



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 3: Lesson 6

Writing the Letter's Closing: Concluding Thoughts for Mary Pope Osborne



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

I can produce writing that is appropriate to task and purpose (with support). (W.3.4)
I can write an informative/explanatory text. (W.3.2)
I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. (W.3.2a)
I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)
I can sort evidence into provided categories. (W.3.8)
I can compare how people use language when they write versus when they talk. (L.3.3b)

Supporting Learning Targets

- I can practice for the performance task by writing about Japan (with support).
- I can draft my closing paragraph by using the model provided.
- I can identify additional criteria for a strong research-based letter.

Ongoing Assessment

- France Model: Closing Paragraph recording form
- Completed closing paragraph organizers
- Partner drafts of closing paragraph



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Peer Critique: Sharing Writing and Getting Feedback (8 minutes)2. Work Time<ol style="list-style-type: none">A. Analyzing the Closing Paragraph (10 minutes)B. Independent Practice: Drafting the Closing Paragraph (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Refining the Criteria for a Quality Research-Based Letter (4 minutes)B. Peer Critique: Sharing Writing and Getting Feedback (13 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading your independent reading book at home.	<ul style="list-style-type: none">• This is the last lesson that prepares students to begin their writing for the performance task. In this lesson, students compose their closing paragraphs for their Japan letter.• Lesson 7 is the Mid-Unit 3 Assessment and students will refocus on the specific country they researched in Unit 2: Italy, Iraq, or India. They will write a first draft of their letter to Mary Pope Osborne, following the same steps and structure they used in their practice letter on Japan.• This lesson will refer to the anchor chart created in Lesson 1. Students will be looking at the model letter of France to build an understanding of the closing of a letter. This will follow a structure similar to Lesson 4.• In this lesson, students again receive feedback from their writing partner on their closing paragraph and record their feedback on their Things I Need to Remember for Writing recording form.• If you have not done so in Lesson 5, you need to distribute a copy of the Kanji Informative Paragraph to each student. See Lesson 4 supporting materials.• For Lesson 7, students will need Capturing Key Details recording forms from Unit 2, Lessons 1-5 and Expert Research Matrix from Unit 2, Lessons 12-15. Consider devoting time somewhere in this day to get materials ready for the following lesson.• In advance:<ul style="list-style-type: none">– Display sentence starters for peer critique: “I like how you_____” and “You might want to try_____.”– Post the learning targets.



Lesson Vocabulary	Materials
peer critique, feedback, closing, criteria, analyze	<ul style="list-style-type: none">• Things I Need to Remember for Writing recording form (from Lesson 5; one per student)• Informative paragraphs (from Lessons 4 and 5; students' own)• Criteria for a Quality Research-Based Letter anchor chart (begun in Lesson 2)• Analyzing the Model Letter anchor chart 3: Closing (from Lesson 1)• Colored pencils (three different colors; for teacher use)• Structure of the Closing Paragraph anchor chart (one to display)• Kanji Informative Paragraph (typed up by teacher after think-aloud in Lesson 4; one per student)• Closing Paragraph graphic organizer (one per student)



Opening	Meeting Students' Needs
<p>A. Peer Critique: Sharing Writing and Getting Feedback (8 minutes)</p> <ul style="list-style-type: none">• Congratulate students on the really hard and important work they've been doing to prepare themselves for the performance task.• Remind them that in the previous two lessons, they spent time drafting informative paragraphs for their letter to Mary Pope Osborne about Japan. In the last lesson, they received some feedback from their writing partner, and they will receive more feedback today.• Return to students their Things I Need to Remember for Writing recording form that was collected at the conclusion of Lesson 5.• Say something like: "Writers do a lot of work to make their writing stronger. Every time writers get feedback from someone who reads their writing, they use that feedback to improve their writing. We are going to use the Things I Need to Remember for Writing recording form to keep track of all the feedback we receive from each other so we can become stronger writers."• Ask students to take their informative paragraphs and Things I Need to Remember for Writing recording form and quietly move to sit with their writing partners.• As in the last lesson, tell students they will each read their paragraphs aloud to their partner. As their partner is reading, they should be thinking about one thing they think their partner did well and one thing they think their partner could work on.• Display sentence starters for students to use: "I like how you_____" and "You might want to try_____."• After receiving feedback, students should record their partner's feedback on their Things I Need to Remember for Writing recording form.• Refer students to the Criteria for a Quality Research-Based Letter anchor chart for ideas on possible feedback.• Ask students to begin.	<ul style="list-style-type: none">• Consider providing struggling writers with a recording form that has the sentence starter filled in.



Work Time	Meeting Students' Needs
<p>A. Analyzing the Closing Paragraph (10 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the learning targets and read the first two aloud:<ul style="list-style-type: none">* "I can practice for the performance task by writing about Japan (with support)."• "I can draft my closing paragraph using the model provided."• Clarify as necessary and answer any questions students have about the targets.• Direct students' attention to the Analyzing the Model Letter anchor chart 3: Closing. Remind students that in Lesson 1, they spent time looking at the model letter of France and thinking about each part of the letter. Today they will be focusing on the closing.• Invite students to read along silently in their heads as you read what was listed on the anchor chart in Lesson 1. When reading the anchor chart, be sure to read the actual paragraph from the France letter and the previously recorded students responses.• After reading, inform students that you want to be sure that they noticed everything they should to help them with their writing.• Pose the following question to students:<ul style="list-style-type: none">* "What else do you notice about this paragraph? How is it structured?"• As students share, record new responses on Anchor Chart 3: Closing. Be sure answers include:<ul style="list-style-type: none">– It has several sentences.– It's clear that it's for Mary Pope Osborne (as if the writer is talking to her).– It restates the main idea.– It has a topic sentence, detail sentences, and an ending sentence.– The detail sentences connect to the topics of the informative paragraphs.	<ul style="list-style-type: none">• Support ELLs in understanding the key academic vocabulary in the targets by adding visuals or providing synonyms.• Using different colors will highlight important details in the writing for students.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">– It sounds enthusiastic and positive.– The sentences are long.– Suggestions are given for how to use the topics in the new story with Jack and Annie.– The spelling, capitalization, and punctuation seem correct.– Some sentences end with an exclamation point or a question mark.• Underline the first sentence in the France closing using a colored pencil.• Tell students that this first sentence <i>restates the reason for writing</i>. It names the main idea: “As you can see from what I’ve shared, France would be a perfect return destination for Jack and Annie for one of your new <i>Magic Tree House</i> books.” This sentence serves as the <u>topic sentence</u> for the closing paragraph.• Use a different colored pencil and underline the next three sentences.• Tell students that these sentences provide suggestions for <i>how the information could be used within the plot of the story</i>. They also connect with the Performance Task Invitation. These sentences serve as the <u>detail sentences</u>.• Use a third colored pencil and underline the last two sentences.• Tell students that these sentences <i>clearly bring the letter to a close</i>. The actual ending sentence is: “I hope you will consider sending Jack and Annie back to France.” The final sentence of the letter, “Good luck with your decision!” is an addition to make the end of the letter sound upbeat and positive.• Keep the Anchor Chart 3: Closing on display while students are drafting their closing paragraph. Encourage students to refer to them as they work.	



Work Time (continued)	Meeting Students' Needs
<p>B. Independent Practice: Drafting the Closing Paragraph (25 minutes)</p> <ul style="list-style-type: none"> • Display the Structure of the Closing Paragraph anchor chart. • Have students focus specifically on the middle portion: "How this information might be used in the story." • Remind them that the two topics of the France letter are food customs and special events. Make sure they understand the role that the two topics play within the closing paragraph. • Say something like: "Let's look together at how this paragraph combines the ideas that were in the informative body paragraphs. It is reminding the reader one last time of the importance of food customs and special events that take place in France. By putting this in the end, the reader is leaving an important message with Ms. Osborne about how she can use this information in her next book." • Think aloud by saying something like: <ul style="list-style-type: none"> * "I notice that the middle of the paragraph is different from what I am used to. It looks to me that this is where I can really convince Ms. Osborne about why Jack and Annie should return to this country. The middle sentences are where I take the important aspects of culture that I wrote about earlier and persuade Mary Pope Osborne that this is the place she should write about next. When I write my closing paragraph, I could use sentences like, 'I think you should send them to _____ because Annie would really like _____' or 'Jack would really like _____ because _____.'" • Inform students that they will use this structure in their own writing today, as they think about the closing for their letter on Japan. • Distribute the Kanji Informative Paragraph (if you have not done so in Lesson 5) and the Closing Paragraph graphic organizer. • Point out that the closing paragraph still has parts that we are familiar with: a topic sentence, details, and a closing sentence. • Tell students they will now draft a closing paragraph. They will need to do this writing on their own because of the connection between the informative paragraphs and the closing paragraph. Since they may have chosen different topics than their writing partner, it wouldn't make sense to write their closing paragraphs together. • For their initial writing, encourage students to write down different ways to say what they want for the closing paragraph. Tell them to "get messy" and write down lots of possible sentences and variations of the closing paragraph. • Then, invite students to look over what they have and make decisions about which sentences they like best and which fit together using the structure shared earlier: Restate the reason for writing, offer suggestions for how the information can be used in the story, and bring the letter to a close. 	<ul style="list-style-type: none"> • Strong adjectives will help to make the students' paragraphs engaging. It's possible that students may overuse a select few adjectives—great, super, interesting. Consider spending a few minutes building a list of potential adjectives for them to use in their letters. As students come upon additional adjectives, they can be shared with the class by adding them to this list.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Remind students that Anchor Chart 3: Closing and the Structure of the Closing Paragraph anchor chart are on display for them to reference if needed.• Have each student write out a clean copy of their paragraph.	

Closing and Assessment	Meeting Students' Needs
<p>A. Refining the Criteria for a Quality Research-Based Letter (4 minutes)</p> <ul style="list-style-type: none">• Draw students' attention to the Criteria for a Quality Research-Based Letter anchor chart.• Review the criteria with the class.• Direct their attention to the learning targets and read the final one aloud:<ul style="list-style-type: none">* "I can identify additional criteria for a strong research-based letter."• Ask students to consider:<ul style="list-style-type: none">* "We have been building this criteria list as we've worked on the Japan practice letter. Think of our work today with the closing paragraph. Based on the work we've done so far, what criteria we can add to our anchor chart?"• Call on volunteers to share out.• As ideas come forth, add them to the Criteria for a Quality Research-Based Letter anchor chart.• Review all of the criteria listed on the anchor chart by reading each one aloud.• Remind students that they will continue to add to this chart throughout the remainder of the unit.	<ul style="list-style-type: none">• As the criteria list is built, consider adding visuals or work samples to support students in knowing what each criteria would look like in writing.



Closing and Assessment (continued)	Meeting Students' Needs
<p>B. Peer Critique: Sharing Writing and Getting Feedback (13 minutes)</p> <ul style="list-style-type: none">• Congratulate students on pushing through with their writing and completing all of the parts of the practice letter on Japan. Tell them that all of this hard work will be so helpful for them as they head into the writing needed for the performance task.• Tell students that they are going to meet with their writing partners to, again, give and receive feedback.• Ask them to take their closing paragraphs and Things I Need to Remember for Writing recording form and quietly move to sit with their writing partners.• Tell students to follow the same sharing and feedback protocol as before:<ol style="list-style-type: none">1. Partner 1 reads his/her paragraph aloud.2. Partner 2 uses these sentence stems to offer feedback: "I like how you_____" and "You might want to try_____."3. Partner 1 records feedback on his/her Things I Need to Remember for Writing recording form.4. The partners switch roles and repeat the steps.• Ask students to begin sharing and offering feedback.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading your independent reading book at home.	



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Supporting Materials



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and

As you can see from what I've shared, France would be a perfect return destination for Jack and Annie for one of your new *Magic Tree House* books. Annie would love being introduced to French food, since she is always so willing to try new things. And can you imagine what Jack and Annie would say if they were to see the Tour de France? Maybe they could even take part and ride in it. I hope you will consider sending Jack and Annie back to France. Good luck with your decision!

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



France Model: Closing Paragraph Recording Form
(Answers, for Teacher Reference)

What do you notice about the **closing** paragraph?

As you can see from what I've shared, France would be a perfect return destination for Jack and Annie for one of your new *Magic Tree House* books. Annie would love being introduced to French food, since she is always so willing to try new things. And can you imagine what Jack and Annie would say if they were to see the Tour de France? Maybe they could even take part and ride in it. I hope you will consider sending Jack and Annie back to France. Good luck with your decision!

- **It has several sentences.**
- **It's clear that it's for Mary Pope Osborne (as if the writer is talking to her).**
- **It restates the main idea.**
- **It has a topic sentence, detail sentences, and an ending sentence.**
- **The detail sentences connect to the topics of the informative paragraphs.**
- **It sounds enthusiastic and positive.**
- **The sentences are long.**
- **Suggestions are given for how to use the topics in the new story with Jack and Annie.**
- **The spelling, capitalization, and punctuation seem correct.**
- **Some sentences end with an exclamation point or a question mark.**



Structure of the Closing Paragraph Anchor Chart

As you can see from what I've shared, France would be a perfect return destination for Jack and Annie for one of your new Magic Tree House books. Annie would love being introduced to French food, since she is always so willing to try new things. And can you imagine what Jack and Annie would say if they were to see the Tour de France? Maybe they could even take part and ride in it. I hope you will consider sending Jack and Annie back to France. Good luck with your decision!

Closing Paragraph	Topic sentence	As you can see from what I've shared, France would be a perfect return destination for Jack and Annie for one of your new Magic Tree House books.
	How this information might be used in the story	Annie would love being introduced to French food, since she is always so willing to try new things. Can you imagine what Jack and Annie would say if they were to see the Tour de France? Maybe they could even take part and ride in it.
	Concluding sentence	I hope you will consider sending Jack and Annie back to France. Good luck with your decision!



Closing Paragraph Graphic Organizer

Closing Paragraph	Topic sentence	
	Topic 1: Kanji Topic 2: _____	
	How this information might be used in the story	
	Concluding sentence	