



EXPEDITIONARY
LEARNING

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

Discussing a Literary Text and a Closer Look at Words: *Divided Loyalties*, Act I, Scenes 1-3



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

I can make inferences using specific details from text. (RL.4.1)

I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)

I can use context to help me to determine what a word or phrase means. (L.4.4a)

I can use resource materials (glossaries, dictionaries, thesauruses) to help me determine the pronunciation and meaning of key words and phrases. (L.4.4c)

Supporting Learning Targets

- I can make inferences about characters in *Divided Loyalties* using evidence from the text.
- I can effectively participate in a discussion about *Divided Loyalties*.
 - I can prepare for the discussion by using evidence from *Divided Loyalties*.
 - I can ask questions so I am clear about what is being discussed.
 - I can ask questions on the topic being discussed.
 - I can follow our class norms when I participate in a conversation.
- I can find the meanings of unfamiliar words to help me better understand *Divided Loyalties*.

Ongoing Assessment

- Preparing for a Literary Discussion note-catcher (from homework)
- Participation in literary discussion
- American Revolution Vocabulary notebook



Agenda	Teaching Notes
<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. Conducting a Literary Discussion (25 minutes)B. A Closer Look at Words: Identifying Domain-Specific Words (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Preparing for Homework (5 minutes)4. Homework<ol style="list-style-type: none">A. Reread Act I and review your notes from the unit in preparation for the Mid-Unit 2 Assessment.B. Write your goals on your Preparing for a Literary Discussion Notes and Goals note-catcher (in the box labeled “My goals for the next literary discussion”).	<ul style="list-style-type: none">• Literary discussions provide students the opportunity to collectively understand and build on each other’s ideas about a text. These talks provide a window on students’ thinking that can help teachers figure out what students really know and what their misconceptions may be.• The Mid-Unit 2 Assessment is in the next lesson; you might wish to collect students’ <i>Divided Loyalties</i>: Reader’s Guides during this lesson and use pages 7–9 and the Literary Discussion Criteria checklist to assess individual students’ progress toward SL.4.1 and record feedback in the appropriate spot on students’ note-catchers. Have this feedback done so students can use it during the discussion in Lesson 6.• The second half of the lesson focuses on vocabulary. A mini lesson on using resources in a text like footnotes is also taught; do not discuss using the footnote to understand the meaning of the word <i>rebellion</i> on page 16, as this is on the Mid-Unit 2 Assessment.• In advance:<ul style="list-style-type: none">– Prepare and post the anchor charts:<ul style="list-style-type: none">• Participating in a Literary Discussion• Literary Discussion Norms• Vocabulary Strategies– Determine groups for the literary discussion in Work Time A; students will work in these groups for each discussion throughout the unit.– Post: Learning targets.



Lesson Vocabulary	Materials
discuss, opinion, effectively participate, footnote; rebels (10), traitor (10), staunch (19)	<ul style="list-style-type: none">• Equity sticks• <i>Divided Loyalties</i> (book; one per student and one to display)• <i>Divided Loyalties</i>: Reader's Guide (from Lesson 1; one per student)• Participating in a Literary Discussion anchor chart (new; teacher-created; see Supporting Materials)• Literary Discussion Norms anchor chart (begun in Lesson 3)• Literary Discussion Criteria checklist (for teacher reference)• American Revolution Vocabulary notebooks (from Unit 1)• Vocabulary Strategies anchor chart (begun in Module 2A, Unit 1, Lesson 3)• Sticky notes (several per student)• 3"x5" index cards (one per student)• Word Wall (begun in Unit 1)



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 use equity sticks to call on a few students to read them aloud to the class:<ul style="list-style-type: none">* "I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text."* "I can effectively participate in a discussion about <i>Divided Loyalties</i>."<ul style="list-style-type: none">• I can prepare for the discussion by using evidence from <i>Divided Loyalties</i>.• I can ask questions so I am clear about what is being discussed.• I can ask questions on the topic being discussed.• I can follow our class norms when I participate in a conversation.* "I can find the meanings of unfamiliar words to help me better understand <i>Divided Loyalties</i>."• Explain to students that today they will have an opportunity to <i>discuss</i> the excerpt they read closely in Lesson 3 from <i>Divided Loyalties</i>.• Explain that after their discussions, they will examine Act I of <i>Divided Loyalties</i> for vocabulary related to <i>opinion</i> and for point of view.	<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. Conducting a Literary Discussion (25 minutes)</p> <ul style="list-style-type: none">• Invite students to gather in a whole group meeting area, asking them to bring their <i>Divided Loyalties</i> text and <i>Divided Loyalties: Reader's Guide</i>.• Display the Participating in a Literary Discussion anchor chart.• Briefly review the anchor chart with the class, and answer any clarifying questions.• Explain that today students will talk to each other in small groups about what they have been reading and that this will not be the same kind of conversation that they might have on the playground or at other times during the day. Ask: * "Why might this conversation be different?"• Listen for responses like: "We'll have to be more formal with each other and talk to each other like we would talk to an adult."• Ask class members to look at their Preparing for a Literary Discussion note-catcher in their Reader's Guide and reread the discussion question to themselves.• Ask students to find the second section of their note-catcher labeled "My Literary Discussion Notes: Ideas and Questions." Explain that this is where they will take notes during the literary discussion if they think of an idea or question they would like to share while waiting their turn to speak.• Briefly review the Literary Discussion Norms anchor chart and remind students that they should be following these norms during their discussions.• Create groups of four or five students.• Direct the class to begin the literary text discussion.• Use the Literary Discussion Criteria checklist during this time to monitor students' progress toward the learning targets. Quickly redirect and support students as needed, but avoid leading the conversation. Remind students that their questions and comments should be directed to one another, not the teacher.	<ul style="list-style-type: none">• Providing visual models of academic vocabulary supports language development and comprehension.• Provide sentence frames for students to use as they participate in the literary discussion: "When I saw/heard _____, I learned _____" and "I wonder _____."• Encourage students to agree or disagree using thumbs-up or thumbs-down. This can help students who struggle with language to process what their peers are saying.



Work Time (continued)	Meeting Students' Needs
<p>B. A Closer Look at Words: Identifying Domain-Specific Words (25 minutes)</p> <ul style="list-style-type: none"> • Tell class members that throughout this unit, they will be rereading <i>Divided Loyalties</i> looking for domain-specific words to add to their American Revolution Vocabulary notebooks from Unit 1. • Tell students that, as in previous modules, there are several strategies they can use when they come to a word they don't know in the text. • Revisit the Vocabulary Strategies anchor chart (created in Module 2A, Unit 1, Lesson 3). • The chart should contain something similar to the following: <ul style="list-style-type: none"> – Reading on in the text and inferring – Thinking about parts of the word that you know (like word roots) – Looking for a text feature that defines the word – Looking in the glossary – Looking in a dictionary – Discussing a word with another (after trying some of the above strategies) • Explain to students that authors sometimes give the reader resource tools to help them understand the meaning of words in a text. • Invite students to turn to page 19 of <i>Divided Loyalties</i>. Ask: <ul style="list-style-type: none"> * “What do you notice about the words on this page?” • Listen for students to notice that the word <i>staunch</i> is in bold print. • Tell students that this word is in bold because the author thought his readers might not be familiar with it. Ask students if they notice a resource on this page that will help them understand what this word means. Listen for them to notice the <i>footnote</i> at the bottom of the page. • Use equity sticks to call on a student to read the definition of “staunch” at the bottom of page 19. Invite students to Think-Pair-Share, asking: <ul style="list-style-type: none"> * “How can we use this resource to help us understand what ‘staunch’ means in the context of this text?” 	<ul style="list-style-type: none"> • Consider giving sentence starters for students to discuss their understanding of the words with their partners. For example: “To me this word means _____. I am still confused by this word because _____.” • Students could be grouped intentionally or randomly, depending on your students' needs. It is important to group ELL students with at least one other student who speaks their language in order to support them in participating in group conversations. • Unpacking new and unfamiliar vocabulary terms in the learning targets helps ensure a deeper understanding of what students will be learning.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Guide students to the idea of replacing the word in the sentence with the definition or words from the definition. If necessary, model briefly by rereading the sentence but replacing “staunch” with its definition, for example: “They want to judge and pass sentence on Robert Barton, a committed Loyalist.”• Ask:<ul style="list-style-type: none">* “What does this description tell us about Robert Barton?”• Listen for responses like: “We know that he is committed to being loyal to Great Britain and will not change his mind.”• Group students in triads.• Tell them that this time they will reread Act I of <i>Divided Loyalties</i> and focus on specific content vocabulary words. Post and review the following directions with students:<ol style="list-style-type: none">1. Work with your small group to decide on three to five words you feel are most important to include on the class Word Wall.2. Be sure to use the criteria at the top of your American Revolution Vocabulary notebook when deciding which words you will choose.3. Write your group’s chosen words on a sticky note.• Invite students to begin.• Once groups have selected words, ask students work individually and choose one of their group’s words to record in their American Revolution Vocabulary notebook. Remind them to use one of the vocabulary strategies they have reviewed as a class. Give students a moment to select a word, determine the meaning, and record it in their notebooks.• Prompt students to share in their triads the word they each chose, the definition and which strategy they used to figure out the meaning.• Gather students together to decide which words they identified will be useful to keep throughout the module.• Write these words on 3"x5" index cards to attach to the Word Wall. (Later, you can write the definitions on separate index cards. Attach the definition to the wall with the word on top of the definition—be sure students can “flip” the word up to see the definition underneath.)	



Closing and Assessment	Meeting Students' Needs
<p>A. Preparing for Homework (5 minutes)</p> <ul style="list-style-type: none">• Tell students that in the next lesson they will take the Mid-Unit 2 Assessment. In preparation for this assessment, they should reread Act I for homework.• Tell students that they will also need to write their goals for literary discussions for homework in the box labeled “My goals for the next literary discussion” on their Preparing for a Literary Discussion Notes and Goals note-catchers.• Prompt students to share on their reflections on the following questions to prepare for their homework:<ul style="list-style-type: none">* “What norms did you follow during the literary discussion today?”* What can you continue to work on?”	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread Act I and review your notes from the unit in preparation for the Mid-Unit 2 Assessment.• Write your goals on your Preparing for a Literary Discussion Notes and Goals note-catcher (in the box labeled “My goals for the next literary discussion”).	



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Supporting Materials



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Participating in a Literary Discussion Anchor Chart
(For Teacher Reference)

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

Participating in a Literary Discussion

- Discussing a question from a text you are reading with your peers can help you understand what you have read.
- Think about the discussion question.
- Revisit the text and gather evidence to support your thinking.
- Gather in a circle on the floor with your Preparing for a Literary Discussion and Literary Discussion Notes and Goals note-catchers.
- Take turns sharing your thinking about the question. Be sure to reference the evidence you gathered from the text and recorded on your note-catcher.
- As you listen to the conversation, record any new ideas or questions you would like to share with the group as you wait to speak.
- Respond to others and build on their ideas.
- Follow Literary Discussion Norms.



Literary Discussion Criteria Checklist

Teacher Directions: List each student's name. Add any norms your class has agreed on. In the columns, note how well each student demonstrates the norms and meets the learning targets listed in the heading columns.

Learning target: I can effectively participate in a discussion about *Divided Loyalties*.

a. I can prepare for the discussion by using evidence from *Divided Loyalties*.

b. I can ask questions so I am clear about what is being discussed.

c. I can ask questions on the topic being discussed.

d. I can follow our class norms when I participate in a conversation.

Student name	Prepares with evidence	Follows Literary Discussion Norms	Asks questions related to topic	Connects questions to what others say	Teacher comments



Literary Discussion Criteria Checklist

Student name	Prepares with evidence	Follows Literary Discussion Norms	Asks questions related to topic	Connects questions to what others say	Teacher comments