



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 2A: Unit 2: Lesson 14**

## **Synthesizing Information: Writing an Apprentice Wanted Ad**



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can document what I learn about a topic by sorting evidence into categories. (W.4.8)</p> <p>I can accurately synthesize information from two texts on the same topic. (RI.4.9)</p> <p>I can write an informative/explanatory text. (W.4.2)</p> <p>I can write routinely for a variety of reasons. (W.4.10)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can synthesize information from my notes into an expansion graphic organizer to plan my writing of an Apprentice Wanted ad.</li><li>• I can write a paragraph describing my colonial trade and its importance using details from multiple texts.</li></ul>	<ul style="list-style-type: none"><li>• Topic Expansion graphic organizer</li><li>• Apprentice Wanted ad</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li><b>Opening</b> <ol style="list-style-type: none"> <li>Review Learning Targets (5 minutes)</li> <li>Engaging the Writer (5 minutes)</li> </ol> </li> <li><b>Work Time</b> <ol style="list-style-type: none"> <li>Generating Criteria: Examining a Model Apprentice Wanted Paragraph (10 minutes)</li> <li>Independent Planning for Apprentice Wanted Ad (15 minutes)</li> <li>Expert Group Check-In (5 minutes)</li> <li>Independent Writing (15 minutes)</li> </ol> </li> <li><b>Closing and Assessment</b> <ol style="list-style-type: none"> <li>Sharing and Debrief (5 minutes)</li> </ol> </li> <li><b>Homework</b></li> </ol>	<ul style="list-style-type: none"> <li>Students will need all their notes on their selected trade (the Colonial Trade Research Note-catchers from Lessons 8 and 12 and their Summary graphic organizer from the previous lesson).</li> <li>Prepare the model paragraph in advance on chart paper.</li> <li>Prepare to show students the example Help Wanted ad for a colonial apprentice at the following Web site: <a href="http://www.earlyamerica.com/earlyamericanimages/ads1.html">http://www.earlyamerica.com/earlyamericanimages/ads1.html</a></li> <li>Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as <a href="http://www.safeshare.tv">www.safeshare.tv</a>, for actually viewing these links in the classroom.</li> </ul>

Lesson Vocabulary	Materials
synthesize, describing, criteria, importance, multiple	<ul style="list-style-type: none"> <li>Apprentice Wanted writing prompt (from Lesson 13)</li> <li>Model paragraph for Apprentice Wanted writing prompt (for Teacher Reference)</li> <li>Apprentice Wanted Paragraph Criteria anchor chart (new; teacher-created; please see Work Time A)</li> <li>Topic Expansion graphic organizer (Wheelwright model from Lesson 13)</li> <li>Topic Expansion graphic organizer (new blank copy; one per student)</li> <li>Colonial Trade Research Note-catchers (from reading and listening in expert groups: Lessons 8 and 12)</li> <li>Summary graphic organizer about apprentices (from Lesson 13)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Post the learning targets: “I can synthesize information from my notes into an expansion graphic organizer to plan my writing of an Apprentice Wanted ad,” and “I can write a paragraph describing my colonial trade and its importance using details from multiple texts.” Ask students to identify what they think the key words, or most important words, are in the targets, and then share their thinking with a partner. Ask a few students to share their partner’s thinking with the group.</li><li>• Underline the words <i>synthesize</i>, <i>describing</i>, and <i>importance</i>. Review the meaning of these words. Remind students that they recently wrote paragraphs describing the importance of religion in colonial times by synthesizing two texts about religion in the colonies (Lesson 7 of Unit 1 in this module). Explain that today they will be doing something pretty similar when writing their Apprentice Wanted ads.</li></ul>	<ul style="list-style-type: none"><li>• Reviewing academic vocabulary words benefits all students developing academic language.</li></ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Engaging the Writer (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Show the students the primary source document: an actual Help Wanted ad from colonial times: <a href="http://www.earlyamerica.com/earlyamericanimages/ads1.html">www.earlyamerica.com/earlyamericanimages/ads1.html</a></li> <li>• Ask the students to talk and turn to their shoulder partner and share what they notice about the ad. Some things they might notice are:             <ul style="list-style-type: none"> <li>* The word lad is used instead of “boy.”</li> <li>* The word bufinefs is used as something that belongs to the wigmaker (which the apostrophe and s after the word wigmaker shows).</li> <li>* Anyone wanting to apply needs to contact the printer.</li> </ul> </li> <li>• If the class can't figure out the meaning of the word <i>bufinefs</i>, ask what letter in place of the f would make the word something that a wigmaker might have. If necessary, tell them that the f was used as an “s”.</li> <li>• Tell students that today they are going to write a paragraph that would give even more detail than this type of an ad.</li> <li>• Ask the class to get out the homework. (“List the qualities of a good paragraph.”) Ask students to read over their lists and then collect the assignment. Have them turn and turn to a partner about what was on their list.</li> <li>• Display the <b>Apprentice Wanted writing prompt</b> and remind students that they were given this prompt in the previous lesson. Read it aloud:             <ul style="list-style-type: none"> <li>* “You are a busy craftsperson during colonial times. You are having trouble keeping up with all of your orders. You decide to post an Apprentice Wanted ad in the meetinghouse.”</li> </ul> </li> <li>• Tell students:             <ul style="list-style-type: none"> <li>* “Your task is after researching informational texts about a trade in Colonial America, write a complete paragraph that describes your trade, the goods that it produces, the skills needed for this trade, and why this trade is important to a colonial village. Support your discussion with evidence from your research.”</li> </ul> </li> <li>• Ask students to review: “What do you have to do for this writing task?”</li> <li>• Reread the task, underlining the words or terms: <i>complete paragraph, describing, good, skills, importance, details</i>. Ask students to talk to a partner about what these words mean and why they are important in the prompt. Have partners share their ideas. Address any confusion to be sure all students understand the task.</li> </ul>	<ul style="list-style-type: none"> <li>• If possible, provide the word <i>fairness</i> in ELLs' L1. Resources such as Google Translate and bilingual translation dictionaries can assist with one-word translation.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Generating Criteria: Examining a Model Apprentice Wanted Paragraph (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Display the <b>Model paragraph for Apprentice Wanted writing prompt</b>.</li><li>• Focus student attention on the <b>Apprentice Wanted Paragraph Criteria anchor chart</b>. Review the meaning of the word criteria as the features of the paragraph, or what it should have. Tell students that they are going to use this model paragraph to determine the criteria.</li><li>• Read the paragraph aloud and have students think how this paragraph answers the prompt. Tell them to use details in the paragraph and the prompt to support their thinking.</li><li>• If necessary, model: "I notice that this paragraph has a topic sentence, supporting details, and a concluding sentence. This makes me think that it is a complete paragraph [point to this phrase in the prompt]." Record criteria on the anchor chart. Be sure it includes some version of the following:<ul style="list-style-type: none"><li>* Tells the information in a complete paragraph (with a topic sentence, supporting details, and concluding sentence)</li><li>* Names the goods produced—what is made</li><li>* Describes what skills are needed</li><li>* Details why the trade is important</li><li>* Explains the apprenticeship and why a person would want the job</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Providing a model helps give students a clear vision of the expectations for this writing prompt. To support students further you may consider giving cloze sentence frames: I notice_____ in the paragraph and I think it is a good example of _____ from the writing prompt.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Independent Planning for Apprentice Wanted Ad (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute blank <b>Topic Expansion graphic organizer</b>.</li><li>• Ask students to get out their research notes (<b>Colonial Trade Research Note-catchers</b> from reading and listening in expert groups: Lessons 8 and 12) and the <b>Summary graphic organizer about apprentices</b> (from the previous lesson).</li><li>• Display the Topic Expansion graphic organizer about the wheelwright from the previous lesson. Briefly review the steps to completing the organizer and write the following on the board.</li><li>• Synthesizing Your Notes:<ul style="list-style-type: none"><li>* <i>Box 1: Main Idea</i>—Use both Colonial Trade Research Note-catchers to complete.</li><li>* <i>Boxes 2 and 3: Supporting Details</i>—Do the same as above.</li><li>* <i>Box 4: Supporting Details</i>—Use the Summary graphic organizer about apprentices to complete.</li><li>* <i>Box 5: Conclusion</i>—Synthesize all notes to complete.</li></ul></li><li>• Ask students to spend 10 minutes gathering information from their notes to plan the paragraph for their Apprentice Wanted ad. Circulate to support and conference with students.</li></ul>	<ul style="list-style-type: none"><li>• For students needing additional support, you may want to provide a partially filled-in graphic organizer. See Lesson 6 for an example of such a partially filled-in graphic organizer.</li><li>• Also, consider partnering students for added support during paragraph planning.</li></ul>
<p><b>C. Expert Group Check-In (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to briefly check in with their expert groups. Have them share graphic organizers and encourage students to add to or revise if necessary.</li></ul>	<ul style="list-style-type: none"><li>• Based on homework from the previous lesson and your formative assessments, decide which students will need the most support during this writing time.</li></ul>
<p><b>D. Independent Writing (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to return to their seats to write their paragraph. Circulate to confer and support.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Sharing and Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Write the following on the board:<ul style="list-style-type: none"><li>– 1. Share your paragraph</li><li>– 2. Discuss: Do you think this paragraph is good evidence of meeting today's learning targets? Explain why or why not.</li></ul></li><li>• Ask students to find a partner from another trade to share and discuss. If time permits, have a few volunteers share their thoughts on the Debrief question.</li></ul>	
Homework	Meeting Students' Needs
<p>Continue reading in your independent reading book for this unit at home.</p> <p><i>Note: Collect students' Note-catchers and graphic organizers and paragraphs for formative assessment. Look for any trends and plan accordingly for review in the next lesson prior to the end of unit assessment. Students will need their notes back for the assessment.</i></p>	





EXPEDITIONARY  
LEARNING

# Grade 4: Module 2A: Unit 2: Lesson 14

## Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



**Model Paragraph for Apprentice Wanted Writing Prompt:**  
(For Teacher Reference)

**Wheelwright Apprentice Wanted**

Interested in how to get things moving? A colonial village depends on the wheelwright for all of its transportation. As an apprentice you will learn how to make wheels of all sizes. You will learn to use a lathe to make the hub and you will learn to iron the tire. Apprentices of the wheelwright must have woodworking skills and precision. The apprenticeship lasts 6–7 years, and you will be given food and shelter as you work and learn. This is a great trade for young folks who want to get moving.



Topic Expansion Graphic Organizer

