



EXPEDITIONARY
LEARNING

Grade 4: Module 2B: Unit 2: Lesson 9

Writing Informational Texts: Developing Body Paragraphs



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| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) | |
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| I can develop the topic with facts, definitions, details, and quotations. (W.4.2b) I can construct a concluding statement or section of an informative/explanatory text. (W.4.2e) | |
| Supporting Learning Targets | Ongoing Assessment |
| <ul style="list-style-type: none">• I can write body paragraphs for my informative piece that describe the defense mechanisms of my expert group animal.• I can write a concluding statement for my informative piece that summarizes the defense mechanisms of my expert group animal.• I can group together scientifically accurate facts with related evidence in my informative piece. | <ul style="list-style-type: none">• Draft of body paragraphs |



| Agenda | Teaching Notes |
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| <ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Criteria for Body Paragraphs (5 minutes)B. Examining Models of Body Paragraphs (15 minutes)C. Guided Practice: Writing a Body Paragraph and a Concluding Statement (10 minutes)D. Drafting Body Paragraphs (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Share (5 minutes)4. Homework<ol style="list-style-type: none">A. Finish your body paragraphs.B. In your Expert Group Animal research journal, complete a 3rd draft sketch on the Sketch Page. | <ul style="list-style-type: none">• The flow of this lesson is similar to Lesson 8. In this lesson, students continue drafting the informative page for their Performance Task. This lesson focuses on drafting the body paragraphs. Note that the concluding statement should come at the end of students' second body paragraph. It will not be given its own paragraph.• Similar to Lesson 8, students examine model body paragraphs before crafting their own. They follow along as the teacher reads aloud body paragraphs from two texts from Units 1 and 2: "Award-Winning Survival Skills" and "Poisonous Prey" from <i>Animal Behavior: Animal Defenses</i>. Then students discuss how these authors crafted effective body paragraphs, and these points are recorded on the Effective Body Paragraphs anchor chart. A copy of the body paragraphs are posted next to their corresponding points on the anchor chart. Students will refer to these models as they craft their own body paragraphs in Work Time D.• Students then work to craft concluding statements for their pieces. A concluding statement is similar to a focus statement in that it answers the focus question in a succinct way. Be sure to remind students that a concluding statement is short and to the point, like a focus statement, and does not go into detail answering the focus question. Also remind students that it restates the answer to the focus question, so it should be different from the focus statement.• As in Lesson 8, students end Work Time by using their Informative Page Planning graphic organizers to write a draft of their body paragraphs.• Then, students take time in the Closing to read their introductions aloud to a partner who is not in their expert group and receive feedback. The purpose of this is to share with someone who is unfamiliar with the expert group animal and therefore more likely to notice information that may be unclear or missing from the introduction paragraph.• In advance: Create and post the Developing Body Paragraphs anchor chart (see supporting materials).• Review Whip Around or "Go 'Round" in Checking for Understanding techniques (see Appendix).• Post: Learning targets. |



| Lesson Vocabulary | Materials |
|---|---|
| body paragraphs, concluding statement, scientifically accurate, restating | <ul style="list-style-type: none">• Expert Group Animal research journals (from Lesson 2; one per student and one to display)• Informative Page Directions (from Lesson 7; one per student and one to display)• Developing Body Paragraphs anchor chart (new; teacher-created; see supporting materials)• Informative Page Planning graphic organizer (from Lesson 7; one per student and one to display)• “Award-Winning Survival Skills” (from Unit 1, Lesson 2; one per student and one to display)• Document camera• Equity sticks• <i>Animal Behavior: Animal Defenses</i> (book; from Unit 1; one per student and one to display)• Millipede Informative Piece Draft (for teacher reference)• Informative piece drafts (from Lesson 8; one per student)• Lined paper (several pieces per student)• Sketch page (page 12 of Expert Group Animal research journal; for homework) |



| Opening | Meeting Students' Needs |
|---|---|
| <p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the learning targets and ask for volunteers to read them aloud:<ul style="list-style-type: none">* "I can write body paragraphs for my informative piece that describe the defense mechanisms of my expert group animal."* "I can write a concluding statement for my informative piece that summarizes the defense mechanisms of my expert group animal."* "I can group together scientifically accurate facts with related evidence in my informative piece."• Ask students if they are unfamiliar with any words in the learning targets. They might identify these words:<ul style="list-style-type: none">– <i>body paragraphs</i> – paragraphs that develop the topic with facts, definitions, details, and quotations– <i>concluding statement</i> – answers the focus question; restates the focus statement– <i>scientifically accurate</i> – means the science has to be right, or reasons and evidence have to be based on research• Write the synonym above the word(s) in the learning targets and ask for new volunteers to read the targets again. Ask students to show you a thumbs-up if they understand what they will be learning today, a thumbs-sideways if they need some more clarification, and a thumbs-down if they still don't know. Clarify as necessary.• For the last target, ask students to turn and talk:<ul style="list-style-type: none">* "What does it mean to 'group accurate facts with related evidence'?"• Listen for explanations like: "It means our evidence has to match our facts." | <ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build academic vocabulary. |



| Work Time | Meeting Students' Needs |
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| <p>A. Criteria for Body Paragraphs (5 minutes)</p> <ul style="list-style-type: none">• Review the steps of the writing process by asking:<ul style="list-style-type: none">* “Where are we in the writing process for writing our informative pieces?”• Listen for students to say that they have researched and planned their pieces and have begun drafting.• Explain that in informational writing, we call the middle paragraphs of a piece of writing the body paragraphs. Tell students that in these paragraphs, the author develops the topic with facts, definitions, details, and quotations from research.• Invite students to take out their Informative Page Directions and read the second and third criteria:<ul style="list-style-type: none">* “Use paragraphs to group related facts and evidence.”* “Use facts and details to describe two of your animal’s defense mechanisms.”• Explain that students will focus on these criteria when writing their body paragraphs.• Direct students to the posted Developing Body Paragraphs anchor chart:<ul style="list-style-type: none">– Paragraphs are grouped with related facts and evidence.– Facts and details are used to describe the topic.• Display the millipede model of the Informative Page Planning graphic organizer. Ask students to turn and talk:<ul style="list-style-type: none">* “How many paragraphs have we planned?”• Listen for them to notice that there will be three paragraphs. Point out that the concluding statement will be at the end of the second body paragraph and will not be its own paragraph. Ask:<ul style="list-style-type: none">* “What should each body paragraph contain (based on your plans and what you know about the characteristics of informational texts)?”• Listen for responses like: “Each body paragraph should describe one defense mechanism the expert group animal uses, how or when the animal uses that defense mechanism, and details about the defense mechanism.” Ask:<ul style="list-style-type: none">* “What are the features of a strong paragraph?”• Listen for responses like: “A strong paragraph has a topic sentence, details, and concluding sentence.” | <ul style="list-style-type: none">• Putting copies of anchor charts in students’ research folders will give them personal access to important information as they work independently. |



| Work Time (continued) | Meeting Students' Needs |
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| <p>B. Examining Models of Body Paragraphs (15 minutes)</p> <ul style="list-style-type: none"> • Ask students to get out their copy of “Award-Winning Survival Skills.” Use a document camera to display the first paragraph on page 10. • Remind students that they should be familiar with the content of this article because they read it in Unit 1 when they were learning to determine the main idea and in Unit 2 to gather research about their expert group animal. (<i>Note: If you feel that your students need to review the content of this text before proceeding with this lesson, briefly read the text aloud as they follow along.</i>) • Tell students that this is a body paragraph from this text. Read it aloud as students follow along. As you read, ask students to think about how the author designed the body paragraph to develop the topic. • Once you've finished reading, ask students to turn and talk to a neighbor: <ul style="list-style-type: none"> * “How did the author design the body paragraph to develop the topic?” • Use equity sticks to cold call one or two students. Listen for responses like: “The author shared facts about the armadillo” or “She started by describing the body shield and then gave details about it.” • Point to the Developing Body Paragraphs anchor chart and document their observations by writing the following in the left-hand column: <ul style="list-style-type: none"> – Body Paragraph #1: <ul style="list-style-type: none"> • Describes the body shields • Gives more details about the body shield using scientific vocabulary • Post a copy of the body paragraph in the right-hand column. Students will refer to this model as they draft their own body paragraphs in Work Time D. • Ask students to get out their copy of Animal Behavior: Animal Defenses and open it to “Poisonous Prey” on page 56. Display the second paragraph of the section. Again, remind students that they should be familiar with the content of this text because they read it in Unit 1, Lesson 5 when they did a guided close read of this section. (<i>Note: If you feel that your students need to review the content of this text before proceeding with the lesson, briefly read the text aloud as they follow along.</i>) • Ask students to turn to a shoulder partner and read the first paragraph aloud together. After they've read it, ask them to discuss how they think this section begins. Is it the same as the body paragraph from “Award-Winning Survival Skills”? Is it different? | <ul style="list-style-type: none"> • Throughout this unit and Unit 3, students read a series of mentor texts. Mentor texts are model texts, written by real authors, that students examine to see strong examples of writing craft. In this unit, students analyze various examples of informational texts. For more information on the use of mentor texts, read <i>Study Driven</i> by Katie Wood Ray. |



| Work Time (continued) | Meeting Students' Needs |
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| <ul style="list-style-type: none">• Invite partnerships to find another partnership to share their thinking. Once the foursome has a collective understanding of how the introduction was designed, ask them all to raise their hands so that they form a silent “tepee” of hands.• When all groups have their hands up, ask one person from each group to share. Listen for responses like: “This one started by describing how a monarch butterfly uses its poison,” “This paragraph gives an example of the focus statement from the introduction paragraph,” or “This paragraph gives details that support the topic of the section introduced in the introduction.”• Document their observations on the chart by writing in the left-hand column:<ul style="list-style-type: none">– Body Paragraph #2:<ul style="list-style-type: none">• Gives example that support the topic of the section• Describes the example using details and evidence• Post a copy of the body paragraph in the right-hand column. | |
| <p>C. Guided Practice: Writing a Body Paragraph and a Concluding Statement (10 minutes)</p> <ul style="list-style-type: none">• Tell students that they will need to include a concluding statement in their writing. Ask:<ul style="list-style-type: none">* “How does a concluding statement help a reader understand a text?”• Listen for responses such as: “It sums up or wraps up the writing for the reader” or “It reminds the reader what the main topic of the writing was.” Ask:<ul style="list-style-type: none">* “Where would it make sense to include the concluding statement? In the beginning, middle, or end of the piece? Why?”• Listen for responses like: “The end, because it restates and wraps the writing up.”• Explain that, like the focus statement, the concluding statement answers the focus question and reminds the reader what the piece is about. Tell students that it should answer the focus question in a different way than the focus statement, and that this is called <i>restating</i>.• Invite students to take out their Informative Page Planning graphic organizer.• Point out the focus question at the top of the graphic organizer and cold call a student to read it aloud:<ul style="list-style-type: none">* “How does my expert group animal use its body and behaviors to help it survive?”• Remind students that a focus statement is brief and to the point and answers the focus question, and that this is also true for the concluding statement. | |



| Work Time (continued) | Meeting Students' Needs |
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| <ul style="list-style-type: none">• Rephrase the focus question so it is specific to the millipede and invite students to Think-Pair-Share. Ask:<ul style="list-style-type: none">* “How can we answer this question in a different way than we answered it as the focus statement? ‘How does the millipede use its body and behaviors to help it survive?’”• Listen for responses such as: “The millipede has many ways of protecting itself” or “The millipede protects itself by rolling into a ball and using poison.”• When students share out whole group, write examples that are different from the examples used for the focus statement in Lesson 8.• Choose one concluding statement from the student-generated list and write on the millipede Informative Page Planning graphic organizer in the Concluding Statement box. Be sure to display this for students to see.• Invite students to Ink-Pair-Share a concluding statement for their own piece, writing the concluding statement in the appropriate box on their Informative Page Planning graphic organizer. Give them 5 minutes to do so, circulating and supporting as needed. Look for students writing concluding statements that answer the focus question but are different from their focus statement.• Now tell students that you are going to focus on the middle part of the piece—the body paragraphs.• Ask them to help you draft one body paragraph of the millipede informative piece. Ask:<ul style="list-style-type: none">* “What should we refer to while drafting our body paragraph?”• Listen for responses like: “our planning graphic organizer” or “the introduction part of our graphic organizer.”• Invite students to turn and talk to a partner. Ask them to reread the millipede Informative Page Planning graphic organizer together. Ask:<ul style="list-style-type: none">* “Think about your ideas: What will be described in the first body paragraph?”• Use equity sticks to call on students to share what they talked about with their partner. Listen for responses like: “one of the millipede’s defense mechanisms” or “how the millipede rolls into a ball to protect itself.”• Drawing from the ideas students shared, write a sentence that introduces one of the millipede’s defense mechanisms (see the Millipede Informative Piece Draft in the supporting materials). Continue this process to write the rest of the body paragraph.• Invite students to chorally read the finished body paragraph about the millipede. | |



| Work Time (continued) | Meeting Students' Needs |
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| <p>D. Drafting Body Paragraphs (20 minutes)</p> <ul style="list-style-type: none">• Invite students to take out their informative piece drafts begun in Lesson 8. Have more lined paper available for them if needed.• Tell students that they are about to complete a draft of their body paragraphs for their informative page. Remind them that since it is a first draft, it does not have to be perfect.• Students should reference the criteria on the Informative Page Directions and be encouraged to refer frequently to the Effective Body Paragraphs anchor chart when drafting.• Remind them that when they write a draft, they should skip lines so they have room to make revisions and edits later in the writing process.• Give students 20 minutes to write their body paragraphs. Circulate and support them as needed. Be sure to confer with students whom you observed struggling with planning their writing in Lesson 7 and drafting in Lesson 8. Help them to focus on getting their ideas down on paper as opposed to worrying about spelling or grammar. Remind them that they will edit their writing toward the end of the writing process.• Remind students to include their concluding statement at the end of their second body paragraph, as it will not have its own paragraph. | <ul style="list-style-type: none">• During independent work, the teacher can support students with special needs or ELLs as needed. Just be sure to let them, too, struggle with the task, as successful completion after considerable effort builds both stamina and confidence. |



| Closing and Assessment | Meeting Students' Needs |
|---|-------------------------|
| <p>A. Share (5 minutes)</p> <ul style="list-style-type: none">• Invite students to meet with the partner from the Closing of Lesson 8.• Ask them to read their body paragraphs aloud to their partner. While one partner reads his or her body paragraphs aloud, the other partner should listen for the required information (description of one defense mechanism of their expert group animal in each paragraph and the concluding statement), providing feedback about whether anything is missing. Then, the partners should repeat, switching roles.• Explain that, for homework, students should finish drafting their body paragraphs or adding any missing information based on their partner's feedback. | |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Finish your body paragraphs.• In your Expert Group Animal research journal, complete a 3rd draft sketch on the Sketch Page. . | |



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Supporting Materials



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Developing Body Paragraphs Anchor Chart
(For Teacher Reference)

Teacher Directions: Write the following on chart paper to create this anchor chart.

Developing Body Paragraphs

*** Paragraphs are grouped with related facts and evidence.**

*** Facts and details are used to describe the topic.**

| Description of Body Paragraphs | Example Text |
|--------------------------------|--------------|
| | |



Millipede Informative Piece Draft
(For Teacher Reference)

Teacher directions: This is a sample of what may be created with students during Work Time C. Note that the introduction paragraph was written in Lesson 8. This model will be added to in subsequent lessons; there are conventions mistakes in it intentionally that will be used to model editing in Lesson 11.

The millipede is a relative of the centipede. they have twenty to one hundred body segments, and too pairs of legs on each segment. Millipedes like to be in damp areas. In the wild, they live on moist forest floors. Some millipedes live in our houses! They like to live in bathrooms and basements because they're damp. Millipedes aren't fast. They roll into balls and eat leaves or decayin vegetation. Their main predators are ants, toads, and mice. To protect themselves from predators, millipedes have two main defense mechanisms. When they're near a predator, they might roll into a ball or ooze poison.

Some millipedes use poison to protect themselves. They do this when the predator touches them. Some poison is sticky. When the poison gets on the predator, it slows the predator down. Another poison is gas, and can be very strong. Some gas is so strong that it can paralyze or kill the predator. Sometimes, other animals rub millipedes all over their bodies to use the poison to repel insects. The millipedes don't often use their poison, though. They would rather not be attacked in the first place! Millipedes are very special critters. They have unusual and interesting defense mechanisms that keep them safe from predators.