



EXPEDITIONARY
LEARNING

Grade 4: Module 2B: Unit 3: Lesson 1

Preparing to Write: Determining Characteristics of the Format



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

I can write for a variety of reasons. (W.4.10)

I can write narrative text about real or imagined experiences or events. (W.4.3)

Supporting Learning Target

- I can determine the characteristics of a “choose-your-own-adventure” by analyzing an example.

Ongoing Assessment

- Participation in creation of Choose-Your-Own-Adventure anchor chart



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Read-aloud of <i>Can You Survive the Wilderness?</i> (15 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Revisiting the Performance Task Prompt (10 minutes) B. Rereading for Format: <i>Can You Survive the Wilderness?</i> (15 minutes) C. Creating a Choose-Your-Own-Adventure Anchor Chart (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Sharing (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Read your independent reading book. 	<ul style="list-style-type: none"> • Students begin Unit 3 with a read-aloud from the choose-your-own-adventure mentor text, <i>Can You Survive the Wilderness?</i> This text is used throughout the unit as a model of the choose-your-own-adventure format, and in this lesson it is used as an example for students to examine when understanding and applying the components of a text written in this format. • This lesson assumes that students have some basic knowledge of the differences between fiction and nonfiction texts through additional literacy instruction that occurs alongside the module; this may include independent reading, buddy reading, or literature circles. If students are unfamiliar with either, you might wish to teach a mini lesson on fiction versus nonfiction before this lesson. • Students revisit their guiding questions and performance task from previous modules to help frame their understanding of where they are in the process of creating the final performance task. • Note: In <i>Can You Survive the Wilderness?</i>, some conclusions in the adventure end in the “death” of the reader. Be sure to read the various endings in this text to ensure that your students will be comfortable with them. If you wish to control the ending students arrive at during the read-aloud so that the reader survives, choose the following paths: <ul style="list-style-type: none"> – Read Chapter 1 and choose the forests of southeastern Australia, turning to page 41. Read pages 41–43 and choose to try to find bird eggs, turning to page 45. Read pages 45–46, choosing to move onto the branch toward the nest, turning to page 54. Read page 54 and choose to build a signal fire, turning to page 67. Read pages 67–69. – Read Chapter 1 and choose the Alaskan wilderness, turning to page 11. Read pages 11–13 and choose to strike out in search of help, turning to page 16. Read page 16 and choose to head west away from the mountains, turning to page 22. Read page 22 and choose to stand your ground, turning to page 35. Read pages 35–36. • When creating the Choose-Your-Own-Adventure anchor chart, students should mention the elements of a narrative: characters, plot, setting, description, dialogue, etc. Do not go into detail in explaining these elements; they are discussed more deeply in Lesson 4.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• In advance:<ul style="list-style-type: none">– Display Guiding Questions and Performance Task anchor charts.– Prepare chart paper for the Choose-Your-Own-Adventure anchor chart.– Review Fist to Five Checking for Understanding technique (see Appendix).– Decide which version of the Performance Task template students use as they start their writing (see supporting materials). Version 1 is a template that students type into. Version 2 is a template for handwritten publication. (In this lesson, students just look at both templates. In Lesson 2, students get their own copies of whichever template you or they select).• Post: Learning targets.

Lesson Vocabulary	Materials
choose-your-own adventure book, challenges, encounters, format	<ul style="list-style-type: none">• <i>Can You Survive the Wilderness?</i> (book; one to display; for teacher read-aloud)• Guiding Questions anchor chart (from Unit 1, Lesson 1)• Equity sticks• Performance Task anchor chart (from Unit 1, Lesson 1)• Performance Task template (Version 1 for Typed Publication; one to display)• Performance Task template (Version 2 for Handwritten Publication; one to display)• Sticky notes (two per student)• Choose-Your-Own-Adventure anchor chart (new; co-created with students during Work Time C)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Read-aloud of <i>Can You Survive the Wilderness?</i> (15 minutes)</p> <ul style="list-style-type: none">• Congratulate the class for wrapping up Unit 2. Tell students they now have a strong foundation of knowledge about their expert group animal and its defenses and about how writers use research to inform their writing.• Display the cover of <i>Can You Survive the Wilderness?</i> so all students can see. Read the title and author aloud to the class. Ask:<ul style="list-style-type: none">* “What do you notice about this book? What do you think it’s about? Is it fiction or non-fiction?”• Read the back cover of the book, then ask:<ul style="list-style-type: none">* “Now what do you think this book is about? Is it fiction or non-fiction?”• Display the Table of Contents to students. Read the chapter titles aloud. Ask:<ul style="list-style-type: none">* “What do you notice about these pages? What do you wonder about these pages?”• Listen for students to notice that the titles are different locations/settings.• Display pages 106–112 (“Real Survivors,” “Survival Quiz,” Glossary, Bibliography, Index). Ask:<ul style="list-style-type: none">* “What do you notice about these pages? What do you wonder about these pages?”• Explain to students that they will be using this book as a mentor text throughout this unit. Tell them that a mentor text is an example of good writing.• Read aloud pages 5–9, including the directions at the bottom of pages 7 and 9. Allow students to choose which path to take at the end of page 9. Continue reading the selected path, reading aloud directions and allowing students to choose the adventure while reading.• As you read aloud, ask students what they notice and wonder about the text. Listen for students to notice that the photographs and captions are factual information, while the adventure is realistic fiction.• Explain that the book is written in a format commonly called “choose-your-own-adventure.” Tell students that they will use this book throughout the unit to learn about writing this type of format for their performance task, a choose-your-own-adventure animal defense narrative.• Explain that today you will read more from this book to learn about this format and that the class will hear more read from this book in the next few lessons. Explain that although they will not have their own copy of the book, they may choose to read it on their own or with a buddy during independent reading.	<ul style="list-style-type: none">• Whole class discussions encourage respectful and active listening, as well as social construction of knowledge.• Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students; they are hearing a strong reader read the text aloud with accuracy and expression, while simultaneously looking at and thinking about the words on the printed page. Set clear expectations that students read along silently in their heads as you read the text aloud.• You might wish to plan the adventure and choices you take students on through the book. If allowing students to choose, consider using equity sticks to call on one student to choose or allowing the class to vote by raising hands.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Display the Guiding Questions anchor chart. Use equity sticks to call on a student to read the first question aloud:<ul style="list-style-type: none">* “How do animals’ bodies and behaviors help them survive?”• Invite students to use the Fist to Five Checking for Understanding technique to show how confident they are in answering that question, from a “fist” meaning they are completely unsure of the answer, to a “five” meaning they can give a response with many examples to support their thinking.• Use equity sticks to call on a student to read the second question aloud:<ul style="list-style-type: none">* “How can a writer use his or her knowledge on a topic to inform and entertain?”• Invite students to use the Fist to Five again to show how confident they are in answering the second question.• Explain to students that they are probably feeling pretty confident in explaining the first part of that question—how writers use their knowledge on a topic to inform—but perhaps not as confident with the second part, to entertain.• Use equity sticks to call on a student to read the learning target:<ul style="list-style-type: none">* “I can determine the characteristics of a “choose-your-own-adventure” by analyzing an example.”• Tell students they will be focusing on the second part of the second guiding question, thinking about how writers use their knowledge on a topic to entertain, by writing a narrative using the choose-your-own-adventure format.	<ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Revisiting the Performance Task Prompt (10 minutes)</p> <ul style="list-style-type: none">• Display the Performance Task anchor chart (from Unit 1, Lesson 1) and remind students that they are working toward writing a narrative during this module. Point to the second bullet point of the prompt (“an informational page ...”) and the sixth bullet point (“two sketches ...”) on the anchor chart. Remind students they have completed these parts of their performance task already.• Point to the remaining bullet points. Explain that they will be working on these parts of the performance task in this unit.• Explain to the class that before they can begin sketching and writing about the animal for their performance task, they will need to research to learn more about it.• Circle the phrase <i>choose-your-own adventure book</i>. Explain to students that they will discuss the format for this type of book later in the lesson.• Use equity sticks to call on a student to read the third, fourth, and fifth bullet points of the prompt aloud:<ul style="list-style-type: none">– “A setting-the-stage page explaining how to read the book and the possible <i>challenges</i> your animal could encounter (in question form).”– “An introduction to your narrative describing the challenge your animal <i>encounters</i> and two choices (defense mechanisms) it could make to survive.”– “A page for each choice (defense mechanism) describing the experience or events showing how your animal responds to the choice.”• Ask:<ul style="list-style-type: none">* “Based on the anchor chart, how will your writing be organized?”• Listen for responses like: “It will have a beginning, middle, and two different endings.”• Display each page of the Performance Task template. Answer any clarifying questions for each page.	



Work Time (continued)	Meeting Students' Needs
<p>B. Rereading for Format: <i>Can You Survive the Wilderness?</i> (15 minutes)</p> <ul style="list-style-type: none">• Explain to students that before they begin writing their own choose-your-own adventure narratives, they need to understand how the choose-your-own adventure format is different from other narratives.• Invite students to turn and talk:<ul style="list-style-type: none">* “What do I mean by the <i>format</i> of the book?”• Use equity sticks to call on one or two students to share their partners’ responses. Listen for responses like: “The format is how the book is organized or structured.”• Explain to students that you will reread pages 5–9 aloud, choosing the same path as earlier in the lesson. Tell students that as you read aloud, they should think about what they notice and wonder about the choose-your-own-adventure format. Distribute two sticky notes to each student and invite them to write down what they notice on one sticky note and what they wonder on the other.• Read aloud pages 5–9 and continue reading, following the path used in the opening. Pause after each paragraph so students can record their notes. If necessary, prompt by asking: “What makes this format different from other books you have read?” or “What questions do you have about the format of this book?”• Clarify the format of the text as needed. Emphasize that the book has multiple options for an ending, depending on what choice the reader makes.	<ul style="list-style-type: none">• Consider creating a visual to help students understand the format of the text. For example, a decision tree or similar diagram might be helpful for students to conceptualize the choose-your-own-adventure format.



Work Time (continued)	Meeting Students' Needs
<p>C. Creating a Choose-Your-Own-Adventure Anchor Chart (10 minutes)</p> <ul style="list-style-type: none">• Begin a new Choose-Your-Own-Adventure anchor chart. Underneath the title, write: "A text written in the choose-your-own-adventure format ..." Ask:<ul style="list-style-type: none">* "What did you notice about the format of <i>Can You Survive the Wilderness?</i>"• Give students a moment to think and review their notes. Then use equity sticks to select students to share their thinking. Record students' responses and add your own as necessary.• The chart should contain formatting points about the text—for instance, that it:<ul style="list-style-type: none">– Is written in the second-person point of view ("you")– Has the reader take on the role of the adventurer– Is interactive– Presents the protagonist (the reader) with a choice after a couple of pages, which leads to two or more paths and eventually to two or more endings– Is realistic fiction/narrative—based on facts and research; includes characters, plot, setting, problem/resolution, description, dialogue• Explain to students that their narratives will be written in this format and that they will be referring to this anchor chart throughout the unit.	



Closing and Assessment	Meeting Students' Needs
<p>A. Sharing (5 minutes)</p> <ul style="list-style-type: none">• Tell students that in a moment you would like them to share with a partner to discuss the performance task, using the following prompt:<ul style="list-style-type: none">* “What is one idea you have for your narrative, or one thing you are excited about for this performance task?”	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read your independent reading book.	



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Supporting Materials



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Performance Task Template
(Version 1 for Typed Publication)

Delete and Insert Your Title

By Delete this underlined text and insert your name here



Performance Task Template
(Version 1 for Typed Publication)

All about Delete this underlined type and insert the name of your animal

Type your text here—delete this line



Performance Task Template
(Version 1 for Typed Publication)

About the Adventure

Type your text here—delete this line



Performance Task Template
(Version 1 for Typed Publication)

Introduction

Type your introduction here—delete this line

Choice #1	Choice #2
Type defense choice #1 here—delete this line. Turn to page 4	Type defense choice #2 here—delete this line Turn to page 5



Performance Task Template
(Version 1 for Typed Publication)

Choice #1

Insert caption here. Draw your sketch above—delete this line.

Begin typing Choice #1 here—delete this line



Performance Task Template
(Version 1 for Typed Publication)

Choice #2

Insert caption here. Draw your sketch above—delete this line.

Begin typing Choice #1 here—delete this line



Performance Task Template
(Version 2 for Handwritten Publication)

A large, empty rectangular box with a black border, intended for a student to write or draw their response to the performance task.

By _____



All about _____

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.



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.



Introduction

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_____ Turn to page 4

_____ Turn to page 5

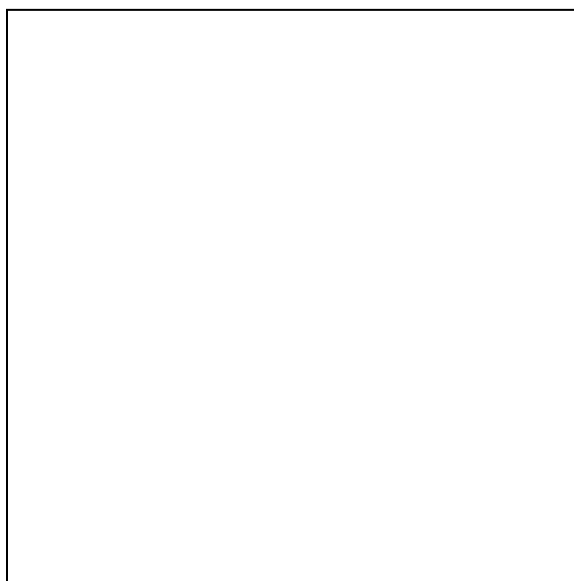


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Patient Information	
First Name	
Last Name	
Address	
City	
State	
Zip	
Phone	
Insurance	
Physician Information	
Physician Name	
Physician Address	
Physician City	
Physician State	
Physician Zip	
Physician Phone	
Physician Insurance	
Referral Information	
Referral Number	
Referral Date	
Referral Type	
Referral Source	
Referral Reason	
Referral Status	
Referral Notes	
Referral History	
Referral Date	
Referral Type	
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Referral Date	
Referral Type	
Referral Source	
Referral Reason	
Referral Status	
Referral Notes	



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Choose-Your-Own-Adventure Anchor Chart
(For Teacher Reference)

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

Choose-Your-Own-Adventure

A text written in the choose-your-own-adventure format ...

- * Is written in the second-person point of view (“you”)
- * Has the reader take on the role of the adventurer
- * Is interactive
- * Presents the protagonist (the reader) with a choice after a couple of pages, which leads to two or more paths and eventually two or more endings
- * Is realistic fiction/narrative—based on facts and research; includes characters, plot, setting, problem/resolution, description, dialogue