Grade 4: Module 1B: Unit 2: Lesson 1
Shared Writing: Organizing Information to Summarize the First Half of *Love That Dog*

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can explain what a text says, using specific details from the text. (RL.4.1) I can summarize a story, drama, or poem. (RL.4.2) I can write informative/explanatory texts that convey ideas and information clearly. (W.4.2)   b. I can develop the topic with facts, definitions, details, and quotations. I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)

Supporting Learning Targets	Ongoing Assessment
• I can gather and organize details from the text to summarize pages 1–41 of *Love That Dog*. • I can plan an informative paragraph that summarizes pages 1–41 of *Love That Dog*.	• Participation in shared writing of Topic Expansion graphic organizer

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Agenda	Teaching Notes

1. Opening
 	
  A. Reviewing Learning Targets (5 minutes)
 	
2. Work Time
 	
  A. Understanding the Purpose and Elements of an Informative Paragraph (10 minutes)
 	
  B. Guided Practice: Reviewing Summary Notes for an Informative Paragraph about *Love That Dog* (15 minutes)
 	
  C. Shared Writing: Planning an Informative Paragraph (20 minutes)
 	
3. Closing and Assessment
 	
  A. Debrief (5 minutes)
 	
  B. Browsing Books for Unit 2 Independent Reading in (5 minutes)
 	
4. Homework
 	
  A. Revisit one of the books you read for independent reading during Unit 1. Using a Topic Expansion graphic organizer, plan a summary paragraph about that book.
	• The first two lessons in this unit serve as a bridge between Units 1 and 2. Students pause from the close reading they have been doing and write a summary of the first half of *Love That Dog*. The purpose of this is twofold: First, it lets students review the main events of the novel. Second, it allows for a formal introduction to writing an informative paragraph. Informative paragraphs are introduced and partially assessed in this unit, and they will be reviewed and assessed again in Unit 3.
	
	• In this lesson, students determine the most important events in the first half of *Love That Dog* and, using the Topic Expansion graphic organizer introduced in Unit 1, plan the body and concluding statement of their paragraph through shared writing. In the next lesson, students continue the shared writing experience to draft the topic sentence and paragraph. These lessons build on students' introduction to quality paragraphs from Unit 1.
	
	• In shared writing, the teacher and students compose text together: both contribute their thoughts and ideas to the process while the teacher acts as scribe, writing the text as it is composed. Shared writing enables teachers to make the writing process concrete and visible to students through modeling key skills and concepts related to the writing process (e.g., organizing, drafting, revision, mechanics, and conventions). Students gain competence and confidence in their writing skills as the teacher models and guides the thinking process writers go through.
	
	• Topic Expansion graphic organizer similar to the one introduced in Unit 1. The difference with the organizer used in this lesson is the labels of the boxes in the middle column—instead of "Supporting Details," they are headed with "Beginning," "Middle," and "End." For this writing task, these headings refer to the beginning of the first half of the novel, the middle of the first half of the novel, and the end of the first half of the novel.
	
	• In the Opening, students review what it means to summarize. This is meant to be brief, because the skill of summarizing is addressed in more depth later in the lesson. After their shared writing experience (during Lessons 1 and 2), students will apply this skill independently on the Mid-Unit 2 Assessment, when they will summarize the entire novel.

Agenda	Teaching Notes (continued)
	• At the end of this lesson, students have time to briefly browse the recommended texts for this unit, noting which books they may like to select for independent reading later. This lesson does not provide enough time for students to "test drive" these books and determine whether they are "just right" books for their independent reading needs. Consider when and how to give students more time to select appropriate books to build knowledge and engagement on the module topic. They actually will a begin reading their new book for homework after Lesson 2. Note that some students may wish to continue reading their selected book from Unit 1, since the focus of the recommended texts for these two units is similar. Consider allowing students to continue reading their texts from Unit 1 if they wish to do so.
	• For more information on independent reading, see the stand-alone document "Foundational Reading and Language Standards Resource Package for Grades 3–5." This resource package outlines how to ensure the volume of independent reading necessary to meet the NYSP12 CCLS ELA standards. Module lessons incorporate some time for students to do independent reading through homework, but more time is needed and can be done during the additional literacy block described in the resource package.
	• In advance:
	– Prepare chart paper for a blank class Topic Expansion graphic organizer.
	– Display the Quality Paragraphs anchor chart.
	– Review: Fist to Five Checking for Understanding technique (see Appendix).
	– Review the stand-alone document "Foundational Reading and Language Standards Resource Package for Grades 3–5" for recommendations on holding students accountable for independent reading.
	– Display recommended texts for Unit 2 in an area where students can browse them.

Lesson Vocabulary	Materials
summarize, informative paragraph, determine, important, chronological	• Quality Paragraphs anchor chart (from Unit 1, Lesson 6) • Reader's notebook (students' own; from Unit 1) • *Love That Dog* summary notes (from pages 2-5 of the reader's notebook; one to display) • Class Topic Expansion graphic organizer (new; co-written in Work Time C; see sample in supporting materials) • Topic Expansion graphic organizer (blank; two per student; one for use during the lesson and one for homework) • Unit 2 Recommended Texts list (for teacher reference; see separate Unit overview documents) • Unit 2 recommended texts (for independent reading; various texts for students to browse; see Teaching Notes, above)

Opening	Meeting Students' Needs

A. Reviewing Learning Targets (5 minutes)
• Congratulate students on completing the first unit of the module. Tell students that in this unit, they will continue reading and writing about *Love That Dog* as they finish the novel and use what they are learning about poetry to write their own poems.
• Cold call on a student to read the learning targets aloud.
• Ask students to turn and talk:
  * "What does it mean to *summarize*?"
• Listen for responses such as: "It means to explain the main events in a story," or "It means to retell the main points of something."
• Validate or clarify student responses and invite students to turn and talk, asking:
  * "What is an *informative paragraph*?"
• Listen for responses such as: "It's a paragraph that explains or informs the reader about a topic."
• Explain that readers often pause while reading a book to review and remind themselves of the events that have happened so far before continuing on in the book. Tell students that before they finish reading *Love That Dog*, they will spend a couple of days thinking and writing about the events that have happened so far in the book.
	• Discussing and clarifying the language of learning targets helps build academic vocabulary.

Work Time	Meeting Students' Needs

A. Understanding the Purpose and Elements of an Informative Paragraph (10 minutes)
 	
• Inform students that over the next two lessons they will be writing an informative paragraph. Ask:
 	
    ∗ "What is the purpose of an informative paragraph?"
 	
• Listen for responses such as:
 	
    – "To explain something to the reader."
 	
    – "To teach someone about a topic."
 	
• Validate student responses and explain that although writing informative paragraphs can teach a reader about something, they can also help writers better understand what they are reading.
 	
• Then ask:
 	
    ∗ "What topics could writers write about in an informative paragraph?"
 	
• Listen for students to comment that writers can write about any topic. Point out that writers must be knowledgeable about the topic they are writing about.
 	
• If students did not name writing about books as a topic for informative paragraphs, tell them that it is another topic that writers often write about. Ask:
 	
    ∗ "What topics could writers write about in an informative paragraph about a book?"
 	
• Listen for responses such as: "Writers could write about the characters in a book," or "Writers could write about what is happening in a book."
 	
• Point out to students that the paragraphs they wrote in Unit 1 about *Love That Dog* were informative paragraphs about the book.
 	
• Tell students that their informative paragraphs will include the same basic elements that they learned about in Unit 1. Direct students' attention to the **Quality Paragraphs anchor chart** and review elements of a paragraph. Then explain that in an informational paragraph:
 	
    – The first sentence of the paragraph should be indented, just like all paragraphs.
 	
    – The topic sentence that states the main idea, what the paragraph is about.
 	
    – It has at least three details that tell more about the main idea, and these sentences are the supporting details.
	• To further support struggling writers and visual learners, consider constructing an anchor chart outlining the purposes and elements of an informational paragraph. Include the components that will be needed for a paragraph that summarizes *Love That Dog*.

Work Time (continued)	Meeting Students' Needs
– It has a concluding sentence that restates the main idea.	
– Just like all paragraphs it should not have lots of spelling or punctuation errors.	
• Explain to students that the informative paragraphs they will be writing today will summarize the first half of *Love That Dog*. Remind students of what it means to summarize, as discussed in the opening.	
• Ask:	
* "How can writing a summary of the first half of the book help you understand it better?"	
• Listen for responses such as: "It can help me remember the big events of the book," or "It can help me see how the big events of the book are connected to one another."	
• Then ask:	
* "If the purpose of our informative paragraph is to summarize, what information would we include in it?"	
• Listen for responses and record appropriate suggestions on the board: "We should include the characters' names, the setting, and the main events of a story."	
• Remind students that in an informative paragraph, the writer introduces a topic and develops that topic with facts, definitions, details, and quotations. Ask:	
* "Where can we find the facts, definitions, details, and quotations to include in our informative paragraph?"	
• Listen for responses such as: "We can find them in *Love That Dog*," or "We can find them in graphic organizers from Unit 1."	
• Tell students they can also find details and quotations from their graphic organizers from Unit 1 if they do not say this on their own.	
• Tell students that today, they will organize their notes from Unit 1 and plan their informative paragraph summarizing the first half of *Love That Dog*, and that in Lesson 2 they will draft their paragraphs.	

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Work Time (continued)	Meeting Students' Needs

B. Guided Practice: Reviewing Summary Notes for an Informative Paragraph about *Love That Dog* (15 minutes)
• Tell students that before they start drafting their paragraph, they must decide what information from the novel to include.
• Invite students to take out their **reader's notebook** and open to the ***Love That Dog* summary notes** on pages 2-5. Ask:
    * "How have we been using this graphic organizer to help us better understand *Love That Dog*?"
• Listen for responses such as: "We have been writing summary statements for chunks of the book and writing details from the text that support each summary statement," or "It helps us understand small chunks of the text by thinking about the main event in that chunk and thinking about details that support our thinking about the event."
• Explain that a paragraph that summarizes a text does not include every single detail from the text, so they will need to review their notes to *determine* the most *important* details to include.
• Display the *Love That Dog* summary notes. Using the first two rows ("Sept. 13–Sept. 21 pp. 1–2" and "Sept 27–Oct. 10 pp. 3–5"), model how to determine if a summary statement is important and should be included in the paragraph. When modeling, be sure to do the following:
    – Explain why a detail or event might be more important than another.
    – Put a check mark by the most important details or events, indicating that these should be included in their paragraph.
• Invite students to read the third and fourth rows ("Oct. 17 pp. 6–7" and "Oct. 24–Nov. 6 pp. 8–11") silently.
• Then, ask students to turn and talk with a partner about whether either of these details should be included in the paragraph.
• Cold call on students to share their partner's thinking.
• Listen for responses such as: "We should include the detail from October 17 because Jack says he does not understand the poem he is reading. It shows that he doesn't know much about poetry."
	• Consider posting directions for determining important events to support visual learners.

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Work Time (continued)	Meeting Students' Needs
• Tell students that they will work with a partner to determine the importance of the events and details on their *Love That Dog* summary notes. Provide the following directions: 1. With a partner, reread the summary statements and notes on your note-catcher. 2. With your partner, put a check mark by any of the details or events that you think are most important and should be included in your paragraph. • Clarify directions as needed then ask students to begin. Circulate to offer support as needed.	

Work Time (continued)	Meeting Students' Needs

C. Shared Writing: Planning an Informative Paragraph (20 minutes)
• Tell students that because they have now identified the most important details and events to include in their summaries, they can begin planning their paragraphs.
• Give students 5 minutes to turn and talk with a partner, orally summarizing the first half of the book based on their summary notes.
• When students have finished their oral summaries, ask:
  * "How did you organize your oral summary?"
• Listen for responses such as: "I told my summary in the order of the events in the book." Explain that telling the events in the order in which they happened represents a *chronological* structure. Tell students that summaries of literary texts usually follow this structure.
• Gather students so they can all see the blank **class Topic Expansion graphic organizer** posted on chart paper or on paper projected with a document camera. Tell them that they will now begin a shared writing experience in order to plan the informative paragraph.
• Point out that the boxes in the middle column of the Topic Expansion graphic organizer have different headings this time. Cold call on a student to read the headings ("Beginning," "Middle," "End"). Ask:
  * "Why might we use these headings in this part of the graphic organizer?"
• Listen for responses such as: "These headings will help us organize our plan so it is in the order the events happened in the book." If students do not express this idea, explain that using these headings will also help them group supporting details together when they begin to write the draft of their paragraph.
• Explain to students that today they will focus on planning the body and concluding statement of their summaries, and that in the next lesson they will plan the topic sentence and draft their paragraph as a class.
• Invite students to turn and talk to a partner. Ask:
  * "What happened in the beginning of *Love That Dog*?" (If necessary, prompt students to refer to their summary notes while discussing with their partner.)
• Cold call on students to share what they talked about with their partner.
	• Whole class discussions encourage respectful and active listening, as well as social construction of knowledge. To further support struggling writers or ELLs, give students time to jot down their ideas before they discuss the prompts for shared writing with a partner. This will allow for additional processing time.
	
	• An alternative to having students copy the shared writing of the class Topic Expansion graphic organizer is to type it up and distribute it to students to use in the next lesson.

Work Time (continued)	Meeting Students' Needs

• Listen for responses such as: "In the beginning, Jack did not know much about poetry." Remind students that informational paragraphs develop a topic using facts, definitions, details, or quotations from the text. Invite students to turn and talk to a partner. Ask:
 	
   * "What details from the text support your thinking about what happened in the beginning of the book?"
 	
• Cold call on students to share what they talked about with their partner.
 	
• Listen for responses such as: "He says he doesn't understand the poems he is reading." Drawing from the ideas the students shared, write notes in the "Beginning" box on the Topic Expansion graphic organizer. (See the example in supporting materials.) Continue this process to complete the "Middle" and "End" boxes on the graphic organizer, being sure to include details from the text.
 	
• Invite students to turn and talk to a partner. Ask:
 	
   * "How does Jack feel about his poetry at the end of this half of the book?"
 	
• Cold call on students to share what they talked about with their partner.
 	
• Listen for responses such as: "He enjoys reading and writing poetry," or "He is becoming more confident about his poetry." Drawing from the ideas the students shared, craft and write a sentence that can conclude a paragraph summarizing the first half of the book (see the example in supporting materials).
 	
• Distribute **Topic Expansion graphic organizers**. Explain to students that they should now copy the class Topic Expansion graphic organizer onto their own copy.
 	
• Give students 10 minutes to copy the graphic organizer, and then invite students to put their materials away.	

Closing and Assessment	Meeting Students' Needs
A. Debrief (5 minutes) • Invite students to turn and talk to a partner to orally summarize the first half of the book using their Topic Expansion graphic organizers. • When students have finished their oral summaries, ask: * "How was this summary different from the summary you shared with your partner earlier in the lesson?" • Cold call on students to share what they talked about with their partner. Listen for responses such as: "I grouped details that went together," or "I included some details from the text that supported my thinking." • Invite students to give you a Fist to Five to self-assess how well they understand how to plan an informational paragraph that summarizes a text (with five fingers indicating they can teach someone else how to plan an informational paragraph, four to three fingers indicating they are close to being able to plan a paragraph with a little support, two fingers to one finger indicating they know what it means to plan a paragraph but they need support, and a fist if they are unsure what it means to plan an informational paragraph).	
B. Browsing Books for Unit 2 Independent Reading (5 minutes) • Remind students that you have gathered many books related to this topic for them to read independently throughout the module. • Remind students that they should use the Goldilocks Rule for selecting "just right" texts for independent reading. • Invite students to browse the **Unit 2 recommended texts** you have displayed for them. • Gather students together, review homework, and distribute another copy of the topic expansion graphic organizer to each student.	• You may wish to provide students with additional time to browse and select a text for reading at their independent reading level. • Some students may not be finished with their independent reading texts from Unit 1. Consider allowing students to keep and continue reading their independent reading books from Unit 1 and select a new text later, or exchange their Unit 1 text for a new text if they wish to do so.

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Homework	Meeting Students' Needs
• Revisit one of the books you read for independent reading during Unit 1. Using a Topic Expansion graphic organizer, plan a summary paragraph about that book.	• If students are not finished reading their book for independent reading from Unit 1, they can summarize the portion they have read for homework.

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Supporting Materials

Topic Expansion Graphic Organizer

Name: **Date:**

Beginning

Topic Sentence

Middle

Concluding Statement

End

EXPEDITIONARY LEARNING

Topic Expansion Graphic Organizer
(Completed, for Teacher Reference)

Beginning

Jack doesn't know much about poetry.

- He thinks anything can be a poem as long as it has short lines.

- He doesn't understand the poems that he is reading.

Topic Sentence

The book *Love That Dog* is about a boy named Jack who is learning about poetry.

Concluding Statement

Jack becomes more confident about his poetry.

Middle

Jack writes his own poems using techniques he is learning about.

- He revises his blue car poem with tiger sounds

- He titles his poem about adopting his dog "You Come Too."

End

Jack begins to write poems about his dog.

- He writes a poem about adopting his dog

- He writes a shape poem about his yellow dog.