



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 3A: Unit 1: Lesson 5**

## **Learning from Literature Continued:** Examining Text Structure, Vocabulary, and Information about Simple Machines in the Readers Theater *The Machine*



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

I can use literary terms to describe parts of a story, poem, or drama (e.g., verse, rhythm, meter, casts of characters, settings, descriptions, dialogue, stage directions). (RL.4.5)  
I can describe the differences in structures of poems, drama, and prose. (RL.4.5)  
I can explain what a text says using specific details from the text. (RL.4.1)  
I can read fourth-grade-level texts with fluency. (RF.4.4)  
I can express my own ideas clearly during discussions. (SL.4.1)  
I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)

**Supporting Learning Targets**

- I can identify the characteristics of Readers Theater through examining the text *The Machine*.
- I can share my opinion on a topic and respect the opinions of others.
- I can determine the meaning and pronunciation of challenging words.
- I can explain what the text says about simple machines using details from the text.

**Ongoing Assessment**

- Annotated text (*The Machine*)



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Reviewing Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Identifying Characteristics of Readers Theater (10 minutes)</li><li>B. Tackling Challenging Vocabulary and Pronunciation (20 minutes)</li><li>C. Identifying Information about Simple Machines (15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Preparing for Performance and Assessment (5 minutes)</li><li>B. Debrief: Revisiting Our Opinions (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Practice reading your assigned lines from <i>The Machine</i>. Read the line directly before your lines silently, then read your line aloud to help prepare you for the performance. If possible, find someone at home to read aloud the parts before and after you line.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students do a close reading of <i>The Machine</i> (pages 219–221 in the book <i>Take a Quick Bow!</i>, by Pamela Marx) with a focus on text structure, meaning, and vocabulary. Consider which students may need to be pulled into a small group for more supported reading of grade-level texts.</li><li>• In advance: Consider tape recording this Readers Theater in advance so struggling readers can listen to it while they read. See Work Time A.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
pronunciation, stage, technology, ancient, remain, dollies, Atlas	<ul style="list-style-type: none"> <li>• <i>The Machine</i>, pages 219–221 in <i>Take a Quick Bow!</i></li> <li>• Readers Theater anchor chart (from Lesson 4)</li> <li>• Document camera</li> <li>• Highlighter (one per student)</li> <li>• Vocabulary Strategies anchor chart (from Lesson 1)</li> <li>• Equity sticks</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Post the learning targets. Ask students to find a partner and explain in their own words the meaning of the two targets they recognize from Lesson 4: “I can identify the characteristics of Readers Theater through examining the text <i>The Machine</i>,” and “I can share my opinion on a topic and respect the opinions of others.” Have pairs share their explanations and clarify as necessary. Students should have a good understanding of these targets from Lesson 4. Explain that they will reread <b><i>The Machine</i>, pages 219–221 in <i>Take a Quick Bow!</i></b> again today and look for specific examples of characteristics of Readers Theater in the text.</li> <li>• Direct students’ attention to the remaining two targets: “I can determine the meaning and pronunciation of challenging words,” and “I can explain what the text says about simple machines using details from the text.” Underline “determine the meaning” in the first target and “explain” and “using details from the text” in the second target. Remind students that these parts of the targets should be familiar to them.</li> <li>• Circle the words <i>pronunciation</i> and <i>simple machines</i> and tell students that these parts of the targets may seem new or unfamiliar. Ask them to share with a partner what they think each of these targets means based on what they already know. Have a few pairs share their thinking with the group. Students will be familiar with the term <i>simple machines</i> but may not be familiar with the word <i>pronunciation</i>. However, students may notice the word <i>pronunciation</i> looks similar to the word <i>pronounce</i>. If not, point this out and explain that <i>pronounce</i> means to say a word correctly aloud. So the word <i>pronunciation</i> in this learning target means figuring out how to say unfamiliar words aloud correctly.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Identifying Characteristics of Readers Theater (10 minutes)</b></p> <ul style="list-style-type: none"><li>Place students with a partner who was assigned to the same part in Lesson 4. Explain to students that they will be reading <i>The Machine</i> Readers Theater more closely today. Tell them that when they read today they will read for the following purposes (post these on the board with space for directions under each):<ol style="list-style-type: none"><li>Identifying Characteristics of Readers Theater</li><li>Tackling Challenging Vocabulary and Pronunciation</li><li>Identifying Information about Simple Machines</li></ol></li><li>Tell students each time they read for a new purpose, they will annotate, or take notes on their text, in a different way. Remind them annotating a text is one strategy readers can use to help them better understand a complex text.</li><li>Have students get out <i>The Machine</i> and turn to page 219. Post the <b>Readers Theater anchor chart</b> (from Lesson 4). Tell students that first they will read to identify the characteristics of Readers Theater in this text. Give students more detailed directions (on the board, write these in under Step 1):<ul style="list-style-type: none"><li>Identifying Characteristics of Readers Theater<ul style="list-style-type: none"><li>Read page 219 and circle one example of a player, dialogue, and stage directions. Record a label above each circled example.</li></ul></li></ul></li><li>Display page 219 using the <b>document camera</b> and quickly model how to annotate the text in this way.</li><li>Give partners 5 minutes to read and annotate. Then cold call pairs to share their examples. As students share, annotate your text to identify more examples of these characteristics (players, dialogue, and stage directions) of Readers Theater.</li><li>Ask students to turn and talk with their partner about which of these words or phrases should be read aloud to the audience. Have a pair share out. Listen for students to identify that dialogue is the only part read aloud to the audience. The other aspects of the text are meant to inform the reader/performer.</li><li>Next, ask pairs to look through the text and identify their lines (assigned at the end of Lesson 4). Then give students 2 minutes to use a <b>highlighter</b> to highlight the dialogue they will read aloud when performing. Circulate to support students as needed.</li></ul>	<ul style="list-style-type: none"><li>Consider pairing students who struggle with reading grade-level text fluently with students who are fluent readers to provide them with strong models.</li><li>For students who struggle with reading grade-level texts, consider tape recording this Readers Theater in advance so students can listen to it while they read. After listening to the text a few times, they could then record themselves reading the text so they could listen to themselves reading. This is a powerful example for them to know where they need to work on their fluency in a private way.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Tackling Challenging Vocabulary and Pronunciation (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students now they will read the text and focus on the second purpose mentioned for reading this text today, identifying challenging vocabulary or words they don't know how to pronounce. Ask a student to remind the class what <i>pronounce</i> means (to say a word correctly aloud).</li> <li>• Ask partners to briefly discuss:             <ul style="list-style-type: none"> <li>* "Why do you think pronunciation is important in Readers Theater?"</li> </ul> </li> <li>• Have pairs share their thinking. Students should be able to articulate that pronouncing words correctly is important since this text will be read aloud to an audience. Remind students that unlike most types of drama, the dialogue in a Readers Theater is read aloud to the audience directly from the script. Explain that in most other types of drama, dialogue would be memorized then performed by the players, but that in either case pronunciation is important if the audience is to understand the performance.</li> <li>• Post the <b>Vocabulary Strategies anchor chart</b> where students can reference it as they work. Tell students to use the strategies listed to help them determine the meaning of the words they identify.</li> <li>• Under the second purpose listed on the board, write the following directions.             <ul style="list-style-type: none"> <li>– Tackling Challenging Vocabulary and Pronunciation                 <ul style="list-style-type: none"> <li>• Read pages 219–221. Circle any words you do not understand or do not yet know how to pronounce.</li> </ul> </li> </ul> </li> <li>• Give students 10 minutes to read with a partner and identify challenging words. Confer with students who struggle or pull a small group to work with you during this time.</li> <li>• Gather students together and have them share out their challenging words in groups of three or four. Some likely words that students will point out may include: <i>technology</i>, <i>ancient</i>, <i>remain</i>, <i>dollies</i>, and <i>Atlas</i>. Point out in the text where the word <i>technology</i> is defined in context on page 219 "CHILD 4: Technology is really almost anything that people make to help them do a job." Point out where the words <i>ancient</i>, <i>dollies</i>, and <i>Atlas</i> are defined in the text using text features in the margins on pages 219, 220, and 221.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider pulling struggling readers together for small group instruction during this time.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Explain to students that the word <i>technology</i> is a word they may need to know as they read and write like a scientist in the next few weeks. Ask them if they think any of the other words are important to reading and writing about simple machines. Cold call students to share their thinking using <b>equity sticks</b>.</li><li>• Finally, address words that students identify as “challenging to pronounce.” To help students with pronunciation of these words, review word-decoding strategies that students may be familiar with from guided reading lessons (e.g., chunking words, looking for roots, or other phonics strategies).</li><li>• Note: Consider adding some of the identified words to your class Word Wall (i.e.; <i>technology</i>, <i>ancient</i>, <i>dollies</i>).</li></ul>	
<p><b>C. Identifying Information about Simple Machines (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students now they’ll focus on using details in the text to explain what the text says about simple machines.</li><li>• Explain that as they read the text again, they will underline details that support their gist statement from Lesson 4. Remind them that the gist statement is written at the top of their copies of the play.</li><li>• Give students 10 minutes to reread the text and underline details with their partner.</li><li>• Ask pairs to share the details they found in the text about simple machines. After a few pairs share details, point out each place in the text that mentions and describes one of the six simple machines (pages 220–221).</li><li>• Next ask students to Think-Pair-Share about why simple machines are important based on evidence from this text. Use equity sticks to call on pairs of students to share what they can conclude about the importance of simple machines.</li><li>• Students should notice that the text gives many examples of how each simple machine helps do work.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Preparing for Performance and Assessment (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students they are ready to perform <i>The Machine</i> and will have an opportunity to do this as a whole class tomorrow.</li> <li>• Explain to students that after their close examination of this Readers Theater, they are also now ready to be assessed on the characteristics of Readers Theater. Tell students that in the next lesson they will be asked to read another Readers Theater about simple machines and answer some questions about it. Have students reflect on the following learning targets: "I can identify the characteristics of Readers Theater through examining the text <i>The Machine</i>."</li> <li>• Have students discuss the meaning of the following learning targets with a partner.: "I can determine the meaning and pronunciation of challenging words" and "I can explain what the text says about simple machines using details from the text." Afterward, have students show a thumbs-up if they feel ready, a thumb-sideways if they feel mostly ready, or a thumbs-down if they do not feel ready for the assessment. Use this information to determine whether students need clarification of a specific target before the assessment.</li> </ul>	
<p><b>B. Debrief: Revisiting our Opinions (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Read aloud and repost the opinion questions from Lesson 4: <ul style="list-style-type: none"> <li>* "Is fiction a good teacher of facts?"</li> <li>* "What is your opinion and why?"</li> </ul> </li> <li>• Give students 1 minute to think about whether their opinion about this question has changed, and why or why not.</li> <li>• Then ask them to discuss their thoughts with another round of Mix and Mingle, just as they did in Lesson 4.</li> <li>• After a few minutes, ask a few students to share. Listen for students to make references to the text. If they do not, prompt them to reference examples from the text that support their current opinion. (For example, a student who thinks this author wrote to teach about simple machines may reference that all six simple machines were explained in the text. A student who believes that authors of fiction mainly write to entertain their readers might say that the Readers Theater gave examples of simple machines, but not a lot of information.)</li> <li>• Explain to students that over the next several weeks they'll be asked to form opinions as readers and writers and support those opinions using examples from the various texts they will read.</li> </ul>	<ul style="list-style-type: none"> <li>• To further support students consider using the following sentence frame for sharing: "I used to think _____, and my opinion has/has not changed because _____."</li> </ul>



Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>Practice reading your assigned lines from <i>The Machine</i>. Read the line directly before your lines silently, then read your line aloud to help prepare you for the performance. If possible, find someone at home to read aloud the parts before and after you line.</li></ul>	

There are no new supporting materials for this lesson.