



EXPEDITIONARY
LEARNING

Grade 4: Module 3A: Unit 3: Lesson 9

Revising for Word Choice: Scientifically Accurate Vocabulary



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

I can express ideas using carefully chosen words. (L.4.3)
I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)
I can use the writing process to produce clear and coherent writing (with support). (W.4.5)

Supporting Learning Targets

- I can use vocabulary from my research on simple machines to write scientifically accurate descriptions in my editorial.

Ongoing Assessment

- List of key vocabulary words
- Revised draft
- Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Review Learning Target (5 minutes)2. Work Time<ol style="list-style-type: none">A. Identifying Scientific Vocabulary from Research (15 minutes)B. Guided Practice: Revising Editorials for Scientifically Accurate Vocabulary (10 minutes)C. Independent Practice: Revising Editorials for Scientifically Accurate Vocabulary (15 minutes)D. Adding to the Rubric (5 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Share (5 minutes)B. Exit Ticket (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• Beginning with Lesson 8, students are revising their work using different-colored pencils for each focus. In this lesson, you use an orange-colored pencil as you work with scientifically accurate vocabulary during the modeling.• In this lesson the class helps the teacher to revise the introductions of the Model Wedge Editorial (see supporting materials) for use of scientifically accurate vocabulary.• In advance: List each of the following vocabulary words on a sticky note for modeling during Work Time: <i>effort, work, increase, decrease, distance, narrow, wide.</i>



Lesson Vocabulary	Materials
scientifically accurate descriptions, effort, work, increase, decrease, distance	<ul style="list-style-type: none">• Simple Machines Science journal (one for modeling and students' copies, from Unit 2)• <i>Simple Machines: Forces in Action</i> by Buffy Silverman (one per student)• Sticky notes with the following vocabulary listed: <i>effort, work, increase, decrease, distance, narrow, wide</i> (for modeling)• Sticky notes (one or two per student)• Model Wedge Editorial (with revised introduction; see supporting materials)• Document camera• Colored pencil (orange; one for teacher modeling)• Simple Machines Editorial rubric chart (added to in Lesson 8)• Index cards (one per student)



Opening	Meeting Students' Needs
<p>A. Review Learning Target (5 minutes)</p> <ul style="list-style-type: none">• Post and read aloud the following learning target:<ul style="list-style-type: none">– I can use vocabulary from my research on simple machines to write scientifically accurate descriptions in my editorial.”• Ask:<ul style="list-style-type: none">* “Based on the targets, what will we be working on today?”* “What skills and knowledge will we have at the end of the lesson?”• Invite students to discuss with a peer.• Help students connect the idea that they will use their research on their simple machine and the vocabulary section of their science journal to include words that describe their simple machine in their editorial. Clarify the phrase <i>scientifically accurate descriptions</i>: Any descriptions of how their simple machines look and work should include correct scientific words or phrases based on evidence from text and observations.	



Work Time	Meeting Students' Needs
<p>A. Identifying Scientific Vocabulary from Research (15 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their Simple Machines Science journals and turn to the vocabulary section (pages 2–7). Distribute <i>Simple Machines: Forces in Action</i> and ask students to locate the pages for their simple machine. (This provides a good way to reinforce how to use a table of contents.) Distribute sticky notes to each student.• Tell students that in a moment, they will review the vocabulary words and definitions they have in their science journals and the information on their simple machines in the text.• Briefly model for students, showing them a few of your sticky notes with your own list of words that describe the wedge from the vocabulary section of your science journal as well as from the text.• Clarify directions as needed. Then give students about 10 minutes to list the words that describe their simple machine on their sticky notes (one word per note).• Refocus students whole group. Show them your full list of words related to wedges. Ask if they have any other suggestions that you might have missed.	<ul style="list-style-type: none">• For students who struggle with vocabulary, consider giving extended time for selecting scientific vocabulary from their Simple Machines science journals or pulling a small group for guided practice.



Work Time (continued)	Meeting Students' Needs
<p>B. Guided Practice: Revising Editorials for Scientifically Accurate Vocabulary (10 minutes)</p> <ul style="list-style-type: none">• Project the draft Model Wedge Editorial (with revised introduction) on a document camera or written on chart paper from Lesson 8.• Tell the class that you have chosen your introduction and today you will be reading your editorial with the new conclusion so that you can revise it and the rest of your editorial for scientifically accurate vocabulary.• Invite the students to follow along as you read aloud the Model Wedge Editorial, looking for words you have identified that are already in your draft. (These words are in bold in the model in the supporting materials.) Circle these words with an orange colored pencil and check them off the vocabulary list you have written on your sticky note for modeling (with the following vocabulary listed: <i>effort, work, increase, decrease, distance, narrow, wide</i>).• Tell students that now you would like their help in looking for ways to add or replace words in your editorial with the remaining words on your sticky note (<i>increase, decrease, narrow, wide</i>) so that it will be more scientifically accurate.• Zoom in on the revised introduction and first reason paragraphs of your Editorial Wedge Model (with revised introduction; see supporting materials in this lesson). Be sure your sticky note with vocabulary is also displayed.• Ask students to listen for words that could be replaced with scientific vocabulary from your list when you reread. Ask them to give a thumbs-up when they hear a word that could be replaced. Reread the introduction. Call on students holding a thumbs-up, and listen for suggestions such as:<ul style="list-style-type: none">– “Use <i>increase</i> instead of <i>longer</i>.”– “Use <i>narrow</i> instead of <i>skinny</i>.”• Check these words off the list on your sticky note. Now tell students that you think you might be able to add one more word from your sticky note (<i>decrease</i>) to the end of the second paragraph. Reread the last sentence in that paragraph: “Wedges make jobs easier to do.” Ask students if they can think of a way to change this sentence to add the word <i>decrease</i>. Listen for suggestions like:<ul style="list-style-type: none">– “You could change, ‘Wedges make jobs easier to do’ to ‘Wedges decrease the effort it takes to do simple jobs.’”• If students are unclear about how this might be done, model using the suggestion above.	<ul style="list-style-type: none">• For students who struggle to incorporate newly learned vocabulary into their writing, consider pulling a small group during independent practice or allowing students to work with a partner during this time.



Work Time (continued)	Meeting Students' Needs
<p>C. Independent Practice: Revising Editorials for Scientifically Accurate Vocabulary (15 minutes)</p> <ul style="list-style-type: none">• Thank students for helping you start to make your editorial more scientifically accurate. Tell them that now it is their turn to revise. Explain that they should try to use as many of the words on their list as makes sense, but not to force-fit words. Point out that you never used the word <i>wide</i> in your editorial because it did not really fit.• Tell students that there are some words that really should be in their editorials, though. Encourage them to include: <i>effort</i>, <i>work</i>, <i>increase</i>, <i>decrease</i>, and <i>distance</i>.• Ask students to follow this process with their editorials:<ol style="list-style-type: none">1. Read your draft and look for words from your list that are already in your draft. Check these off your list.2. Read the draft again, this time looking for words that could either be added or replaced to make the editorial more scientifically accurate.• Give them at least 15 minutes to revise their drafts with scientifically accurate vocabulary. Circulate and assist as needed.	
<p>D. Adding to the Rubric (5 minutes)</p> <ul style="list-style-type: none">• Explain to the students that they need to add scientifically accurate vocabulary criteria on the Simple Machines Editorial Rubric chart. Based on they revisions to their writing today, what do they feel meeting this learning target looks like?<ul style="list-style-type: none">– “I can use vocabulary from my research on simple machines to write scientifically accurate descriptions in my editorial.”• Clarify the meaning of the learning target on the rubric.	



Closing and Assessment	Meeting Students' Needs
<p>A. Share (5 minutes)</p> <ul style="list-style-type: none">• Invite students to find a partner who is not writing about the same simple machine. Ask them to tell their partner if they met the learning target or not and then share evidence from their writing.	<ul style="list-style-type: none">• Using entrance/exit tickets allows you to get a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students' needs during the lesson or before the next lesson.
<p>B. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">• Distribute an index card to each student and have them record their name and respond to the following:<ul style="list-style-type: none">* (Front) Did you meet the learning target? What is your evidence?* (Back) What are you most proud of as a writer today? Why?• "I am most proud of _____ because _____."	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. <p><i>Note: Review students' annotated drafts for vocabulary additions; use this information to determine which students may need more support in incorporating scientific vocabulary into their editorial. Consider pulling a small group for more direct instruction.</i></p> <p><i>Students will need their drafts back for Lesson 10 for peer critique. You do not need to grade their drafts between Lessons 9 and 10, since the purpose of the peer critique is for students to give one another authentic feedback. But review their drafts to notice patterns of strength or concern you may want to alert students to for their peer critique.</i></p>	<ul style="list-style-type: none">• For ELLs or those who struggle with writing, consider reviewing their drafts to give specific positive feedback and to suggest a focus area for their work with peers during this lesson. Pose a focus question for them for their revision, to guide them to use their peer support most strategically.



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Supporting Materials



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Model Wedge Editorial

Wedges are Wonderful

Wedges are a simple machine that make **work** easier. They are the most helpful of all simple machines. Simple machines help us move things with less **effort** over a longer **distance**. The wedge does this by pushing its skinny edge into something to split it apart, but it can also hold something in place. There are a few really good reasons the wedge is the most helpful of simple machines.

Wedges are used every day. They make our lives easier. Without wedges, we would not have many important tools. We would not have doorstops for holding doors open. We would not have knives for cutting food. We would not have axes and saws for cutting wood. It would be hard to eat. Can you imagine how you would eat an apple without your teeth or a knife? How would you cut down trees to build a house without an axe or saw? Wedges make jobs easier to do.

People and animals have wedges in their bodies. Teeth are wedges that help people to bite and eat their food. Claws are wedges that help animals to dig. Claws help animals to defend themselves too. Even nature finds wedges helpful.

Wedges are the most helpful of all simple machines.