



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 2A: Unit 3: Lesson 4**

## **Drafting a Historical Fiction Narrative: The Wheelwright**



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

I can develop the topic with facts, definitions, details, and quotations. (W.4.2b)  
I can write narrative text about real or imagined experiences or events. (W.4.3)  
I can organize events in an order that makes sense in my narrative. (W.4.3a)  
I can produce writing that is appropriate to task, purpose, and audience. (W.4.4)

**Supporting Learning Targets**

- I can write a historical fiction narrative set in Colonial America.
- I can create a historically accurate narrative based on facts and details from my research.
- I can use vocabulary from my research on colonial times to write historically accurate descriptions in my narrative.
- I can write a draft of my narrative with historically accurate characters and events in an order that makes sense to my reader.

**Ongoing Assessment**

- Wheelwright Narrative drafts



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. Choosing Vocabulary for Historically Accurate Descriptions (5 minutes)</li><li>B. Examining a Model: An Introductory Paragraph for the Wheelwright Narrative (10 minutes)</li><li>C. Partner Writing: Drafting a Second Paragraph for the Wheelwright Narrative (15 minutes)</li><li>D. Independent Writing: Drafting a Third Paragraph for the Wheelwright Narrative (20 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief (5 minutes)</li></ol></li><li>4. Homework</li></ol>	<ul style="list-style-type: none"><li>• Students likely will work at different paces and need varying levels of support to turn their graphic organizer materials into paragraphs. Keep this in mind as you execute this lesson and remain flexible with timing and grouping.</li><li>• The most important aspect of this lesson is for students to practice using the Narrative Four-Square graphic organizer. As with Lesson 3, they are practicing writing about the wheelwright to prepare for planning and writing narratives based on their expert trades in the lessons that follow.</li><li>• Students will be working to draft the third paragraph in this historical fiction narrative. Make sure students understand that the third paragraph is designed using the Detail Paragraph 2 square in the Four-Square graphic organizer.</li><li>• When assigning the fourth and final paragraph, make sure students understand that they will actually be looking at the Conclusion paragraph in the Four-Square organizer.</li></ul>



Lesson Vocabulary	Materials
historically accurate, descriptions, informative, narrative, draft, order	<ul style="list-style-type: none"><li>• Elements of Fiction anchor chart (from Lesson 1)</li><li>• Narrative Four-Square graphic organizer (Wheelwright version— students' copies with their notes, from Lesson 3)</li><li>• Model of the Narrative Four-Square graphic organizer (for the wheelwright, from Lesson 3)</li><li>• Performance Task prompt (from Lesson 2)</li><li>• Document camera</li><li>• Vocabulary notebooks (from Unit 1)</li><li>• Colonial Trade Research Note-catchers (from Unit 2)</li><li>• Practice Narrative Writing sheet (The Wheelwright) (one per student)</li><li>• Steps for Planning and Drafting My Narrative anchor chart (begun in Lesson 3)</li><li>• Sticky notes or index cards (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Review the following learning targets: “I can write a historical fiction narrative set in Colonial America,” and “I can create a historically accurate narrative based on facts and details from my research.” Remind students that these are their goals for learning as they plan, write, and revise their narratives over the next two weeks.</li><li>• Tell students that the other two targets will be their focus for today and will help them to reach the first two targets. Post the targets: “I can use vocabulary from my research on colonial times to write historically accurate descriptions in my narrative,” and “I can write a draft of my narrative with historically accurate characters and events in an order that makes sense to my reader.”</li><li>• Ask students to look for key words in the targets and share these out. Clarify the meaning of the targets. Address the word <i>description</i>: Refer back to the <b>Elements of Fiction anchor chart</b> (from Lesson 1). Pay particular attention to the word <i>draft</i>. Explain that a “draft” of a work means that it is just getting started or it isn’t finished yet. A work can go through several drafts, each time getting closer to being finished. Explain to students that today they will use their <b>Narrative Four-Square graphic organizer</b> about the wheelwright from Lesson 3 to practice <i>drafting</i> a narrative. Remind them that eventually they will be going through this same process to write their own narrative about a colonial tradesman. Revisit the <b>Performance Task prompt</b> (from Lesson 2) with students by rereading it. Explain that today they are writing to this prompt from the perspective of the wheelwright so that they will be prepared to write narratives about their own trades using the same prompt.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Choosing Vocabulary for Historically Accurate Descriptions (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Use a <b>document camera</b> to display your <b>Model of the Narrative Four-Square graphic organizer</b> (for the wheelwright).</li><li>• Draw student's attention to the center box labeled "Vocabulary from my research to be used." Explain that to prepare students for writing historically accurate descriptions in their drafts, they will need to look back through their research notes for words they think would help with their writing. Most of the vocabulary they will need will be in their <b>Vocabulary Notebooks</b> (from Unit 1) or their <b>Colonial Trade Research Note-catchers</b> (from Unit 2).</li><li>• Show student how to look back through their notes and choose a few words to include in this box. Ask for additional suggestions. (Some words you might include for the wheelwright could be <i>Colonial America</i>, <i>lathe</i>, <i>hub</i>, <i>tire</i>, etc.) Review the meaning of each word as you record it.</li><li>• Tell students that these words will need to be included in the narrative to help the descriptions be historically accurate. Explain that you will give them an example when you model your writing.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Examining a Model: An Introductory Paragraph for the Wheelwright Narrative (10 minutes)</b></p> <ul style="list-style-type: none"><li>Tell students that you have already begun to draft your narrative and would like them to help you complete it. Using your Narrative Four-Square graphic organizer on the wheelwright, point out that your draft will be at least four paragraphs long. Ask them to help you recall:<ul style="list-style-type: none"><li>* “What are the characteristics of a strong paragraph?”</li></ul></li><li>Listen for students to mention topic sentence, detail sentences, and concluding sentence.</li><li>Clarify that in Module 1 and the first parts of Module 2, they have been practicing writing <i>informative</i> paragraphs: to summarize or explain. But for this assignment, they will be writing <i>narrative</i> paragraphs. Explain that when writing a narrative paragraph they will also have to be sure that the events they are describing are in an order that the reader can understand.</li><li>Display and distribute the <b>Practice Narrative Writing sheet (The Wheelwright)</b>. Read the paragraph aloud. Ask:<ul style="list-style-type: none"><li>* “What is historically accurate about the first paragraph of this narrative?” Have students turn to a partner and share one thing they heard that was based on your research about the wheelwright. Have a few pairs share out and underline parts of the text that are based on their research.</li></ul></li><li>Ask them to take a look at your plans in the first box of the graphic organizer and the center box for vocabulary. Ask them to see if they can identify the sentences in your paragraph that are connected to your plans. (They should notice that the character, setting [place and time], and situation are all introduced in this first paragraph.)</li><li>Point out the sequence of events in your paragraph: First your character is working at his lathe, then he hears a knock, then he gets up and opens the door.</li><li>Explain that this sequence of events makes sense to the reader. If the character was working at the lathe and then went to the door, but you hadn’t said why he went to the door, readers would be confused. Tell students that this is something you would like them to keep in mind as they write their paragraphs today.</li></ul>	<ul style="list-style-type: none"><li>To support visual learners, consider handing out a copy of the model paragraph for students.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>C. Partner Writing: Drafting a Second Paragraph for the Wheelwright Narrative (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students they now get to give it a try with a partner. They will write a second paragraph about what happens next to the wheelwright below the first paragraph.</li><li>• Ask them to get out their copy of the <b>Narrative Four-Square graphic organizers</b> for the Wheelwright (with students' notes, from Lesson 3). As a class, review the second box of the plans for the wheelwright story. Remind students that the second paragraph they are about to write should be based on these notes.</li><li>• Give directions:<ul style="list-style-type: none"><li>* Reread from the beginning paragraph.</li><li>* Think about your ideas: "What will happen and be described in this next paragraph?"</li><li>* Write the paragraph on your paper.</li><li>* Vocabulary: Try to incorporate another vocabulary word in your paragraph if it will fit naturally.</li><li>* Remember that this is a draft. Focus on your ideas and the sequence of events. Do not worry about spelling or grammar yet.</li></ul></li><li>• Remind students that while they will complete each step with their partners, they should each write the paragraph on their own papers. Give students 10 minutes to discuss and write their paragraphs. Circulate to support pairs. Glance over students' paragraphs to gauge whether students understand how to incorporate vocabulary (and therefore are ready to work more independently) or whether they should continue working with their partner.</li><li>• Ask a few pairs to share out. As they share, refer to the graphic organizer, noting what they did well and remind them to include all information that was planned for their paragraphs. For example: "I like how you included the details about the family from the prompt in your paragraph."</li></ul>	<ul style="list-style-type: none"><li>• If you determine that your class is not ready for this step, consider modifying this section of the lesson to be a shared writing experience. Use the third paragraph as a partner writing, and homework as independent writing.</li><li>• You can use these directions for both partner and independent work. Be sure to make it clear to students that they should work with their partner to complete each step, but that they will both be responsible for writing the paragraph on their own papers.</li></ul>





Work Time (continued)	Meeting Students' Needs
<p><b>D. Independent Writing: Drafting a Third Paragraph for the Wheelwright Narrative (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell them that they now get to try a third paragraph on their own. Ask them to use the same steps as above. This is the paragraph they planned on their own in the previous lesson, so everyone's will likely be a little different. They should continue writing on their Practice Narrative Writing sheet.</li></ul> <p><i>Note: Make sure the students understand that the third paragraph is designed using the Detail Paragraph 2 square in the Four-Square graphic organizer.</i></p> <ul style="list-style-type: none"><li>• Give students 20 minutes to write the third paragraph on their own. Remind them to refer back to their graphic organizers as they work. Tell them it is fine if they do not finish; they can complete it for homework. Students who finish writing early can begin the homework of writing the final paragraph for the narrative.</li><li>• When assigning the fourth and final paragraph, tell students that they will be looking at the conclusion paragraph in the Four-Square organizer.</li><li>• Circulate or pull a small group to support students who need it.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Post the Steps for Planning and Drafting My Narrative anchor chart begun in Lesson 3. Have students add the remaining steps for their work over the last two lessons. They should now include some version of the following:<ul style="list-style-type: none"><li>* Gather resources: Performance Task prompt, Colonial Trade Research notes, and Character Profile graphic organizer</li><li>* Plan: Use above resources and your imagination to write notes planning each component of the Narrative Four-Square graphic organizer.</li><li>* Write: Use your graphic organizer to write each paragraph for your narrative. Be sure to include all the information from your notes in your paragraphs.</li><li>* Each time you finish a paragraph, reread the narrative from the beginning to make sure your sequence of events makes sense.</li></ul></li></ul>	
Homework	Meeting Students' Needs
<p>If you did not have time in class, finish Paragraph 3 in the Wheelwright narrative.</p> <p>Write the final (fourth) paragraph of the wheelwright narrative. (To do this, look at the Conclusion box in the Four-Square graphic organizer.)</p> <p><i>Note: In Lesson 5, students begin work on their own historically accurate narrative based on their tradesman. Use exit tickets and your observations and/or anecdotal notes to determine who will need more support with this increasingly independent writing.</i> □</p>	<ul style="list-style-type: none"><li>• Remind students that their homework, like their writing in class, is draft writing. Students will not likely know how to wrap up their stories well in their endings. That is fine. This homework assignment provides more writing practice, and also serves as a formative assessment for how to teach endings later, in Lesson 12.</li></ul>



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## Supporting Materials



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Date:

In the winter of 1695 in the colony of New York, a wheelwright named John was working in his shop. He made wheels for carts and wagons throughout town. He was proud of his work. His hands were rough from working with wood every day. On this day he was making the hub, which is the center of a wheel. He was shaping it using a tool called a lathe. His apprentice was turning the crank of the lathe so that the hub spun around. This tool helped him to carve a nice round shape. As John concentrated on his chisel removing the wood from the hub, and on the precise measurements of his hub, he almost didn't hear the knock at the door. He wondered who would be visiting his shop on such a cold dark day. He got up from his stooped position and rubbed his sore muscular shoulders. When he opened the door he was surprised to see the face of his friend Adam, the blacksmith.



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