



EXPEDITIONARY
LEARNING

Grade 4: Module 2B: Unit 3: Lesson 14

Publishing the Choose-Your-Own Adventure Animal Defense Mechanisms Narrative



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

I can write narrative text about real or imagined experiences or events. (W.4.3)
I can use grammar conventions to send a clear message to a reader or listener. (L.4.1, L.4.2)
I can express ideas using carefully chosen words. (L.4.3)
With support, I can use technology to publish a piece of writing. (W.4.6)

Supporting Learning Targets

- I can publish my choose-your-own-adventure animal defense mechanisms narrative.
- I can write a positive comment after reading a classmate's writing.

Ongoing Assessment

- Choose-your-own-adventure animal defense mechanisms narratives (final copy)

Agenda

1. Opening
 - A. Reviewing Learning Targets (5 minutes)
2. Work Time
 - A. Modeling: Using Technology to Publish (5 minutes)
 - B. Independent Work and Conferring (35 minutes)
3. Closing and Assessment
 - A. Writer's Gallery (15 minutes)

Teaching Notes

- This lesson is largely dependent upon students having access to a computer, an online dictionary, and a printer. If students have already had time to word process their second draft on a computer, the timing of this lesson will work well. If students have not yet started word-processing, consider giving students additional time to type their final copies.
- If technology is not available in sufficient numbers for your class, consider modifying this lesson to use standard print dictionaries and focus on students using neat handwriting to create a published copy of their narratives, using the Performance Task template (version 1 in Lesson 1).
- Depending on pace, students may need additional time for publishing. To provide this time, you may wish to move the Writer's Gallery in the closing of this lesson to another day.
- In advance:
 - Prepare the Steps for Publishing My Narrative chart (see supporting materials).
 - To celebrate students' learning during the Writer's Gallery in the closing of this lesson, consider creating a festive mood in the classroom: soft music, maybe some sparkling cider, perhaps a banner congratulating the writers on their publication. You may consider inviting parents or other adults from the school to share in the celebration of students' learning.



Lesson Vocabulary	Materials
publish, positive, comment	<ul style="list-style-type: none">• The technology to allow students access to a computer screen, word-processing software, the internet, and printer• LCD projector• Computers for students• Printer and paper• Choose-Your-Own-Adventure Narrative Rubric (from Lesson 3)• Steps for Publishing My Narrative anchor chart (new; teacher-created; see supporting materials)

Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Introduce the first learning target only: "I can publish my choose-your-own-adventure animal defense mechanisms narrative."• Circle the word <i>publish</i> and ask students to turn to a partner and share what they think this word means. Call on a few students to share their partners' thinking. Ask students:<ul style="list-style-type: none">* "What reference resources can you use to check your thinking?"• Some answers might be: a dictionary, Google, peers, or the teacher. Tell them that today they will be using a computer both as a reference source and to publish their narratives.	



Work Time	Meeting Students' Needs
<p>A. Modeling: Using Technology to Publish (5 minutes)</p> <ul style="list-style-type: none">• Ask students to sit where they can see the projection of your computer. Let students know that today is the day they prepare their work to make it public—in other words, “publish” it.• Project the Web site www.dictionary.com or www.wordcentral.com. Tell students that you are going to use this online resource to check their thinking about the word <i>publish</i>. Type the word “publish” into one of the online dictionaries and read the definitions. Have students turn to a partner and explain what it means to <i>publish</i> their writing. Have a few pairs share their thinking.• Set purpose: Remind students that they will be sharing their published narratives with an audience—their classmates. Tell them that in order to publish their choose-your-own-adventure narratives, they need to be sure everything is complete and correct. Today they will have time to polish their writing, including both Choice #1 and Choice #2 from the End of Unit 3 Assessment in Lesson 13.• Demonstrate how to use the online dictionary to identify misspellings. Show students how to scroll down and check for possible correct spellings by checking the definitions.• Ask students to get out their Choose-Your-Own-Adventure Narrative Rubrics.• Post the Steps for Publishing My Narrative chart:<ul style="list-style-type: none">– Read your draft and correct conventions based on editing notes.– Check your narratives one last time using the Choose-Your-Own-Adventure Narrative Rubric.– Rewrite your draft to include the corrections and revisions.	<ul style="list-style-type: none">• If using a conventional printed dictionary, you might want to review searching for a word using alphabetical order.• If possible, expand the audience to include others who are not a part of the class (e.g., teachers, principal, parents, other classes). This can be motivating and exciting for students. See recommendations for the Writer’s Gallery Teaching Notes.• Some students who have difficulty spelling might have a hard time finding the correct spellings for severely misspelled words. Keep these students in mind for conferencing during this time.
<p>B. Independent Work and Conferencing (35 minutes)</p> <ul style="list-style-type: none">• Have students move to a computer to begin work following the Steps for Publishing My Narrative chart.• Confer with students as needed and when they decide they are finished.• When students indicate they are finished, ask them to add a footer to their paper with their full name. This avoids confusion when students print their papers.• Help them to assemble their narratives and to include their cover and sketches from the Performance Task Template (version 1, from Lesson 1) to prepare for the Writer’s Gallery.	<ul style="list-style-type: none">• Depending on pace, students might need additional time for publishing. If this is the case, consider extending this portion of the agenda and move the Writer’s Gallery in closing to another day.



Closing and Assessment	Meeting Students' Needs
<p>A. Writer's Gallery (15 minutes)</p> <ul style="list-style-type: none">• Introduce the second learning target for this lesson, "I can write a positive comment after reading a classmate's writing."• Tell students that today they will celebrate their work as writers of choose-your-own-adventure narratives with a Writer's Gallery. Praise all the reading, research, and writing they have done to learn about animal defense mechanisms and publish their narratives. Congratulate them on their perseverance and creativity.• Explain to students that during the Writer's Gallery, they will have an opportunity to read another classmate's narrative and leave a positive comment about that work. Share the first learning target: "I can write a positive comment after reading a classmate's writing." Remind students that they have been practicing giving kind and helpful feedback to their writing partners, but today they will focus only on what they think the writer did well in the work they read.• Explain the meaning of the phrase <i>positive comment</i> and remind them that comments that are specific and kind will be more meaningful than comments such as "This is good." Tell students that once they have read another's work, they will write the positive comment on a sticky note and leave it on their desk.• Assign each student another student's work to read. Post the following directions for students to follow for the Writer's Gallery:<ol style="list-style-type: none">1. Clear your desk and put your narrative on top.2. Go to your assigned author's desk.3. Read his or her narrative.4. Leave a positive comment.5. Go to an open desk and repeat Steps 3–5.• Explain that they will not get to read all the stories in the class but should have time to read at least one, if not two or three.• Let them know that the Writer's Gallery is silent so everyone can read without distraction.• Once time is up, ask students to go back to their desks and read their positive comment(s).• Congratulate them on a job well done.	<ul style="list-style-type: none">• Another variation on this type of sharing is to have students form small groups and take turns reading their work out loud. The group can record one comment after each reading and feedback can be given once all students have shared. Then students can read the comments written for them by their group members. This variation gives students an opportunity to practice reading their own writing aloud but is not as efficient.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• None.	



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Supporting Materials



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Steps for Publishing My Narrative Chart

Teacher Directions: Prepare a chart paper with the following directions for students.

Steps for Publishing My Narrative:

1. Read your draft and correct conventions based on editing notes.
2. Check your narratives one last time using the Choose-Your-Own-Adventure Narrative Rubric.
3. Rewrite your draft to include the corrections and revisions.