

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

Taking Notes Using a Graphic Organizer, Part II: Inferring What Was Important to the Iroquois

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Taking Notes Using a Graphic Organizer, Part II: Inferring What Was Important to The Iroquois

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

I can explain what a text says using specific details from the text. (RI.4.1)
I can make inferences using specific details from the text. (RI.4.1)
I can determine the main idea using specific details from the text. (RI.4.2)
I can take notes and categorize information. (W.4.8)

Supporting Learning Targets

- I can identify the main idea of a section of *The Iroquois*.
- I can identify details that support the main ideas of informational text.
- I can document what I learn about the traditional life of the Iroquois by taking notes.
- I can make inferences using specific details from the text.

Ongoing Assessment

- Four-Square graphic organizers for pages 16-19 and 21 (NOT page 20)

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Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader (5 minutes)</p> <p>2. Work Time</p> <p>A. Partner Reading: Main Idea of Pages 16–19 (10 minutes)</p> <p>B. Partner Reading: Supporting Details of Pages 16–19 (10 minutes)</p> <p>C. Partner Reading: Main Idea of Pages 19, 21 (5 minutes)</p> <p>D. Partner Reading: Supporting Details of Pages 19, 21 (10 minutes)</p> <p>E. Drawing Inferences (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none"> • <i>Note: SKIP page 20 in this lesson. Students read this page during Lesson 6 for their mid-unit assessment.</i> • For the partner reading of an unfamiliar and complex piece of informational text, pair stronger readers with those needing more support. • This lesson involves chunking text. If appropriate, explicitly name this strategy for students. • This lesson is structured to include a gradual release of responsibility to students. Beginning with clear modeling prepares students to continue the task independently. • Be sure to hold on to students' completed graphic organizers, since they will need them for their paragraph writing in Lessons 5–9.

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Lesson Vocabulary	Materials
record, main idea, supporting details, notes, inference, traditional, palisade, called (i.e. defined), consensus, clan, longhouse, platform, shingles, occupied, beliefs, ceremony	<ul style="list-style-type: none"> • <i>The Iroquois</i> (book; one per student) • Blank Four-Square graphic organizer (3 copies per student) • Students’ completed Four-Square graphic organizers for pages 11–14 (from Lesson 2)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none"> • Remind students that they are reading <i>The Iroquois</i> in order to understand the way the Iroquois people lived in the past, but they will also learn about how they live today, which is covered in Chapters 4 & 5. Look back again at the list of questions created in Lesson 1 and ask students if they have learned the answer to any of them. Review information learned. • Review the first three learning targets, and ask students to recall the meaning of the terms <i>main idea</i>, <i>supporting details</i>, and <i>notes</i>. Then, introduce the last target: “I can make inferences using specific details from the text.” Explain that today students will become detectives. They will use the information they read to help them draw conclusions or form opinions about what was important to the Iroquois people. This is called making an inference because the answer is not always obvious. As detectives they will need to pay close attention to details as they read in order to help them determine what was most important to the Iroquois during this time. • Have students give a quick thumbs-up, -down, or -sideways to indicate how well they understand today’s learning targets. 	<ul style="list-style-type: none"> • Consider providing nonlinguistic symbols (e.g., a light bulb for <i>main idea</i>, or a magnifying glass for <i>inference</i>) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year. • All students developing academic language will benefit from direct instruction of academic vocabulary. • ELLs can record new terms in personal dictionaries or vocabulary logs that they can refer back to throughout the module.

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Work Time	Meeting Students' Needs
<p>A. Partner Reading: Main Idea of Pages 16–19 (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to locate their text <i>The Iroquois</i> and their Four-Square graphic organizers for pages 11-14 (from Lesson 2). • Ask students to turn to the next Four-Square graphic organizer (see supporting materials). If you have student pairs who can read this text on their own, ask students to read with their partner “Roles of Men and Women,” pages 16–19. Consider pulling aside another group of students for a read-aloud, and/or continue to read aloud to the class. • When students have read the section, they should talk together to develop a main idea, then, in the center box, write a main idea statement that describes the central message of this passage of the text. Circulate around the room to read students’ main idea statements. 	<ul style="list-style-type: none"> • When discussion of complex content is required, consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1.
Work Time (continued)	Meeting Students' Needs
<p>B. Partner Reading: Supporting Details of Pages 16–19 (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to reread “Roles of Men and Women” while thinking about details that support their main idea statements. As before, ask students to record each detail they find in one of the corner sections on the graphic organizer. Remind students to write supporting details in the form of notes. • <i>Note: Be sure to hold on to students’ graphic organizers for pages 16–19. They will need to use them in Lesson 5 for their paragraph writing.</i> • <i>Note: SKIP page 20 in this lesson. Students read this during Lesson 6 for their mid-unit assessment.</i> 	<ul style="list-style-type: none"> • Students needing additional support may benefit from partially filled-in graphic organizers.

Work Time (continued)	Meeting Students' Needs
<p>C. Partner Reading: Main Idea of Pages 19, 21 (5 minutes)</p> <ul style="list-style-type: none"> • Avoid discussing the sidebar on page 20 so students do not become overly familiar with it prior to the assessment (in Lesson 6). See teaching note above. • Have students turn to a fresh graphic organizer. Read aloud or ask students to read with their partner “Beliefs and Ceremonies,” pages 19 through 21. When they have read the section, they should write a main idea statement in the box on their graphic organizer that describes the main idea of that portion of the text. Circulate around the room to read students’ main idea statements. 	<ul style="list-style-type: none"> • Increase interactions with vocabulary in context. This increases rate of vocabulary acquisition for ELLs.
<p>D. Partner Reading: Supporting Details of Pages 19, 21 (10 minutes)</p> <ul style="list-style-type: none"> • Avoid discussing the sidebar on page 20 so students do not become overly familiar with it prior to the assessment (in Lesson 6). • Ask students to reread “Beliefs and Ceremonies,” thinking about details that support their main idea statements. As before, students should record each detail they find in one of the center sections on the graphic organizer. <p>E. Discussing Inferences (15 minutes)</p> <ul style="list-style-type: none"> • Draw students’ attention once again to the fourth learning target: “I can make inferences using specific details from the text.” Remind students that while reading today they acted as “detectives” by recording details about what they read in order to help them make an <i>inference</i> about what was important to the Iroquois. Explain to them that the 4th box (lower right-hand corner) of the graphic organizer has space for them to write an inference that they make based on their reading. • Briefly discuss <i>inference</i> again with students, making sure they understand that to make an inference they will need to use the text and their notes to figure out something that the author does not specifically tell the reader. If needed, provide some additional examples of inferences to make sure students grasp the concept. • Explain to students that <i>The Iroquois</i> book helps readers know what is important to the Iroquois people without ever specifically saying: “This is what is important to Iroquois people.” The author does not always tell the reader what is important to the Iroquois, but students can use clues and hints from the text to make an inference. • Refer back to the Four-Square graphic organizer for the “Roles of Men and Women” section on pages 19 and 21. • Ask students to reread the notes on their graphic organizer. Then ask students to Think-Pair-Share: “What do we know about the roles of women in early Iroquois society according to the text?” What can we infer (remind them of what an inference is, if needed) about the roles of women in early Iroquois society? Students will then talk with their partner about 	<ul style="list-style-type: none"> • For students requiring additional support, you may consider limiting the number of words students underline or consider having students focus on a smaller chunk of text in the shared reading.

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<p>an inference they have drawn from the reading and then write this in the box on the graphic organizer.</p> <ul style="list-style-type: none"> • After students have had time to discuss their inferences, ask for some students to share out with the class. Note that this inference will be something that is not directly stated in the text. Example: We know that women had an important role since they gave the babies names during the Midwinter Ceremony. • <i>Note: Save these graphic organizers, as students will need them again for their paragraph writing in Lessons 5–8.</i> 	
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Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5-15 minutes)</p> <ul style="list-style-type: none"> • For the debrief, lead a brief paired discussion around the main idea in Chapter 2. Ask students to first turn and talk to a neighbor to define <i>main idea</i>, <i>supporting detail</i>, <i>inference</i>, and <i>notes</i>. Then ask them to discuss the following question with a partner: “What did we learn about the traditional life of the earliest Iroquois as presented in Chapter 2?” 	<ul style="list-style-type: none"> • ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Students may choose independent reading material from the Recommended Texts list for Unit 2 or continue to read <i>Eagle Song</i> <p><i>Note: If you are concerned about your students completing the reading assignment at home, plan an additional reading period later in the day or first thing in the morning. All students should come to expect that they will use some of the “free time during the day—right before or after lunch, during “down time” between other tasks—as they enter the classroom in the morning or just before dismissal—as time for reading. This reading is pre-reading; do not expect students to fully comprehend the text on their own, but to familiarize themselves with it and make as much meaning as they can. In addition, students likely to need additional support should pre-read this novel at home or during intervention or other support periods with the ESL or Special Education teacher. Pre-reading will allow students to spend class periods re-reading and focusing on evidence.</i></p>	<ul style="list-style-type: none"> • Some students may need a recording of the sidebar. Inexpensive digital voice recorders, such as those meant to record notes and grocery lists, are an easy way to provide this support.

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Supporting Materials



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GRADE 4: MODULE 1A: UNIT 2: LESSON 3
Taking Notes Using a Graphic Organizer, Part II:
Four Square Graphic Organizer

Four-Square Graphic Organizer

First supporting detail:	Second supporting detail:
	Main Idea:
Third supporting detail:	Inference:

(For more information about the Four-Square approach, see: *Four-Square Writing Method: A Unique Approach to Teaching Basic Writing Skills*, by E. J. Gould and J. S. Gould [Teaching and Learning Company, 1999].)