



BEST FOR
ALL

We will set all students on a path to success.

ELA

Grade 4

Boot Camp

Teacher Materials

Week 2

ELA Remote Learning Videos: Grade 4 Week 2 Teacher Summary Packet

This video series is adapted and designed to provide asynchronous instruction for remote learning. The series of lessons—five per week—provides asynchronous instruction for students and then time for synchronous wraparound support from the classroom teacher between lessons. Each video lesson is approximately 20–30 minutes in length.

Each week’s materials include a teacher-facing summary packet and a student-facing support packet. The student packet includes directions teachers can customize in communications with their students and contains all the materials needed to interact with the lesson as well as independent practice.

This week’s instruction focuses on the following:

- Lesson 6 – Reading Poetry and Identifying Theme: Robert Frost’s “A Time to Talk”
- Lesson 7 – Bringing Communities Together: Daily Life at Onondaga
- Lesson 8 – Comparing Media: The Talking Drums of Mali
- Lesson 9 – Getting the Gist: Hawaiian Quilt
- Lesson 10 – Farms in Colonial America: Explicit vs. Inferred Information

Instruction will use the following Tennessee ELA standards in order to build knowledge about several communities:

- 4.RL.KID.1 – Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.
- 4.RL.KID.2 – Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.
- 4.RL.CS.5 – Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.
- 4.RI.KID.2 – Determine the main idea of a text and explain how it is supported by key details; summarize a text.
- 4.RI.IKI.7 – Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
- 4.RI.IKI.9 – Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

The lessons follow a four-part cycle: (1) opening, (2) work time, (3) closing and assessment, and (4) homework. Most of the time one video lesson is one complete cycle, but in some cases a cycle is split between two video lessons. The asynchronous videos do not cover all elements of each written lesson. The tables below show which elements are in each video and which can be used by the teacher for synchronous supports.

Lesson 6

Lesson Element	Inclusion in the Video	Notes for the Teacher
Opening	Not included in the video	Consider reviewing the vocabulary supporting standards and including vocabulary associated with poetry. Pre-assess knowledge of poetry structure.
Work Time	Section B is included in the video.	Discuss structural differences between narratives and poetry. After the opening, and for Work Time, Section A, consider supporting this text with intentionally chosen vocabulary words and the appropriate instructional support. Section B: Consider instructional strategies either in group/partner groups or independent work opportunities. Section C: Students read with partners and answer the guiding questions from supplementary materials. Use responses and anecdotal notes for a formative assessment. Section D: Use previous learning and responses to share the theme of the poem. Focus on theme and making connections to previous learning. Chart responses if possible.
Closing and Assessment	Not included in the video	Reflect and assess responses from this lesson’s debrief focused on the importance of close reading and figuring out the gist. Consider using the Fist-to-Five protocol for students to self-assess their progress on the learning targets. As a formative assessment, ask students to reflect on poem structure and connections to other texts they have read.
Homework	Not included in the video	Consider asking students to continue reading independently at home and/or ask students to think about a symbol they would create for their wampum belt based on texts read.

Lesson 7

Lesson Element	Inclusion in the Video	Notes for the Teacher
Opening	Not included in the video	Pose and discuss this question: “When a community is shaped by its culture, what is happening?” Consider engaging the students by discussing and reflecting on the Haudenosaunee culture and community including vocabulary words that support comprehension.
Work Time	Sections A and B are included in the video.	Incorporate the partner work and discussion elements of the written lesson. Consider adding to the work time by providing time for Section C. Continue to support vocabulary growth through usage.

Closing and Assessment	Not included in the video	Reflect and assess responses from this prompt: “Using this culture as a model, how can our classroom build a community?”
Homework	Not included in the video	Assign students to read a portion of the <i>Talking Drums of Mali</i> transcript and answer questions.

Lesson 8

Lesson Element	Inclusion in the Video	Notes for the Teacher
Opening	Not included in the video	Consider pairing students for a discussion of new learning from the assigned homework. Review vocabulary.
Work Time	Section A is included in the video.	Incorporate the partner work and discussion elements of the written lesson. Consider adding to the work time by providing time for Sections B and C while including more personalized support. Continue to support vocabulary growth through usage.
Closing and Assessment	Not included in the video	Reflect and assess responses from this prompt: “How are the transcript and the video the same? How are they different? Which version did you prefer? Why?”
Homework	Not included in the video	Consider asking students to continue reading independently at home.

Lesson 9

Lesson Element	Inclusion in the Video	Notes for the Teacher
Opening	Not included in the video	Consider reviewing the process for identifying the main idea and supporting details in informational text.
Work Time	Section B is included in the video.	After the opening, consider supporting this text with intentionally chosen vocabulary words and the appropriate instructional support. Following Section B (the video), consider instructional strategies either in group/partner groups or independent work opportunities.
Closing and Assessment	Not included in the video	Engage students in a review of their completed anchor charts. Elicit and assess students’ responses to the four questions posed on the anchor chart. Reflect on the process and success of finding the gist of a text. Consider providing an exit ticket with this prompt: “Compare some of the ways that the Hawaiian community and the Mali villages share their history.” Assess responses and provide remedial support if necessary.
Homework	Not included in the video	Consider asking students to continue reading independently at home.

Lesson 10

Lesson Element	Inclusion in the Video	Notes for the Teacher
Opening	Not included in the video	Consider engaging the students by discussing and reflecting on the previous lesson and vocabulary words that support comprehension. Teachers may want to ensure student understanding of the difference between explicit and inferred details in visuals and text.
Work Time	Sections A and B are included in the video.	Incorporate the partner work and discussion elements of the written lesson. Consider adding to the work time by providing time for Section C and including the formative assessment. Continue to support vocabulary growth through usage.
Closing and Assessment	Not included in the video	Incorporate individual/partner work to self-assess and reflect on their abilities to differentiate between explicit and inferred information. Provide an exit ticket asking the students to provide rationale for one or more of their chart entries.
Homework	Not included in the video	Consider asking students to reread “Farming in Colonial America.” List two or three words to add to their Vocabulary Notebook.



Lesson 6

Grade 4: Module 1A: Unit 1: Lesson 7

Reading Poetry and Identifying Theme:

Robert Frost’s “A Time to Talk”



Long-Term Targets Addressed	
<p>I can determine the theme of a poem. I can explain the structural elements of a poem. I can engage effectively in a range of collaborative discussions.</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can plan a symbol for my wampum belt. 	<ul style="list-style-type: none"> Keeping Track anchor chart Guiding Questions handout

Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader (5 minutes)</p> <p>2. Work Time</p> <p>A. Introduction to “A Time To Talk” (10 minutes)</p> <p>B. Master Read (10 minutes)</p> <p>C. What Is This Poem About? (20 minutes)</p> <p>D. Determining the Theme of a Poem (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none"> While this lesson addresses a piece of poetry by a famous poet, the lesson itself is not about teaching poetry. The focus is on how Robert Frost’s “A Time to Talk” connects to the other texts in the unit. There is a brief discussion on the difference between poetry and prose, with a specific focus on visual format, without getting into too much detail. For students who are intimidated by poetry, consider chunking the poem into lines or sentences to ease the deconstruction of the poem. This poem is about communication and connects to the other texts in the unit. Students will be able to refer to this poem when planning their wampum belt symbols.

Lesson Vocabulary	Materials
structural, poetry, theme	<ul style="list-style-type: none"> • Keeping Track of How it All Fits Together anchor chart • Robert Frost's "A Time to Talk" (students copies) • Guiding Questions handout (supplementary materials) • Document camera

Opening	Meeting Students' Needs
<p>A. Opening: Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to form pairs and take turns so each of them reads one of the learning targets: "Can anyone explain these learning targets in their own words?" Focus on ensuring that students know <i>structural</i>, <i>elements</i>, and <i>theme</i>. • Ask students what they know about poems or poetry. Cold call students for responses. Inform students that today's text will be a poem which is different than the texts we have been reading in this unit. • In this lesson, students will be looking for the theme of the poem. 	<ul style="list-style-type: none"> • Provide nonlinguistic symbols (e.g., a person with a think bubble above their head for <i>questions</i>) to assist ELLs and other struggling readers in making connections with vocabulary. These symbols can be used throughout the year. Specifically, they can be used in directions and learning targets. • All students developing academic language will benefit from direct instruction of academic vocabulary.

Work Time	Meeting Students' Needs
<p>A. Introduction to "A Time to Talk" (10 minutes)</p> <ul style="list-style-type: none"> • Distribute student copies of "A Time to Talk" by Robert Frost. With their partners, ask students to talk about how this poem looks different from the previous texts. What makes this a poem? Call on student volunteers to share differences they find with the rest of the class. Students should notice that punctuation is different. If not, call their attention to the fact that each line is not necessarily a sentence. Inform students that poets do this for different reasons, but the important thing to remember is that when we read the poem, we should read it using the punctuation marks the poet includes. This means 	

<p>pausing at commas and stopping at periods, even if they are in the middle of a line.</p> <ul style="list-style-type: none"> • Additional differences that they may notice (or you can point out) : <ul style="list-style-type: none"> • the poem is visually set up differently than regular sentences • there is some rhyme • it has a title • Ask a student to read aloud the title of the poem. With their partners, students should discuss what this poem may be about. Cold call several students for ideas. 	
---	--

Work Time (continued)	Meeting Students' Needs
<p>B. Master Reading of "A Time to Talk" (10 minutes)</p> <ul style="list-style-type: none"> • Explain to students that reading poetry aloud often helps us to gain better understanding of the poem. Also, poems usually need to be read multiple times to figure out what the poet is saying. Sometimes even adults will read a poem ten times when trying to figure out its meaning! Students should follow along as you read the poem aloud once. • Pause for a moment and ask the students what they noticed about your reading. Listen for "You stopped at the periods and paused at the commas" in addition to comments about rhythm or rhyme, comments about images, comments about the speed at which you read. • Explain that the structure of poems will vary, but the punctuation will always tell you how you should read them. Read the poem aloud again. Ask students how many sentences there are in the poem and how do they know (3- question mark, period, period). • Instruct the students to read the poem silently and circle any words that are unfamiliar. Inform the students that many of the words can be figured out using context. Model figuring out the definition of <i>meaning for the students</i>. "I know that the word meaning is something like a definition, or what is meant by an action or word. So since the friend is slowing his horse so that he can talk to his friend, I think the walk is meaningful, or has purpose," Explain to students that this is an outdated usage of the word and does not have a clear definition. But, the important thing is that not understanding the word does not hinder comprehension of the entire poem. 	

Work Time (continued)	Meeting Students' Needs
<p>C. What is this poem about? (20 minutes)</p> <ul style="list-style-type: none"> • Group students into fours (pairs that have been working together work with another pair). Inform them that they will now read the poem themselves to deconstruct it, or figure out its meaning. Encourage students to read the poem aloud multiple times as they answer the questions. Distribute Guiding Questions from Supplementary Materials. • Students may not be familiar with the words "hoe, hoed, mellow, plod". Encourage groups to use context clues to figure out the meanings which will be discussed before the end of the class. Reinforce the idea that sometimes the definition is not necessary in order to get the gist of the poem. <p>Circulate to provide support and guidance. When students have completed the activity, review their answers to questions 1-3 by calling on volunteers to share. Review additional vocabulary at this time and have students enter unfamiliar words into their vocabulary journals.</p>	

Work Time (continued)	Meeting Students' Needs
<p>D. Determining the Theme of "A Time to talk" (10 minutes)</p> <ul style="list-style-type: none"> • Tell students that we will now be talking about the theme of this poem. Explain that the theme is central message or main idea. • Call on student volunteers to share their ideas for theme as well as any evidence they have to support that theme. Listen for: <ul style="list-style-type: none"> • There is always time for friends. • Friends should always make time to talk to each other. • Communication is important to friendship. • Display your model anchor chart on a document camera. Instruct students to take out their Keeping Track anchor chart and elicit student responses for filling in a row for the poem, focusing on summary theme and making connections. Read the poem once again, stopping at the end of each sentence to "remind yourself" of what is going on – or in some cases stopping at the end of each piece of punctuation and asking students to call out the summary. Put it all together here. • If not enough time, allow students to complete the anchor chart at the beginning of the next lesson. This can segue into the next day's activity. 	

Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to think about the learning targets from today. How would they explain the structure of this poem? How does this poem connect to the other texts they have read? • Allow students time to think about how this poem may influence the symbol they choose for their wampum belt. 	<ul style="list-style-type: none"> • The debrief process solidifies the learning of students and also is a good formative assessment for teachers.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Students should continue in their independent reading book and/or think about a symbol they would create for their wampum belt based on the texts. 	<ul style="list-style-type: none"> • Students who cannot yet read independently at any level will benefit from hearing books read to them, either by a caregiver or through audio recordings. Hearing books/texts can be an ongoing assignment for these students.

Grade 4: Module 1A: Unit 1: Lesson 7

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © NYSED. Used by permission and not subject to Creative Commons license.

Read the poem aloud. Talk with your group about the imagery, or what you see in this poem, as you answer these questions. Each group member should read the poem aloud at least once. The more you read it, the more you will get out of it.

1. How many people are there? How do they know each other? How do you know?

2. What is the setting? (location, time of day, weather) How do you know?

3. What do you see when you read this poem? Put it into your own words.

4. What do you think is the message or theme of this poem?

“A Time to Talk” by Robert Frost

WHEN a friend calls to me from the road

And slows his horse to a meaning walk,

I don't stand still and look around

On all the hills I haven't hoed,

And shout from where I am, What is it? 5

No, not as there is a time to talk.

I thrust my hoe in the mellow ground,

Blade-end up and five feet tall,

And plod: I go up to the stone wall

For a friendly visit. 10



Lesson 7

Grade 4: Module 1: Unit 3: Lesson 1

Bringing Communities Together:

Daily Life at Onondaga



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © NYSED Used by permission and not subject to Creative Commons license.

GRADE 4: MODULE 1: UNIT 3: LESSON 1

Bringing Communities Together:

Daily Life at Onondaga

Long-Term Targets Addressed	
<ul style="list-style-type: none"> • I can paraphrase information presented in diverse media and formats. • I can engage effectively in a collaborative discussion. 	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> • I can retell the main points of an informational video. • I can identify how a community is shaped by its culture. • I make inferences about a video. 	<ul style="list-style-type: none"> • Culture and Community Anchor Chart

Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Reflecting on Haudenosaunee Culture (10 minutes) Work Time <ol style="list-style-type: none"> Video: Life at Onondaga (15 minutes) Culture and Community Anchor Chart (20 minutes) Debrief (5 minutes) Closing and Assessment <ol style="list-style-type: none"> Thumbs-Up, Thumbs-Down (5 minutes) Homework 	<ul style="list-style-type: none"> • Students will quickly review what they learned about the Haudenosaunee culture and community in order to set the stage for learning about how various cultures pass down information and unite their communities. • The video the students will be watching was filmed near the Onondaga Nation School in, NY. If time allows, consider incorporating instruction around the symbolism found in the school building itself to supplement the learning around symbolism from Unit 1. Information may be found here: http://www.lafayetteschools.org/teacherpage.cfm?teacher=681. • Review Thumbs-up Thumbs-down Protocol (Appendix A) • Although not part of the lesson, the transcript of the video is provided for teachers who may need to use it as support for their students.

Lesson Vocabulary	Materials
community, culture, ceremonies, transcript	<ul style="list-style-type: none"> • Video- "Daily Life at Onondaga": https://www.youtube.com/watch?v=g9vhmZ4gHrs • Anchor chart (found in Supplemental Materials) • Video Note-Catchers (one per student) (found in Supplemental Materials)

	<ul style="list-style-type: none"> • Document camera or white board • Excerpt from <i>Talking Drums of Mali</i> transcript for homework (found in Supplemental Materials) • Transcript of video- “Daily Life at Onondaga” (found in Supplemental Materials)
--	--

Opening	Meeting Students’ Needs
<p>A. Reflecting on Haudenosaunee Culture (10 minutes)</p> <ul style="list-style-type: none"> • Inform students that this final unit will focus on culture and community. Ask students for a definition of <i>culture</i>. Listen for “the beliefs or customs of a society.” Ask students for a definition of <i>community</i>. Listen for “a group of people who live in the same place and have something in common.” • Ask students to Think-Pair-Share about what they have learned about the Haudenosaunee culture and community. After a few minutes, allow some students to share with the whole class. Inform students that we will still be learning about the Haudenosaunee culture but we will be expanding our conversation to include other world cultures as well. • Share the learning targets: “I can retell the main points of an informational video. I can identify how a community is shaped by its culture. I can make inferences about a video.” Invite the students to discuss what these targets mean for their work today. Remind students about <i>making inferences</i> if necessary. Focus students on their understanding of the phrase <i>community is shaped by its culture</i>. Ask: “What is <i>shaping</i>? When a community is shaped by its culture, what is happening?” (Listen for comments such as: “A society is formed by the traditions shared by its people” or “The customs that people have and share with each other can help to bring them together to make a community.”) Point out to students that today, and for the rest of the unit, they will be looking at how different cultures shape their communities. Be sure to review main idea for proceeding as well. 	<ul style="list-style-type: none"> • Clarifying vocabulary meets the needs of ELLs and other students developing academic language. • For ELLs, consider posting nonlinguistic symbols for some of the key vocabulary terms in the targets (e.g., a chart with numbers for <i>data</i>).

Work Time	Meeting Students’ Needs
<p>A. Video: Life at Onondaga (15 minutes)</p> <ul style="list-style-type: none"> • Share with the students that the video they are about to see was filmed on the campus of the Onondaga Nation School on the Onondaga Reservation near Syracuse, NY. Show students a map of New York State to clarify the location. Explain that the children who attend this school are Onondaga and this video was made specifically for this unit. • Tell students that they will watch the video once for gist. Show the video <i>Daily Life at Onondaga</i>. • Distribute Video Note-Catchers. Inform students that they will watch the video again but this time, they will focus on the first two questions on the note-catcher. Review the two questions and clarify as necessary. Tell students that they will not 	

<p>answer the last question yet.</p> <ul style="list-style-type: none"> • Remind students that when taking notes, they are not expected to write complete sentences. The purpose of the notes is to jot down quick observations made while watching the video. Emphasize that it is not important to write down everything that they hear or see, just enough to answer the questions on the note-catcher. Show the video a second time. Circulate to support students as they take notes. • Ask students if they feel they got enough information to come up with a main idea for the video. Use the Thumbs-up Thumbs-down protocol to assess whether the video should be shown a third time. • Place students into triads to talk about the notes they took and to come up with a main idea for the video. After a few minutes, ask for volunteers to share their main ideas. Answers may include: “The Onondaga School is very similar to my own school.” “The Onondaga way of life has changed but many of their rituals are the same.” “The boy in the video appreciates the Onondaga culture.” Ensure discussion includes the passing of Onondaga rituals/language through the generations as well as the function of the drumming and singing in the ceremonies. 	
<p>B. Culture and Community Anchor Chart: Modelling (20 minutes)</p> <ul style="list-style-type: none"> • Inform students that they will be beginning a new anchor chart that will help them keep track of the communities they will be learning about in this unit. You will fill in the chart for the video together so that students will be able to complete the rest on their own in later lessons. • Distribute the Culture and Community Anchor Chart to each student, or have students create it in their notebooks. Display the anchor chart on a white board or with a document camera. • Walk students through your thinking as you fill in each box for the video. Call on students to help you come up with suggestions to put in each box. Use the completed anchor chart found in supplemental materials as a guide but use student suggestions as well. Ask students to provide evidence for their thinking before you record their ideas. 	<ul style="list-style-type: none"> • Encourage students to pair share their thoughts for the video before the boxes are filled. The more of this activity students can do without your input, the better.
<p>C. Debrief (5 minutes)</p> <ul style="list-style-type: none"> • After the anchor chart has been completed for the video, ask students to debrief in their triads. Encourage them to share their thoughts and discoveries: <ul style="list-style-type: none"> • “What new information did they find out about the Haudenosaunee?” • “How easy or difficult did they find taking notes on a video?” • “Were they able to come to a consensus on a main idea?” • Remind them how important it is to learn to collaborate with their peers, and that this is one of the big skills they will be working on all year. 	

Closing and Assessment	Meeting Students' Needs
<p>A. Turn and Talk (5 minutes)</p> <ul style="list-style-type: none"> Ask the students: "How can our classroom build a community? With a partner, turn and talk about ways we can bring our class together as a community." Ask student volunteers to share their ideas. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Students will closely read a portion of the <i>Talking Drums of Mali</i> transcript and answer questions. Inform students that the text was spoken by a man for whom English is not his first language. Explain that this is a transcript (printed version) of something he said so it has not been edited but they will still be able to understand what is being said in the paragraph. Remind students that gist is "initial thinking" of what a text is "mostly about." 	

Grade 4: Module 1: Unit 3: Lesson 1

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © NYSED Used by permission and not subject to Creative Commons license.

Video Note-Catcher
Daily Life at Onondaga

What do you find out about the boy in the video?

What do you learn about the Onondaga Nation community?

Based on your notes, what is the main idea of this video?

Culture and Community Anchor Chart for Teacher Reference

Text/Video Community represented	How does the community share its stories/history?	How does it help to bring the community together?	What is the main idea?	Explain any symbolism
Daily Life at Onondaga Onondaga Nation	Drumming and singing at ceremonies (oral tradition)	When the community gathers to perform ceremonies, the drumming and singing is a part of it and all age groups participate.	Each generation learns about the Onondaga culture through language and through the ceremonies.	N/A
Joh Camara Transcript Mali villages	Drumming and singing by jellis (oral tradition)	The jellis travel to make sure everyone knows the stories and gets the messages that are important to the people.	The jelli are responsible for keeping the Mali traditions alive through their storytelling.	The word jelli means blood and the people who are called jelli represent the blood that keeps the community and its traditions alive.
Hawaiian Quilt Hawaiian	Through symbols and pictures on a quilt	The quilts allow the community to share and be proud of Hawaiian history and culture.	Hawaiian quilts keep Hawaiian history and culture alive for future generations.	Symbols of Hawaiian royalty—crowns, leis, combs. The stars represent the eight main Hawaiian islands.
The Keeping Quilt Russian Jewish	The materials and pictures sewn on a quilt. Also oral tradition.	The pieces of the quilt come from different family members and neighbors so that everyone’s story can be told.	Although things may change, family history helps us remember where we came from.	The quilt was present at every major event in the family’s lives. The quilt represents one’s past always being with us.

Culture and Community Anchor Chart

Text/Video Community represented	How does the community share its stories/history?	How does it help to bring the community together?	What is the main idea?	Explain any symbolism

Read this excerpt from *The Talking Drums of Mali*. Underline ideas you understand and circle any words that are unfamiliar to you. (Note that this is a transcript of someone speaking, and English is not his first language. You may see some mistakes.)

Learning to Drum

I start drumming since I was five years old. As a young boy back home in Mali, where I'm from, you know, when you are a boy, your toy is a drum. So every time you cry, they just hand you the drum, and you just keep banging on it, and you don't even know what you're doing until you stop crying. So that's how I start, so I had my first drum when I was two years old, and I start drumming around the age of five. And as I said, I come from, you know, a big family of the griot, and in the griot family, every day, people play, sing, and dance every day. So I grew up seeing people doing that every day...after each meal is the party time. So you see people playing, drumming, singing, and you just watch and you try to be part of it, and you know—that's how you learn.

What is one feature of a community in Mali?

What do you think a griot is, based on the text?

What is the gist of this excerpt?

Homework Challenge: Research *griot* and compare your findings to your definition of the word. How does your definition compare to what you found? Were you able to rely on context clues to come up with a correct definition?

Transcript of “Daily Life at Onondaga”

JoAnne: *So what’s it like living at Onondaga?*

Joseph: *It’s very fun and open here. I like walking around, especially with my family. And I also like going to the ceremonies because I also like to sing and dance. And I like to bike around here too; it’s very fun. And like, it’s very cool here because everyone knows where everyone lives so, like, we have a lot of family around here and we can drive over and be okay.*

JoAnne: *Do you play any sports?*

Joseph: *I play lacrosse and in the fall I play cross country. Most times I run, in cross country practice I run, like 5 miles or 3 miles. And lacrosse - we have a two hour practice and it’s really intense.*

JoAnne: *So what’s school like for you?*

Joseph: *School is really fun for me because we have a huge time in our classes where it’s like Language, and we talk about and learn about our ways and how we do stuff and it’s really fun. And there’s also ELA classes too. I like ELA too.*

JoAnne: *What do you have there?*

Joseph: *It’s called a water drum and it’s played on special occasions and celebrations and it’s used for fast beats or for a dance called Woman’s Dance and it’s very appreciative.*

JoAnne: *Will you sing for me?*

Joseph: *Sure.*

JoAnne: *Will you? Great!*

Joseph: *Now?*

JoAnne: *(Laughs) Yes please that would be great; I’d love it.*

<<Joseph begins to drum and sing>>



Lesson 8

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

Comparing Media: The Talking Drums of Mali



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.

Long-Term Targets Addressed	
<ul style="list-style-type: none">• I can answer questions using evidence from text.• I can explain the meaning of metaphors in context.• I can paraphrase information presented in diverse media and formats.	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can explain a metaphor in a text.• I can engage in discussion comparing a text and a video.	<ul style="list-style-type: none">• Culture and Community Anchor chart• Students' notes

Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader (HW review) (10 minutes)</p> <p>2. Work Time</p> <p>A. Close Reading a Video Transcript (30 minutes)</p> <p>B. Debrief (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none"> • The video and transcript for this lesson was found on primary source.org, an organization dedicated to global education and understanding. More information about this topic , as well as other activities, may be found there: http://resources.primarysource.org/content.php?pid=144239&sid=1226877 • Be prepared to explain to students that the man in the video does not speak English as a first language but everything he says in the video has been transcribed for them. They will be studying the video as well as the transcript. • Griot is pronounced gree-oh • Be prepared to show students Mali on a map of Africa and the location of Africa in respect to the U.S.

Lesson Vocabulary	Materials
<p>Transcript, griot, jelli, initiation, Mali, oral tradition, documentation, communication, narrator, vocabulary, metaphor, symbolism</p>	<ul style="list-style-type: none"> • Video- <i>Talking Drums of Mali</i>- http://primarysource.org/video/johfinal.mov • Culture and Community Anchor Chart (from Lesson 1) • Document camera or interactive white board • Joh Camara Transcript from <i>Talking Drums of Mali</i> (found in Supplemental Materials)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none"> • Ask the students to sit with a partner to discuss last night's homework. Post these questions for students to see. They will have a few minutes to discuss the questions and then each group will share out. <ul style="list-style-type: none"> • What was the gist of the paragraph? • What did you find out about the people and communities of Mali? • What do you know about the person talking? • Did you research <i>griot</i>? What did you find? • Cold call on volunteers to share responses to the questions. If students know about Mali or griots, allow them to share their knowledge with the class. Show Mali on a map. • Explain to students that this paragraph was only a portion of an entire transcript of a video that they will be watching. Discuss the speaker's language in the transcript and video if necessary. Sometimes when a person's first language is not English, when they learn English they speak it with an accent that may be different than ours. • Explain to students that we have read about and saw examples of the Haudenosaunee oral tradition and how the Haudenosaunee keep their communities together. We will now begin studying other cultures and think about how people all over the world share their histories and build their communities. 	

Work Time	Meeting Students' Needs
<p>A. Close Reading a Video Transcript (30 minutes)</p> <ul style="list-style-type: none"> • Write the definition of <i>transcript</i> on the board. Verbally review the definition and use the word in 2-3 sentences to clarify the definition for students. Explain that the text they are about to read is a transcript of the video they will be viewing. Explain that they will be reading and viewing the video in chunks so that you can ensure their understanding of the content. • Distribute Joh Camara Interview Transcript to each student. Ask students what they notice about the transcript. Ensure that students notice the titles of each section as well as <<Joh>> and <<A Drummer from Mali>>. Lead a brief discussion about the layout of this text and how it compares to other texts they have been reading. Ask questions leading students to discover what a transcript is. Consider comparing the features of the transcript to the text features of <i>The Iroquois</i> from Unit 2. Explain that a transcript is a written or printed version of material originally presented in another medium. To illustrate, give an example of testimony given in a courtroom, a written version of a famous speech, etc. Students should add <i>transcript</i> to their vocabulary journals. • Show students the video up to the first break, “What is a Jelli?” Now read aloud the same paragraph and ask students to follow along as you read. As you read, they should be listening for and underlining important details about Joh, the narrator. They should also circle any words they do not know. • After you read, have students turn and talk with their partner about the gist of the paragraph. Students should write a gist statement in the margin. Call on volunteers to share gist statements and any questions they have about the reading so far. Be sure not to answer any questions that are answered later in the text. • Show the second portion of the video from “What is a Jelli?” up to “Learning to Drum.” Read aloud the same paragraph and ask students to follow along as you read. As you read, they should be listening for and underlining any imagery they see. Review <i>imagery</i> if necessary. • After you read, have students turn and talk with their partner about the imagery in the paragraph. Ask students to discuss the purpose of this imagery, with questions such as: “What effect does Joh’s description have on your understanding of the word jelli?” After students have written a gist statement in the margin, call on volunteers to explain what a jelli is and how they know. Call on a student to describe the imagery and the purpose it serves in the text. Explain to students that Joh is using a <i>metaphor</i>—a comparison in which one thing is said to be another. Move students toward an understanding of how Joh compares the jelli of Africa to the blood in your body and how the jelli serve the same purpose as blood. He is indicating how important the jelli are to the people of Mali. Spend as much time on this concept as is needed to clarify. Give additional examples of metaphor to support understanding. Consider recalling the reference to the longhouse in the video “What’s in a Name?” from Unit 1, Lesson 1. Explain how the figurative longhouse “covers” the state/land in order to include everyone in 	

the community. If time permits, show the clip to clarify.

- Show students the video up to “Uses of the Drum: Initiation.” This is the part they read for homework last night. Read aloud the same paragraph and ask students to follow along as you read. As you read, they should listen for and underline what they learn about the drumming culture in Mali.
- After you read, have students **turn and talk** with their partner about how Joh learned to drum. What does this tell them about drumming in Mali? Students should write this in the margin next to the paragraph. Call on volunteers to share the statements they wrote.
- Show the next part of the video up to “Talking Drums.” Read aloud the same paragraph and ask students to follow along as you read. They should listen for and underline clues to figure out the meaning of initiation.
- After you read, have students **turn and talk** with their partner about what initiation might mean. They should write this in the margin next to the paragraph. Call on volunteers to share their definitions of initiation. If students have difficulty coming up with a definition, lead a discussion that guides them to “the action of admitting someone into group”.
- Show the next part of the video up to “Language of the Drum.” Read aloud the same paragraph and ask students to follow along as you read. As you read, students should listen for and underline how the people communicate.
- After you read, have students **turn and talk** with their partner about why this section is called “Talking Drums.” They should write this in the margin next to the paragraph. Call on volunteers to share why this section is called “Talking Drums” including evidence from the text to support their thinking.
- Show the next part of the video up to “Speaking with the Drum.” Read aloud the same paragraph and ask students to follow along as you read. As you read, students should listen for and underline important ideas.
- After you read, have students **turn and talk** with their partner about the gist of this section. They should write a gist statement in the margin next to the paragraph. Call on volunteers to share their gist statements. Discuss the “language” of the drum with students.
- Show the last part of the video “Speaking with the Drum.” Read aloud the same paragraph and ask students to follow along as you read. They should listen for and underline important details.
- After you read, have students **turn and talk** with their partner about the gist of this paragraph. They should write the gist statement in the margin. Call on volunteers to share their gist statements and lead a brief class discussion summarizing the video and transcript.

Work Time (continued)	Meeting Students' Needs
<p>B. Debrief (15 minutes)</p> <ul style="list-style-type: none"> • Instruct students to take out their Culture and Community anchor chart. Students should work in groups of four (two pairs can work together) to fill in the chart for <i>Joh Camara Transcript</i>. Circulate to provide assistance. • Display your anchor chart using a document camera or whiteboard and add students' responses to your chart. Clarify student thinking as necessary. 	
Closing and Assessment	Meeting Students' Needs
<p>A. Reflection (5 minutes)</p> <ul style="list-style-type: none"> • Ask students: "How are the transcript and video the same? How are they different? Which version did you prefer? Why?" • Give students time to write down their thoughts. • Call on student volunteers to share their ideas. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • For tonight's homework, students will continue independent reading at home. 	

Grade 4: Module 1: Unit 3: Lesson 2

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.

Joh Camara Transcript

<<Joh>>

<<A Drummer from Mali>>

<<Drumming>>

Hello, my name is Mohamad Joh Camara, from Mali, West Africa. I'm a master drummer and dancer, and I learned this from my mother's side. Back home, we have two different classes. We have class of kingdom, and class of entertainer. And from my father's side, I'm from the class of kingdom, and from my mother's side I'm from the class of entertainers. And I learned all this from my mother's side because I grew up with my mother's family. And my mother is what we call back home a griot, and the griot—that's how the Western people call them—but in my culture we call them jelli.

<<What is a Jelli?>>

In my culture, jelli means blood. Why we call them jelli? So let's try to think about the human being, you know; look at our body. Without our blood, how would we survive? There is no way! You can't survive without blood. So think about it as if Africa is a human body. So these people, which we call jelli, would be the blood of that human body. That's why we call them jelli. That's how important they are. Because they play so many different role in the village. So many things we are talking about today, there is no documentation for that. There's no book, there's no video, there's no image for that. These people try to memorize history without writing it down and they pass from generation to generation; it's called oral tradition. And, that's one of the biggest parts of a jelli. And this is very important. Like we always say, tell me about me—the rest doesn't matter. So this is one of the things the jelli do; they tell you who you are. The jelli are the one who are keeping the tradition alive.

<<Learning to Drum>>

I start drumming since I was five years old. As a young boy back home in Mali, where I'm from, you know, when you are a boy, your toy is a drum. So every time you cry, they just hand you the drum, and you just keep banging on it, and you don't even know what you're doing until you stop crying. So that's how I start, so I had my first drum when I was two years old, and I start drumming around the age of five. And as I said, I come from, you know, a big family of the griot, and in the griot family, every day, people play, sing, and dance every day. So I grew up seeing people doing that every day...after each meal is the party time. So you see people playing, drumming, singing, and you just watch and you try to be part of it, and you know—that's how you learn.

<<Uses of the Drum: Initiation>>

So the first time we had this instrument, you know, it was for initiation. And back home, we have three steps of initiation, starting from one to seven, and seven to fourteen, and fourteen to twenty-one. So you have to go through each of those steps. So, when we have this instrument, the main reason was to use it for initiation.

<<Talking Drums>>

But beside initiation, this drum, it has a beautiful sound. You know, a long time ago, back home in Africa before we had telephone, before we had microphone, before we had TV, before we had radio, people used to travel from village to village to bring the news—you know—we can have just one big chief, and you know, ruling like ten different villages. And, uh, instead of him going back and forth between villages, he had some people who were in charge who would bring the message. So these people were traveling, and at that time, we didn't have car or bicycle, so people were bringing all of those on foot. So, what happened, we find this beautiful instrument, and we find that through this instrument, we can communicate. So we start using this instrument for communication. As you can see, this drum, it talks, but sometimes you have to understand the drum language to be able to tell what it's saying to you. So this drum really talks. It has three different sounds: Tone, Slap, and Bass. So between tone, slap, and bass, the drum has its own vocabulary as well. So the Tone, Slap, and Bass—that's more Western—but for us, we would call Tone "pee" like the sound "P" or "T," and the Slap we call "paa" or "kaa." And the Bass is called "boom" or "koom." So you have "pee" or "tee," "paa" or "kaa" and "boom" or "koom." So those are the drum vocabulary. So you have to understand that. Like for example, if I want to say "pee" "paa" "koom," so the "pee" "paa" "koom," that's the drum vocabulary.

<<Language of the Drum>>

Every time you learn this sentence, it has meanings. For example, this one <<drumming>>, this sentence right here has meanings. Anybody who knows about this instrument, who is initiated to this instrument, when they heard this sound, they know exactly what to do. This is a warning. It's telling you, "Get Ready! Something is about to happen!"

<<Speaking with the Drum>>

Somebody who was not initiated to this instrument and who doesn't have any clue to the drum language wouldn't know what you say to them. Okay? So that's how this drum talks. So you have to understand the drum language to be able to tell what it's saying to you. So that's why we call this instrument, you know, a talking drum.

Used with permission from Primary Source and can be found at the following website:

<http://resources.primarysource.org/preservingafricanculture>



Lesson 9

Grade 4: Module 1A: Unit 3: Lesson 3

Getting the Gist: Hawaiian Quilt



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © NYSED. Used by permission and not subject to Creative Commons license.

GRADE 4: MODULE 1A: UNIT 3: LESSON 3
Close Reading to Understand Symbolism:
Hawaiian Blanket

Long-Term Targets Addressed	
<ul style="list-style-type: none"> • I can engage in a collaborative discussion with diverse partners. • I can determine the main idea using specific details from the text. • I can integrate information from two texts on the same topic. 	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> • I can determine the gist and main idea of a text using important words from the text. • I can integrate the information in the two texts I have read so far. 	<ul style="list-style-type: none"> • Teacher observations • Close read annotations and margin notes

Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Reader (5 minutes) Work Time <ol style="list-style-type: none"> Vocabulary Instruction (10 minutes) Close Reading of the Quilter Profile for Harriet Soong from “To Honor and Comfort” (20 minutes) Getting the Gist Protocol (15 minutes) Closing and Assessment <ol style="list-style-type: none"> Debrief- Anchor Chart (10 minutes) Exit Ticket (5 minutes) Homework 	<ul style="list-style-type: none"> • Preview the Quilter Profile for Harriet Soong on page 16 of “To Honor and Comfort: Native Quilting Traditions” found here: http://nmai.si.edu/sites/1/files/pdf/education/quilts.pdf. • In advance: This text includes complex vocabulary. Definitions for many of the words are not necessary for comprehension. Choose 4-5 words that you feel are most important for understanding and implement the vocabulary PowerPoint exercise from Unit 1. • Preview Getting the Gist Protocol (Appendix 1)

Lesson Vocabulary	Materials
main idea, supporting details, gist, quilt, compliment, expertise,	<ul style="list-style-type: none"> • Culture and Community anchor chart (from Unit 1) • The Quilter Profile for Harriet Soong from “To Honor and Comfort: Native Quilting Traditions”

GRADE 4: MODULE 1A: UNIT 3: LESSON 3
Close Reading to Understand Symbolism:
Hawaiian Blanket

enthusiasm, intricate, applied, contrasting, contours, dishonorable, overthrow, monarchy, plead, restoration, throne, leis, perpetuating, preserving, generations, reflection	<ul style="list-style-type: none"> • Getting the Gist Protocol (found in Supplemental Materials) • Getting the Gist Protocol - teacher reference (found in Supplemental Materials) • Document camera or whiteboard • Index cards (one per student)
---	---

Opening	Meeting Students' Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none"> • Invite the class to read the second learning target aloud with you: “I can determine the gist and main idea of a text using important words from the text.” • Remind the students of their work so far in Unit 1 identifying gist and in Unit 2 with identifying the main idea and how details support the main idea. Ask the students: “How do you determine the main idea in a text? What are supporting details?” Invite students to think, then share with a partner, about these questions. Ask: “How does determining the main idea and explaining how it is <i>supported</i> with details help us as readers?” Invite students to think, then share with a partner, about this question. • Tell students that today they will be practicing these reading skills with peers when reading the Quilter Profile for Harriet Soong, Native Hawaiian, on page 16. Explain that this article contains some complex vocabulary but we are going to choose some important words from the text that will help us figure out the gist and the main idea. 	<ul style="list-style-type: none"> • Use thoughtful grouping: Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their L1.

Work Time	Meeting Students' Needs
<p>A. Vocabulary Instruction (10 minutes)</p> <ul style="list-style-type: none"> • Choose 4-5 words from the text that will aid in comprehension of the text (recommend: enthusiasm, intricate, contours, monarchy, plead, perpetuating). Use those words in a PowerPoint activity as described in Unit 1. Make sure that students write the words and their definitions in a vocabulary journal. <p>B. Reading for Gist “Quilter Profile” (20 minutes)</p> <ul style="list-style-type: none"> • As you distribute the article to students, tell them that now they will work together, with your help, to try reading closely the article “Quilter Profile.” • Ask the class to read the article silently. Ask students for a thumbs-up if they have something to say about the article. Say: “Good start! Let’s see if we can learn more!” 	<ul style="list-style-type: none"> • Using visual images for support in the powerpoint, or as an alternative to them, may be helpful for some students, especially with words like <i>applied</i>, <i>contours</i>, and <i>leis</i>

GRADE 4: MODULE 1A: UNIT 3: LESSON 3
Close Reading to Understand Symbolism:
Hawaiian Blanket

- For the second read, chunk the article into smaller sections. Ask students to chorally reread the first paragraph. After, ask students to take a moment and circle any words they think are important to understanding the text. Circulate to provide support and remind students that they should skip the words they do not understand and continue reading. If needed, remind students that we are reading for the gist.
- Repeat for the second paragraph. Again, ask students to chorally reread the paragraph and circle any words they think are important.
- Repeat for the third paragraph.

C. Getting the Gist Protocol (15 minutes)

- Commend students for their work on reading a very difficult text. Explain that we are now going to figure out the gist of the article. Distribute **Getting the Gist** Protocol handout to each student. Review the directions. Students will work with their same partners to choose 15 of the words they selected to list on the handout. Circulate to provide support. Ensure that students only choose words that they can define. Circulate to provide support.
- Student pairs will then work together to come up with a summary statement of the article. See sample in Supplemental Materials for guidance. Students should try to use all 15 words in their summary statements and should be encouraged to rethink their word choices if their statements are not true summaries. When students have completed the handout, cold call volunteers to share their summary statements.

Note: Depending on the skill level of your students, consider having students complete the protocol individually.

Closing and Assessment	Meeting Students' Needs
<p>A. Debrief—Anchor Chart (10 minutes)</p> <ul style="list-style-type: none"> • After reviewing summary statements (gist), display the Culture and Community anchor chart on a document camera or whiteboard. Ask students to take out their anchor charts as well. • Ask: “What did we learn about the Hawaiian culture from this text?” Invite several students to share their ideas about community and the sharing of the Hawaiian culture. • Elicit student responses to the four questions posed on the anchor chart. Use student ideas to complete your anchor chart. • Congratulate the students on their hard work. Ask, “Did this method of finding gist work for you? Would you try it again?” Lead a brief discussion allowing students to relate their experiences with the text and the activity. 	<ul style="list-style-type: none"> • Provide ELLs with a sentence starter to aid in language production. For example: “One rule from the article is _____.”
<p>B. Exit Ticket (5 minutes)</p>	

GRADE 4: MODULE 1A: UNIT 3: LESSON 3
Close Reading to Understand Symbolism:
Hawaiian Blanket

- Hand each class member an **index card** and display this prompt for students to see: “Compare some of the ways that the Hawaiian community and the Mali villages share their history.”
- Provide students with enough time to make connections between the two texts.
- Glance over them for a quick assessment.

Note: If there is time, have students share their tickets with a partner, then cold call and discuss answers as a class.

Homework

Meeting Students’ Needs

- For tonight’s homework, students should continue reading at home.

Grade 4: Module 1A: Unit 3: Lesson 3

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © NYSED. Used by permission and not subject to Creative Commons license.

Getting the Gist Protocol

Determine Importance—Summarize and Synthesize

Even if you do not understand all of the vocabulary in a text, you can get the gist of the story by summarizing your understanding of it using 15 important words. Select the 15 most important words from the text. Then, use them to write a summary statement.

Important Words

- | | |
|----|-----|
| 1. | 9. |
| 2. | 10. |
| 3. | 11. |
| 4. | 12. |
| 5. | 13. |
| 6. | 14. |
| 7. | 15. |
| 8. | |

Summary Statement:

Getting the Gist Protocol—Teacher Reference

Determine Importance—Summarize and Synthesize

Even if you do not understand all of the vocabulary in a text, you can get the gist of the story by summarizing your understanding of it using 15 important words. Select the 15 most important words from the text. Then, use them to write a summary statement.

Important Words

- | | |
|----------------|-----------------|
| 1. Hawaiian | 9. respect |
| 2. quilter | 10. symbols |
| 3. unique | 11. designs |
| 4. pattern | 12. record |
| 5. story | 13. culture |
| 6. traditional | 14. generations |
| 7. history | 15. beauty |
| 8. princess | |

Summary Statement

This article is about a Hawaiian quilter who uses unique patterns in her quilts to tell stories. She uses traditional designs and symbols to show respect for the last Hawaiian princess in one of her quilts. The quilts record the Hawaiian culture and history for generations and also show the beauty of the Hawaiian culture.



Lesson 10



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 1: Lesson 4

Learning about Farms in Colonial America: Explicit vs. Inferred Information



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Long-Term Targets Addressed	
<p>I can use details and examples to explain explicit information and inferences in informational text.</p> <p>I can explain how visual or graphic information helps me understand the text around it.</p> <p>I can effectively participate in a conversation with my peers.</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can determine whether the information I need is explicit in the text or must be inferred.• I can confirm my inferences about colonial farmers using details and examples from text.	<ul style="list-style-type: none">• Recording form• Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader (3 minutes) B. Review Learning Targets (7 minutes) 2. Work Time <ol style="list-style-type: none"> A. Inferring about Colonial Farmers (10 minutes) B. First Read of the Text: Gathering Explicit Information (15 minutes) C. Second Read: Confirming Inferences with Informational Text (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Share and Debrief (5 minutes) B. Exit Ticket (5 minutes) 4. Homework 	<ul style="list-style-type: none"> • Focus on the difference between explicit and inferred information and how the two support one another. Readers need explicit information in order to infer; they then can use additional explicit information to confirm what they infer. • The purpose of this lesson is to help students learn how to keep going back to the text, and to think about how the words and images go together. It is important that students do not over-rely on images when they make an inference. • In this lesson students work in the same groups as they did when examining the Mystery Documents in Lesson 1. Remember those groups, or form new groups of four or five.

Lesson Vocabulary	Materials
<p>determine, explicit, infer, inferences</p>	<ul style="list-style-type: none"> • Equity sticks • Explicit versus Inferred anchor chart (new; teacher-created) • Inferring Three-Column graphic organizer (one per student) • Document camera • Colonial Farmer Picture (one to display) • “Farming in Colonial America” (one per student) • Exit Ticket (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader (3 minutes)</p> <ul style="list-style-type: none"> • Have students get out their homework assignment (personal inventory) from Lesson 3. Ask students to find a partner and discuss the following question: “How does your inventory represent you?” Afterward, ask the whole group: “How did you select items for your inventory?” Have a few volunteers share their selection process. 	<ul style="list-style-type: none"> • Consider giving the following sentence frame to further support students: “I think my inventory represents me because _____.”
Opening (continued)	Meeting Students' Needs
<p>B. Review Learning Targets (7 minutes)</p> <ul style="list-style-type: none"> • Post the following learning targets and ask students: “I can determine whether the information I need is explicit in the text or must be inferred,” and “I can confirm my inferences about colonial farmers using details and examples from text.” Ask them to turn to a partner to identify a few words they know. • Use equity sticks to call on a few students to share out key words from the targets. Students should now be familiar with the words <i>infer</i>, <i>colonial</i>, <i>details</i>, and <i>examples</i>. • Be sure to spend time clarifying the word explicit, which students may recognize from the previous lesson. Draw a key distinction: Explicit information or details are found directly in the text; inferred information is new thinking based on combining what you know with the explicit information from the text. Create an Explicit vs. Inferred anchor chart. At the top write “Explicit vs. Inferred,” with a T-chart under it. Ask students to help you write an explanation of each term on either column of the chart. Have them suggest some visual cues or drawings as a “helpful reminder.” • Next, focus on the word <i>determine</i> in the first learning target. Let students know that they will be acting as historical researchers today in order to find out more about life in Colonial America. It will be important for them to <i>determine</i> or “figure out” what information they are gathering directly from the text (explicit information) and what information they are inferring. 	<ul style="list-style-type: none"> • Co-constructed anchor charts help students to understand abstract concepts. • To further support students, you can add visual cues to your anchor chart or provide copies of the chart for certain students to use at their desk.



Work Time	Meeting Students' Needs
<p>A. Inferring about Colonial Farmers (10 minutes)</p> <ul style="list-style-type: none">• Have students reform the groups of four to five students who worked together examining the Mystery Documents in Lesson 1.• Remind them that the focus of today's lesson is to research more information about farming in Colonial America. Tell students that like any good readers, researchers know that the information that is explicit or "right there" and the information they infer are both important to learning more about a topic. Taking this next step to read an additional text on the same topic is a strategy that researchers, including historians, use in order to confirm their inferences about the topic they are studying.• Introduce the Inferring Three-Column graphic organizer to students. Using the document camera, project a copy to model with (or create a replica with chart paper or on the board). Explain to students that they will be using this form of record to help them keep track of what they are learning about farming in colonial times. Tell them that they will need to record both explicit and inferred information on this topic.• Tell students that before they begin to work in groups they will practice using the recording form together as a class.• Project the Colonial Farmer picture. This will work best if the picture can be projected onto a larger screen using a document camera. Point out the first step listed on the Inferring Three-Column graphic organizer:<ol style="list-style-type: none">1. Record Explicit Information: Look at the picture of the colonial farmer and record details about what you see right in the first column. As a group, record the explicit details you see.• Ask students:<ul style="list-style-type: none">* "What can we see in the picture? What is explicit?"• Refer to the Explicit versus Inferred anchor chart as a reference. Use equity sticks to call on two or three students to share what they see. Use a student (or teacher) example of explicit information in the picture and record this in the first column of the recording form. Something like: "There are ditches in the dirt."• Next, point out Step 2 on the Inferring Three-Column graphic organizer. Refer to Explicit versus Inferred anchor chart if further clarification is needed:<ol style="list-style-type: none">2. Record What You Infer: Look at each piece of explicit information recorded below. What can you infer about farming in Colonial America based on this information? Discuss with your group and record what you infer about each piece of explicit information in second column.	<ul style="list-style-type: none">• Consider using a partially filled-in graphic organizer to further support students. See Module 1, Unit 1, Lesson 1 for an example.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Using the example you recorded, ask students the following: <ul style="list-style-type: none"> * “What can we infer about farming in Colonial America based on this detail in the picture (this explicit information)?” • Have students discuss with their group. Then continue to use equity sticks to call on students to share their group’s inferences. There may be several different inferences, but choose one to record in the second column. (For example, if you recorded: “There are ditches in the dirt” as explicit information, they might infer: “We think farmers used horses to help them dig the dirt up.”) • Tell students that now it is their turn. Have students work in groups to complete Steps 1 and 2 only on their Inferring Three-Column graphic organizer. Circulate as groups are discussing and recording, and support students in listing only explicit information in the first column and what they infer about what they have listed in second column. 	<ul style="list-style-type: none"> • To further support students, consider providing nonlinguistic symbols on your anchor chart (eyes on text/picture + brain = thought bubble for <i>infer</i>, and an arrow pointing to the text/picture for <i>explicit</i>) or provide copies of the chart for certain students to use at their desk.
<p>B. First Read of the Text: Gathering Explicit Information (15 minutes)</p> <ul style="list-style-type: none"> • Distribute “Farming in Colonial America” to students. Post the question: “What is this article mostly about?” • Have students read the article once on their own to get the gist. • Ask groups to share their gist with each other. Then call on a few groups to share using the equity sticks. Students should say something like: “Farming in Colonial America was hard work.” Tell students that this gist statement is an inference. But there is also explicit information about farming in colonial times. Ask students to find a detail in the first paragraph that states something explicitly about farming. A student reply might be something like “children had to help.” • Tell them that now they are going to see what other explicit information they can find about farming that might help them to confirm some of the earlier inferences they made based on the picture. Remember, the purpose of the lesson is to help students learn how to keep going back to the text, and to think about how the words and images go together, so they DON’T over-rely on the images. “What do you notice about the animals? (He owned 21 animals.)” 	<ul style="list-style-type: none"> • Depending on the needs of students in your class, this first reading may be done aloud or with partners. This will support students who struggle to read grade-level texts independently.



Work Time (continued)	Meeting Students' Needs
<p>C. Second Read: Confirming Inferences with Informational Text (15 minutes)</p> <ul style="list-style-type: none">• Have students read Steps 3 and 4 in the Inferring Three-Column graphic organizer:<ol style="list-style-type: none">1. Reread Text:<ul style="list-style-type: none">• *Each person in your group should choose inference. Make sure all of the recorded inferences are selected.• *Reread the text and look for details that might help to confirm your selected inference. Underline any you find.2. Share and Confirm:<ul style="list-style-type: none">• *Share any details you found to support your inference. It is possible you did not find any. As a group, choose three inferences about the picture that you feel sure can be confirmed with the text. Record details from the text that support what you inferred about the picture.• Point out the third column of the Inferring Three-Column graphic organizer titled “Details in the Text.” Use your previous example of explicit and inferred information from the picture to illustrate how to fill out this portion. Invite students to help with this guided practice. (For example, if “We see ditches in the dirt” was recorded in Column 1 and “We think farmers used horses to help them dig the dirt up” was recorded in Column 2, then you could model rereading the third paragraph of the text, underlining the second sentence: “They used yokes and plows, which were hooked to horses or oxen to make turning up the soil easier.”) Record this in the Details in the Text column (Column 3) of the Inferring Three-Column graphic organizer.• After this guided practice or modeling, have students look through their inferences and decide on the following:<ul style="list-style-type: none">* Thumbs-up if they think they know where they can find details in the text to confirm at least some inferences* Thumbs-sideways if they think they can, but have to search for the details* Thumbs-down if they think that they won’t find any details to support any of their inferences• Use students’ self-assessment to decide which groups to confer with during the remaining work time.• After 10 minutes, ask students to gather back together as a class for closing. Tell them to bring their Inferring Three-Column graphic organizer with them.	<ul style="list-style-type: none">• You may choose to have ELLs or students who need extra support work with a partner to confirm their inferences.



Closing and Assessment	Meeting Students' Needs
<p>A. Share and Debrief (10 minutes)</p> <ul style="list-style-type: none"> • Have students find a partner who was not a part of their original group. With this partner, ask them to do the following: <ul style="list-style-type: none"> * Share one inference their group was able to confirm with explicit information from the text. * Share how well they think they are doing progressing toward the learning targets. (Have them use the following sentence frames: “I think I met the target because ...” or “I am still working on it because ...”) • Remind students that they will get to “show what they know” about inferring during their mid-unit assessment. 	<ul style="list-style-type: none"> • Using sentence frames can help ELLs articulate their learning. Using the word because in the sentence frame helps all students support their thinking with evidence.
<p>B. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none"> • Distribute the Exit Ticket. Give students 3-4 minutes to complete their response. • Collect students' Exit Tickets and their graphic organizers to informally assess. 	<ul style="list-style-type: none"> • Exit tickets can be used as a formative assessment to determine whether students need additional clarification or instruction before the mid-unit assessment in Lesson 5.
Homework	Meeting Students' Needs
<p>Reread “Farming in Colonial America.” List two or three words we might want to add to our Vocabulary Notebook. Be sure to use the criteria listed at the top of the first page in your notebook.</p>	



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 1: Lesson 4

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Colonial Farmer Picture



© The Colonial Williamsburg Foundation 2012

Farming in Colonial America:

Farmers in Colonial America had a lot to do. There were fields to be tilled, planted, and weeded. There were livestock to be tended, fences to be mended, and often tools to be fixed or made. They often worked from sun up to sundown with help from everyone in the family, including children.

When the colonists first arrived they had a lot to learn about farming in America. They relied on Native Americans to teach them how to grow crops like corn, beans, and squash. However, they did bring seeds for wheat, barley, and oats. They also brought livestock like pigs, cows, horses, and chickens from Europe. And most importantly they brought tools, which they traded to the Native Americans.

Colonial farmers had many tools, many of which they made themselves. They used yokes and plows, which were hooked to horses or oxen, to make turning up the soil easier. They used hoes to dig and weed and scythes to harvest or cut down crops like wheat. If a tool broke they couldn't go to the store to buy a new one, so they either fixed it or made a new tool.

Depending on the geography, the size of a farm and the crops that it grew varied. In some colonies, it was easier to farm than in others. If farmers lived in the northern colonies, they had to contend with long winters and rocky soil. They often had to hunt and fish to have enough for their families to eat. If they lived in the southern colonies, farming was a bit easier. The winters were shorter and warmer and the soil was better. They often had larger farms, called plantations, and grew crops like tobacco to sell to Europe. These kinds of farms were too much work for a single family so they used the money they earned growing tobacco to buy slaves from Africa. Slaves did much of the work on farms in the South. Overall, working on a colonial farm was no easy job no matter where you lived.

Lexile: 950



Inferring Three-Column Graphic Organizer
(Front)

1. Record Explicit Information: Look at the picture of the colonial farmer and record details about what you see right in the picture in the first column. As a group, record the explicit details you see.
2. Record What You Infer: Look at each piece of explicit information recorded below. What can you infer about farming in Colonial America based on this information? Discuss with your group and record what you infer about each piece of explicit information in second column.
3. Reread Text: Each person in your group should choose an inference. Make sure all of the recorded inferences are selected. Reread the text and look for details that might help to confirm your selected inference. Underline any you find.
4. Share and Confirm: Share any details you found to support your inference. (It is possible you did not find any.) As a group, choose three inferences about the picture that you feel sure can be confirmed with the text. Record details from the text that support what you inferred about the picture.

Details from the Picture (Explicit information)	My Inferences (What this makes me think about colonial farms)	Details in the Text (Confirmed with explicit information?)



Inferring Three-Column Graphic Organizer
(Back)

Details from the Picture (Explicit information)	My Inferences (What this makes me think about colonial farms)	Details in the Text (Confirmed with explicit information?)



Exit Ticket

Write an answer to the following question:

Who do you think worked harder: northern colonial farmers or southern colonial farmers? Support your inference with explicit information from the text.
