10).• Tell students that they have learned a lot about how to figure out new words. Now they get to practice using the equity sticks to share some of what they know about how to figure out words.• Begin a new Vocabulary Strategies anchor chart. Underneath the title, write: “The ways we make meaning of new words . . .”• Ask students a question:<ul style="list-style-type: none">* “What strategies have we used to figure out new words in the past?” Give students a moment to think. Then use the equity sticks to select a student to share his/her thinking. Repeat, pulling equity sticks and asking each student whose name is drawn to offer an additional vocabulary strategy. Record students’ thinking and add your own as necessary. (Some students may say: “Ask my mom,” or “Ask the teacher.” If they do, tell them that this is one good approach, but should not be the first or only strategy they use.)• The chart should contain strategies such as:<ul style="list-style-type: none">* Reading on in the text and infer* Look in the glossary* Look for a text feature that defines the word* Look in a dictionary	<ul style="list-style-type: none">• The definitions of words such as <i>identify</i> and <i>examples</i> may need to be provided for ELLs in their home language. Resources such as Google Translate and bilingual translation dictionaries can assist with one-word translation.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">* Think about parts of the word that you know (like word roots)* Discuss a word with another (after attempting some of the above strategies)• For the suggestion about word <i>roots</i>, provide a brief example from a previous lesson, such as: “The word <i>colonial</i> has the word root <i>colony</i> in it, which helps us figure out that the word means about the time in history when the colonies existed.”• Tell students that they now are going to try some of these strategies to figure out some of colonial words that are unfamiliar to them in Inventory of John Allen. Ask them to locate their text.• Organize students in pairs or groups of three. Give each student a highlighter. Ask groups to take 2 to 3 minutes to do the following:<ul style="list-style-type: none">* Reread the text.* With your highlighter, CIRCLE unfamiliar words.* With your highlighter, UNDERLINE words that are familiar but are spelled differently from how we spell the word today.• Next distribute a set of Colonial Word Pictures to each group. Tell them that these pictures show some of the words in the Inventory of John Allen or some words from their homework reading. Ask students to look at the pictures. “Can you make an inference and identify one of the unfamiliar words you have read recently?”• Give students about 5 minutes to do this. Using equity sticks, call on students from a few groups to share inferences they have about a given picture.• Next distribute the Colonial Words Glossary (one per student). Give students 5 minutes to read the glossary, reexamine the pictures, and then check or revise their inferences. Remind them that they need to be able to use details from the text to support what they infer.• Using equity sticks, have a few groups share. Share the answers from the answer key at the bottom of the Colonial Words Pictures.	<ul style="list-style-type: none">• Consider providing nonlinguistic symbols on an anchor chart (e.g., eyes + book = thought bubble for <i>infer</i>, open book with an arrow pointing to the back page for <i>glossary</i>, an example of a root word with its variations [colony, colonists, colonial] next to the word <i>root</i>) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year.



Work Time (continued)	Meeting Students' Needs
<p>B. Rereading and Inferring about the Inventory of John Allen (15 minutes)</p> <ul style="list-style-type: none">Review the third and fourth learning targets: “I can make inferences about colonial life supported by details from text,” and “I can identify what I know and what I don’t know when reading the Inventory of John Allen.” Remind students that these are the same learning targets they had from yesterday’s lesson.Ask students to look at the words in the Inventory of John Allen that they underlined with their highlighter that were somewhat familiar to them, but perhaps spelled a little different. Have students share some of these words. (Some words students may point out could include: cloaths, wareing, halfe, beefe, tubb, hatchell, and bags.)As a whole group discuss:<ul style="list-style-type: none">* “What about these words is familiar?”* “Why do you think these words were spelled differently during the colonial period?”Discuss how some of the words like <i>heifer</i>, <i>steer</i>, and <i>swine</i> are words that are not used very often today. Ask can they think of someone today who might use these types of words. (They may say farmers, but do not comment on inferences at this point.)Ask students to locate their Inferring about John Allen graphic organizer. Tell students that they now have more background knowledge about these colonial words. Invite them to take 5 to 10 minutes to reread the inventory and then record any new inferences they have. Remind students to give details from the texts (the inventory and the glossary) to support what they infer. Ask students to do this on their own so that you can assess whether they are making inferences based on details in the text.	<ul style="list-style-type: none">Use thoughtful grouping: Consider partnering an ELL with a native speaker of English. ELLs’ language acquisition can be facilitated by interacting with the content in English.



Closing and Assessment	Meeting Students' Needs
<p>A. Sharing (8 minutes)</p> <ul style="list-style-type: none"> Gather students in front of the John Allen anchor chart. Read the question at the top of the anchor chart: "Who was John Allen?" Ask: "Now that we have analyzed this primary source again, based on new learning, how can we answer this question?" Ask them to turn to a partner they have not worked with today and share their thinking about this question. Use equity sticks to call on students. Record what they share in the appropriate categories of the anchor chart. In the What We Know column, write anything that was explicitly in the Inventory or glossary. In the What We Infer column, write students' new inferences (which will likely be about John Allen's occupation or social class). Continue to use the sentence frame: "We infer _____ because the text said _____." At this point if the students have not inferred that John Allen was a farmer, prompt them with the following questions: <ul style="list-style-type: none"> * "What do you think John Allen's job was? What makes you think this?" Tell them that the Inventory does not tell them directly; it must be inferred. Next to the What We Know column, write the phrase <i>explicit information</i>. Tell students that explicit is a word that means "information that can be seen by anyone." Explain that it is "right there" in the text. Tell them that tomorrow they will be historical researchers to see if they can confirm their inference about John Allen being a farmer. Tell them that researchers have to be very good readers, and have to use both explicit information and information that they infer to learn more about a topic. 	
<p>B. Debrief (2 minutes)</p> <ul style="list-style-type: none"> Ask students to reflect on the learning targets. Ask them to share with a partner the target they feel they made the most progress on today. Distribute the Homework Assignment: Personal Inventory. Explain to students that they will create their own inventory, like John Allen's. 	
Homework	Meeting Students' Needs
Create a personal inventory for your belongings in one room of your house. Use the Homework assignment sheet, which explains this task more fully.	



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Supporting Materials

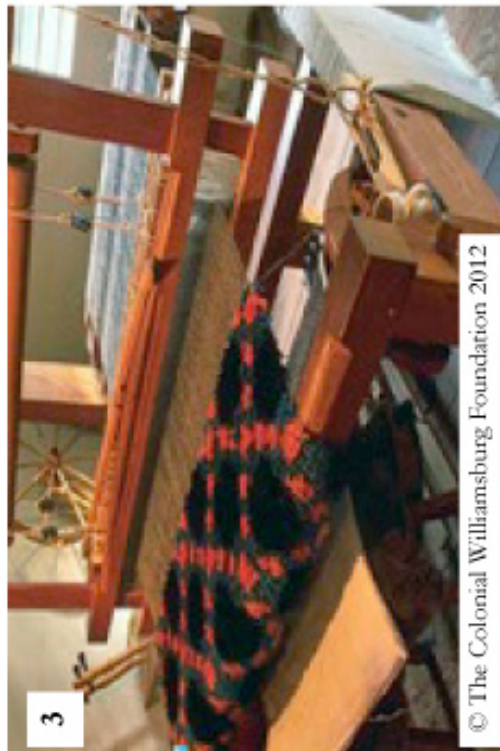


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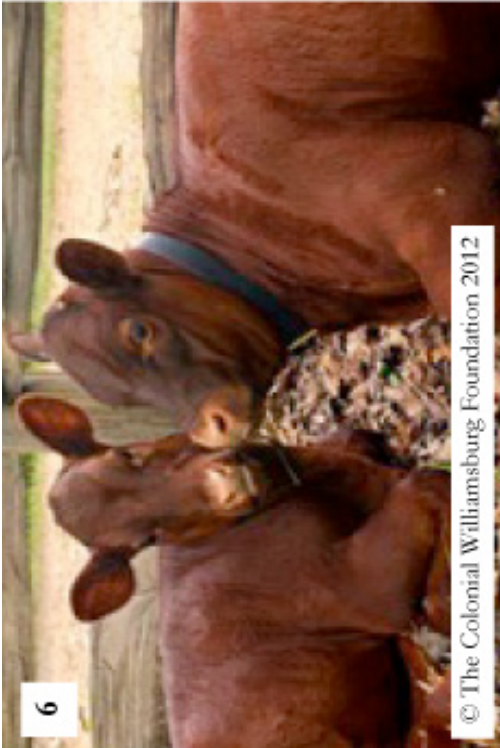


Colonial Word Pictures





Colonial Word Pictures





Colonial Word Pictures





Colonial Word Pictures
(Answers, for Teacher Reference)

- 1) tacklin
- 2) yoak
- 3) weaving
- 4) spinning wheel
- 5) swine
- 6) heifer and steer
- 7) hatchell (and smoothing iron)
- 8) barley
- 9) brass or copper pails
- 10) pudding cap



Colonial Words Glossary

card	to comb fibers of wool, cotton, or flax so they can be spun into yarn or thread
hatchell	a tool used to chop wood
heifer	a young female cow
hops	a plant that is use to brew beer and make medicine
kettle	a metal pot for cooking and boiling liquids
knit	to make clothing using needles and loops of yarn
linen	a fabric made from the fibers of flax plants
malt	a fermented beverage like beer
pewter	a combination of metals like tin or lead often used to make dishes
pudding	soft-pillowed clothes worn by babies to keep them from getting hurt when falling
spin	the process by which wool, cotton, or flax is made into yarn or thread
steer	a male cow raised for beef
swine	also known as a hog or pig; generally raised for pork
sythe	a long curved blade used to cut grass or grain
tacklin	equipment used to work with a horse (saddles, stirrups, reins, and halters, etc.)
weave	to lace thread or yarn together to form fabric, often done on a tool called a loom
yoak	used to join together a pair of animals, like horses or oxen, together for plowing fields or dragging heavy material like logs



Homework Assignment:
Personal Inventory

.....
Name:
.....

.....
Date:
.....

Directions: Choose a few items for your personal inventory. When choosing your items to include in your inventory, think about the following:

- * Which items best represent me?
- * Which items would I want to pass down to a loved one?
- * Which items do I need for everyday life?

Personal Items	Quantity (Number of Items)