



EXPEDITIONARY
LEARNING

Grade 4: Module 2B: Unit 3: Lesson 5

Planning Ideas: Expert Group Animal Plot Development



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can establish a situation. (W.4.3a) I can develop the topic with facts, definitions, details, and quotations. (W.4.2b)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can organize a plot for a narrative using events based on research of my animal and its defense mechanisms.• I can give kind, helpful, and specific feedback to my critique partner.• I can critique the ideas of my writing partner's Narrative Planning graphic organizer for the characteristics of a narrative. This means I can look for a plan for the characters, setting, introduction, rising action, problem, solution, and conclusion.	<ul style="list-style-type: none">• Narrative Planning graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer: Sketching (5 minutes)B. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Reviewing Organization of Narratives (10 minutes)B. Independent Practice: Reviewing Research and Planning the Expert Group Animal Narrative (20 minutes)C. Peer Critique (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Annotating Plans for Revision (5 minutes)4. Homework<ol style="list-style-type: none">A. Revise your Narrative Planning graphic organizer based on your revision notes and feedback from your partner.	<ul style="list-style-type: none">• This lesson follows a similar flow to Lesson 4; students review the characteristics and organization of narratives and then plan their own narratives using the Narrative Planning graphic organizer. In Lesson 4, students looked at the Millipede Narrative Planning graphic organizer. Now, they use a new blank version of the Narrative Planning graphic organizer to plan their writing about their expert group animal.• Students identify what the two choices are for their reader but only flesh out Choice #1 in this lesson. They will create the Choice #2 plan in Lesson 12, the lesson before the end of unit assessment. In the end of unit assessment, they will draft, revise, and edit Choice #2.• Students use the Praise-Question-Suggest protocol to provide feedback to a partner on their plans. The focus of the critique is on the characteristics of narratives and organization of plot. This protocol was used in Module 1 and should be familiar to students.• In advance:<ul style="list-style-type: none">– Display Characteristics of Narratives, Performance Task, Steps for Planning and Drafting My Narrative, Critique Protocol and Steps for Revising My Writing anchor charts.– Prepare chart paper for Questions for Critique anchor chart (see supporting materials).– Organize students in pairs to critique each other's writing.– Review the Praise-Question-Suggest protocol (Appendix 1). Students will have used this protocol before but will need support today focusing specifically on the Question step in the process.– Ask a student if he or she would be willing to share his or her writing to help model the Praise-Question- Suggest protocol.• Post: Learning targets.



Lesson Vocabulary	Materials
critique, specific, feedback	<ul style="list-style-type: none">• New Sketch page (from Lesson 4; one per student and one to display;)• Document camera• Equity sticks• Characteristics of Narratives anchor chart (from Lesson 4)• “Powerful Polly” pufferfish narrative (from Lesson 3; one per student and one to display)• Performance Task anchor chart (from Unit 1, Lesson 1)• Steps for Planning and Drafting My Narrative anchor chart (from Lesson 4)• Expert Group Animal research journals (from Unit 2, Lesson 2; one per student and one to display)• Web Page Research Guide (page 2-8 of Expert Group Animal research journals; used in Unit 2, Lessons 2 and 3)• Research note-catchers (page 9-11 of Expert Group Animal research journals; used in Unit 2, Lessons 4 and 5)• Narrative Planning graphic organizer (one per student and one to display)• Critique Protocol anchor chart (from Module 1, Unit 1, Lesson 7)• Questions for Critique anchor chart (new; co-created during Work Time C)• Millipede Narrative Planning graphic organizer (from Lesson 4; one to display; see Teaching Notes)• Sticky notes (several per student)• Green colored pencils (one per student)• Steps for Revising My Writing anchor chart (from Unit 2, Lesson 10)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Sketching (5 minutes)</p> <ul style="list-style-type: none">• Invite students to locate their New Sketch page (from Lesson 4). Explain to students that they will be revising their sketches from Lesson 4 to add detail and labels.• Tell students to draw at least one detail and three labels for their sketch to make it clearer to the viewer what they are looking at.• Circulate and support as needed. If necessary, prompt students by asking: “What detail can you add to make your sketch clearer?” or “What labels can you add to help your reader better understand the sketch?”• Remind students that they will be sketching, revising their sketches, and adding labels and captions throughout the unit.	
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Review the following learning target:<ul style="list-style-type: none">* “I can organize a plot for a narrative using events based on research of my animal and its defense mechanisms.”• Tell students that they have practiced planning a narrative using the millipede, and now they will be using their own expert group animal. Tell them that today they will focus on creating a plan for their narratives based on their research.• Post and read aloud the following learning targets:<ul style="list-style-type: none">* “I can give kind, helpful, and specific feedback to my critique partner.”* “I can critique the ideas of my writing partner’s Narrative Planning graphic organizer for the characteristics of a narrative. This means I can look for a plan for the characters, setting, introduction, rising action, problem, solution, and conclusion.”• Ask students what they know already about these targets. Give students a chance to talk with a partner about their thinking and then cold call students using the equity sticks. Students may recall the critique process from Module 1. Have them share what they recall.• Then ask students to identify parts of the learning targets that are unfamiliar or confusing. Pay particular attention to the meanings of the words <i>specific</i> and <i>critique</i> as you clarify the meaning of the targets with students.	<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. Reviewing Organization of Narratives (10 minutes)</p> <ul style="list-style-type: none">• Display the Characteristics of Narratives anchor chart.• Invite students to Think-Pair-Share to review the elements of a narrative. Ask:<ul style="list-style-type: none">* “Who are the characters in a narrative?”• Listen for responses such as: “The characters are the individuals in a story.”• Ask:<ul style="list-style-type: none">* “What is the setting of a narrative?”• Listen for responses such as: “The setting is the place and time of a story.”• Ask:<ul style="list-style-type: none">* “What is the plot of a narrative?”• Listen for responses such as: “The plot is the series of events of a story.”• Ask:<ul style="list-style-type: none">* “How are the introduction, rising action, problem, solution, and conclusion connected?”• Listen for responses such as: “The introduction sets the stage for the reader and the rising action establishes a situation. The problem is what the characters are trying to solve. The solution is how the characters solve it, and the conclusion is how the narrative is wrapped up.”• Use equity sticks to call on students to share their responses.• If necessary, use “Powerful Polly” as an example and invite students to identify the parts of the plot in this narrative.• Ask the class to think about stories they have read or heard to see if they can identify these categories and share them with a partner. Have a few pairs share out.	



Work Time (continued)	Meeting Students' Needs
<p>B. Independent Practice: Reviewing Research and Planning the Expert Group Animal Narrative (20 minutes)</p> <ul style="list-style-type: none">• Tell students that today they will plan the plot of their expert group animal narrative. Remind them that the conflict in their plot is the predator approaching the animal. Remind them that the conflict will keep the reader interested and wondering what will happen next. Remind them that the conflict will be resolved when they write the conclusion to their narratives later in this unit.• Display and review the Performance Task anchor chart. Post the Steps for Planning and Drafting My Narrative Writing anchor chart from Lesson 4. Review the steps with students.• Help students organize their materials. Ask students to get out their Expert Group Animal research journals. Tell students that the main documents they will need will be the Close Reading Guide (from Unit 2, Lessons 2 and 3) and Research note-catchers (from Unit 2, Lessons 4 and 5). Tell students that they may use any research in their journals but that you would like them to place these documents on top of their desks. Give students a few minutes to organize their materials.• Distribute a blank copy of the Narrative Planning graphic organizer to each student. Remind them that they should leave the Choice #2 and Vocabulary boxes empty for now, but they should note what they are using for Choice #2 after the question, "How does my character solve the problem? What defense mechanism is used?" in the Resolution Paragraph box for Choice #2.• Next ask students to review the graphic organizer and think about what information they may need to review from their notes to help them plan a narrative that is based on their research. Have them turn to a partner and share their next steps. You may consider giving them a sentence frame such as: "I need to write about _____, so I will look in my research for _____." You could also provide students with a model: "I need to write about how my character uses one of its defense mechanisms, so I will look in my research for information about how it rolls into a ball to protect itself." Circulate and listen for students who might need additional support when planning their narratives.• Once students have shared their next step with a partner, tell them that they will have the next 20 minutes to plan their narratives. Tell them that you will be available to confer with them and support their planning.• Direct their attention to the planning steps on the Steps for Planning and Drafting My Narrative anchor chart. Remind them to follow these steps to plan. Remind students to be creative but to remember that their narratives should be based on research about their animal and its defense mechanisms. If necessary, prompt by asking questions such as:	<ul style="list-style-type: none">• For students who need support in the planning process, consider one-on-one conferencing, pulling a small group, or having them work with a partner of a different expert group.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> * "What will your animal do when he notices a predator approaching?" * "What will be the result of his actions?" * "How will the story end?" 	
<p>C. Peer Critique (15 minutes)</p> <ul style="list-style-type: none"> • Tell students that they will be using the Praise-Question-Suggest protocol to give <i>feedback</i> to each other on their Narrative Planning graphic organizers. Remind students that they used this protocol in Module 1. • Before the critique begins, review the main components of a successful critique on the Critique Protocol anchor chart. Remind the students that the following four points are crucial for success: <ul style="list-style-type: none"> – Be kind: Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm. – Be specific: Focus on particular strengths and weaknesses, rather than making general comments like "It's good" or "I like it." Provide insight into <i>why</i> it is good or what specifically you like about it. – Be helpful: The goal is to positively contribute to the individual or the group, not to simply be heard. Echoing the thoughts of others or cleverly pointing out irrelevant details wastes time. – Participate: Peer critique is a process to support each other, and your feedback is valued! • Briefly review the steps of that protocol: <ul style="list-style-type: none"> – Pair students. Tell them they are going to listen to their partners read their draft paragraph. Tell them to give feedback that is specific and kind. – Remind students that they can give feedback about the actual information their partner included or about how the draft paragraph sounds. – Point out two conversation stems on the Critique protocol anchor chart: "I like how you____," and "Would you consider_____?" – The author reads the paragraph. The listener gives one positive comment based on the requested area using the language, "I like how you...." The listener gives feedback based on the requested area: "Would you consider...?" The author responds: "Thank you [for] ... My next step will be...." Students then switch roles. Students should make corrections based on the feedback. If time allows, students should continue working or begin to revise their graphic organizers. • Tell students that today, they are going to focus mostly on the Question step in the protocol. As a whole group, create a list of revision questions based on the characteristics of a narrative. 	<ul style="list-style-type: none"> • Critiques simulate the experiences students will have in the workplace and help build a culture of achievement in your classroom.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Model by sharing a revision question yourself, such as: “Is there a plan for the plot that includes an introduction, rising action, problem, solution, and conclusion?” or “This setting doesn’t seem based on research. What research notes do you have that support it?” and add it to the new Questions for Critique anchor chart. Then invite students to share more questions they might ask.• As a whole group, model the protocol process with the Millipede Narrative Planning graphic organizer. (Use a student’s actual graphic organizer if possible. If not, model using a graphic organizer of your own.)• Ask the student volunteer to read his or her plan aloud, slowly, to the class. Ask the students to think about, but not say out loud, questions they might have.• Direct students’ attention to the list of questions (Questions for Critique anchor chart) they generated. Ask the volunteer to read the plan out loud again.• Invite students to ask the volunteer questions from the list. Then the volunteer writer responds or makes revisions while the class watches. Continue this question-and-answer process several times, until all students are clear on the process.• Tell students that they will now do the same process in pairs. List the following instructions:• Listen to your partner read his or her draft paragraph. Give feedback that is specific and kind. (For example: “I like how you____,” and “Would you consider_____?”)• The author responds: “Thank you [for] ... My next step will be....”• Students then switch roles.• Students should make corrections based on feedback.• If time allows, students should continue working or begin to revise their graphic organizers.• Students will then break into pairs. Students take turns. The first student reads her or his plan, perhaps asking the partner to focus on a particular revision question or two they are struggling with. The listening student will document feedback on sticky notes and give to the presenter. Praise needs to be specific.• Next, ask questions and offer helpful suggestions. Feedback should relate to the revision questions created by the whole class.• Pairs continue this process until both students have shared their plans and received feedback/suggestions. Students thank each other.	<ul style="list-style-type: none">•



Closing and Assessment	Meeting Students' Needs
<p>A. Annotating Plans for Revision (5 minutes)</p> <ul style="list-style-type: none">• Have students thank their partners and move to their own workspace. Be sure that every student has a green colored pencil. Post the new Steps for Revising My Writing anchor chart:<ol style="list-style-type: none">1. Choose the correct colored pencil. Today's color is _____.2. Decide where you are going to add a revision note based on feedback or new learning.3. Write your revision note in the space above the notes you want to change.4. Read through your entire plan and continue to record your revision notes.5. Review your revision notes to be sure they make sense.• Tell them that you would like them to add notes to their Narrative Planning graphic organizers using the green colored pencils today.• Give students 5 minutes to add revision notes to their plans. Circulate to confer and support students as needed.• Explain to students that for homework, they should revise their plans based on their revision notes and their feedback from their partners during the critique in Work Time C.	<ul style="list-style-type: none">• Use a different colored pencil to annotate each revision of students' drafts in this unit. This will allow students to keep track of the focus of each revision. A different color will be used in subsequent lessons for each type of revision (e.g., ideas, organization).
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Revise your Narrative Planning graphic organizer based on your revision notes and feedback from your partner.	



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Supporting Materials



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Narrative Planning Graphic Organizer

Name: _____

Date: _____

How will the events of my narrative be organized from beginning to end?

Introductory Paragraphs

Introduce the character, situation, and setting:

Details:

- Who is my character? What is he or she like?

- Where is the story set?

- What is happening?

Problem Paragraph(s)

What problem arises?

Details:

▪



Narrative Planning Graphic Organizer

CHOICE #1	
Resolution Paragraph How does my character solve the problem? What defense mechanism is used? Details: <ul style="list-style-type: none">▪▪▪	Concluding Paragraph What is the result of my character's actions? How does it end?
CHOICE #2	
Resolution Paragraph How does my character solve the problem? What defense mechanism is used? Details: <ul style="list-style-type: none">▪▪▪	Concluding Paragraph What is the result of my character's actions? How does it end?
My Sources: List any sources you used in planning your informative piece.	Vocabulary from my research to be used: