



EXPEDITIONARY
LEARNING

Grade 4: Module 1B: Unit 2: Lesson 5

Preparing to Discuss a Literary Text: Gathering and Organizing Evidence



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 (Based on NYSP12 ELA CCLS)

- I can explain what a text says, using specific details from the text. (RL.4.1)
- I can describe a story’s character, setting, or events using specific details from the text. (RL.4.3)
- 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 prepare myself to participate in discussions. (SL.4.1a)

Supporting Learning Targets

- I can describe what inspired Jack, using evidence from *Love That Dog*.
- I can prepare for a discussion about *Love That Dog* by using evidence from the text.

Ongoing Assessment

- Summary notes
- What Inspires Jack? graphic organizer
- Preparing for a Literary Discussion note-catcher



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader and Reviewing Learning Targets (10 minutes)</p> <p>2. Work Time</p> <p>A. Rereading to Gather Evidence: <i>Love That Dog</i>, Pages 73–86 (15 minutes)</p> <p>B. Guided Practice: Preparing Evidence and Questions for a Literary Discussion (15 minutes)</p> <p>C. Independent Practice: Preparing Evidence and Questions for a Literary Discussion (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief (5 minutes)</p> <p>4. Homework</p> <p>A. Add notes from the first half of the book to your Preparing for a Literary Discussion note-catcher on page 22 of your reader’s notebook.</p>	<ul style="list-style-type: none">• This is the third lesson in a four-lesson arc in which students explore the guiding question “What inspires writers to write poetry?” based on their analysis of what inspires Jack.• In this lesson students prepare for a discussion about the following question: “What was Jack’s biggest inspiration?” This question is altered from the question they considered in Lessons 3 and 4 (“What inspires Jack?”). Of course there is no single correct answer to what Jack’s “biggest” influence was, but asking students to take a stand in this way provokes more authentic, rich, and engaging discussion of the text. In this lesson students focus on selecting evidence from their notes and the text to support this opinion and prepare them for a respectful debate of this question during the literary discussion in Lesson 5.• Literary discussions provide students the opportunity to understand collectively and build on one another’s ideas about a text. These talks provide a window on students’ thinking that can help teachers figure out what students really know and what their misconceptions might be.• Students review their summaries written for Lesson 4 homework, and continue gathering evidence for the focus question, “What inspires Jack?” Then they begin to prepare for a literary discussion that will take place in Lesson 6.• In advance:<ul style="list-style-type: none">– Preview Lesson 6 to get a clear sense of where this lesson sequence is heading.– Review: Fist to Five Checking for Understanding technique (see Appendix).



Lesson Vocabulary	Materials
<p>inspiration, literary discussion</p>	<ul style="list-style-type: none"> • Reader’s notebook (students’ own; from Unit 1) <ul style="list-style-type: none"> – <i>Love That Dog</i> summary notes (from pages 2-5 of the reader’s notebook) – What Inspires Jack? graphic organizer (from pages 20-21 of the reader’s notebook) – Preparing for a Literary Discussion note-catcher (from page 22 of the reader’s notebook; plus one for display) • <i>Love That Dog</i> summary notes (answers, for teacher reference) • What Inspires Jack? graphic organizer (answers, for teacher reference, from Lesson 3) • Preparing for a Literary Discussion note-catcher (example, for teacher modeling)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader and Reviewing Learning Targets (10 minutes)</p> <ul style="list-style-type: none"> • Remind students what they were expected to do for homework: “Read and summarize pages 73–86 and complete the <i>Love That Dog</i> summary notes.” • Invite students to get out their reader’s notebook and join their reading groups. • Ask them to turn to their <i>Love That Dog</i> summary notes on pages 2-5 in their reader’s notebooks. Invite them to share their summary notes with their reading groups. Encourage them to revise their statements for clarity based on their conversation. • Cold call one or two groups to share their summary statements. Listen for summaries such as: “Jack thinks his poem about Sky will make the other kids sad, but tells his teacher it’s OK to post his poem on the board” –see the <i>Love That Dog</i> summary notes (answers, for teacher reference). • Congratulate students on finishing the novel <i>Love That Dog</i> and ask them to discuss with their groups: <ul style="list-style-type: none"> * “What did you enjoy most about reading this book?” • Call on a few groups to share then comment that they can looking forward to a deeper discussion of the text in this lesson and the one that follows. • Focus student’s attention on the learning targets. Cold call on a student to read today’s learning targets: <ul style="list-style-type: none"> * “I can describe what inspired Jack, using evidence from <i>Love That Dog.</i>” * “I can prepare for a discussion about <i>Love That Dog</i> by using evidence from the text.” 	<ul style="list-style-type: none"> • Discussing and clarifying the language of learning targets helps build academic vocabulary.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Ask: <ul style="list-style-type: none"> * “What question about Jack have we been trying to answer over the past several lessons?” • Listen for responses such as: “We have been trying to figure out what inspires Jack.” • Direct students’ attention to the second learning target. Explain that over the next two lessons they will have a chance to prepare for and discuss a new question related to the focus question: <ul style="list-style-type: none"> * “What was Jack’s biggest <i>inspiration</i>?” • Introduce the concept of a <i>literary discussion</i> by saying that readers and writers share their thinking with others and that it helps build their understanding of a text by sharing their own thoughts as well as learning from what others say. Explain that readers and writers in the real world talk all the time to expand their thinking about texts. 	

Work Time	Meeting Students' Needs
<p>A. Rereading to Gather Evidence: <i>Love That Dog</i>, Pages 73–86 (15 minutes)</p> <ul style="list-style-type: none"> • Explain to students that before they begin preparing for the discussion, they will be rereading pages 73–86 in <i>Love That Dog</i> to look for more evidence for the focus question: <ul style="list-style-type: none"> * “What inspires Jack?” • Ask students to turn to the What Inspires Jack? graphic organizer on pages 20-21 in their reader’s notebooks. Ask: <ul style="list-style-type: none"> * “How have we been using this graphic organizer to help us think about what inspires Jack?” • Listen for responses such as: “We have been rereading the text looking for things that inspire Jack, then using the graphic organizer to record how we know something inspires him and finding evidence from the text that supports our thinking.” • If necessary, model rereading pages 73 and 74 looking for things that inspire Jack to write poetry and finding evidence in the text that supports your thinking. See What Inspires Jack? graphic organizer (answers for teacher reference) from Lesson 3. • Give students 10 minutes to work with their reading groups to reread the remainder of the book and identify things that inspire Jack. Circulate to support students as needed, prompting if necessary with questions such as: “Does that inspire Jack?” or “How do you know this inspires Jack?” or “What evidence from the text supports your thinking?” 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> After 10 minutes, give students specific positive feedback for ways you see them closely rereading and analyzing <i>Love That Dog</i>. 	
<p>B. Guided Practice: Preparing Evidence and Questions for a Literary Discussion (15 minutes)</p> <ul style="list-style-type: none"> Remind the class of the literary discussion question they will discuss in the next lesson: <ul style="list-style-type: none"> * “What was Jack’s biggest inspiration?” Point out to students that they have been gathering evidence for things that inspired Jack to write. Explain that in order to prepare for this discussion, they will choose one of those things and discuss why they think it was his biggest inspiration. Refer to the second learning target for today: <ul style="list-style-type: none"> * “I can prepare for a discussion about <i>Love That Dog</i> by using evidence from the text.” Explain the importance of readers sharing specific evidence from texts in their discussions with others. Today students will collect notes and prepare for the discussion. Tell them they will have the actual discussion in the next lesson. Display the Preparing for a Literary Discussion note-catcher from page 22 of their reader’s notebook and invite students to open to it. Point out that this page has different sections for recording notes. Indicate to students that for now, they will be taking notes only on the first section (three-column chart) of the recording form, labeled “Preparation.” (The last two sections will be saved for the literary discussion and for teacher feedback when the literary discussion is over.) Briefly model how to fill in the graphic organizer. For this example, use Jack’s teacher as his biggest inspiration. Be sure to demonstrate: <ul style="list-style-type: none"> – Thinking aloud about why his teacher might be his biggest inspiration, using the What Inspires Jack? graphic organizer completed in Work Time A and in Lessons 3 and 4, and the text. – Skimming <i>Love That Dog</i> for evidence that supports the discussion question. – As you model, invite students to help you add to the chart by asking questions such as: “Why else might his teacher be his biggest inspiration?” or “What evidence from the text supports your thinking?” As students share, write notes on the note-catcher. 	<ul style="list-style-type: none"> When reviewing the graphic organizers or recording forms, consider using a document camera to display the document to support students who struggle with auditory processing. Providing models of expected work supports all students, especially challenged learners.



Work Time (continued)	Meeting Students' Needs
<p>C. Independent Practice: Preparing Evidence and Questions for a Literary Discussion (15 minutes)</p> <ul style="list-style-type: none">• Tell students that now they will have some time to prepare for the literary discussion on their own, doing what they just practiced as a class.• Give students the following reminders:<ol style="list-style-type: none">1. They should only record in the first section of the Preparing for a Literary Discussion note-catcher. The second section, “My Literary Discussion Notes: Ideas and Questions,” will be used during the literary discussion in the next lesson and must be left blank until the class begins the discussion in the next lesson.2. Before they begin, they should review their What Inspires Jack? graphic organizer to decide what his biggest inspiration was.• Give students 15 minutes to complete the first section of the Preparing for a Literary Discussion note-catcher. Confer with the class as necessary, and remind them to use specific evidence from the text to support their thinking.• As students work independently, circulate and check in with them. Encourage students to choose just one thing that they think most inspired him, reminding them that there is not one right answer to this question. To ensure that students use specific evidence from <i>Love That Dog</i>, ask them questions such as: “Where in the text did you find that evidence?” or “How do you know that evidence helps answer our question, ‘What inspires Jack?’” Encourage them to record page numbers with their evidence so they can easily refer to it if needed during the literary discussion.	<ul style="list-style-type: none">• During Work Time C, you may want to pull a small group of students to support in finding evidence from their notes. Some students will need more guided practice before they are ready for independent work.• Allow ELLs and other students to use pictures and symbols as necessary on their recording forms.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Focus students' attention whole group. Invite them to use the Fist to Five Checking for Understanding technique to show how confident they are in answering the discussion question, ranging from showing a fist if they are completely unsure of what inspires Jack to showing five fingers if they can share several pieces of evidence supporting what inspires Jack. Be sure to check in with students who show either a fist or one to two fingers before the discussion in Lesson 6.• Explain to students that they should finish any preparation notes on the Preparing for a Literary Discussion note-catcher for homework and add any evidence from the first half of the book to their note-catcher that shows things that inspire Jack. Remind students they will have their discussion in the next lesson.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Add notes from the first half of the book to your Preparing for a Literary Discussion note-catcher on page 22 of your reader's notebook.	



EXPEDITIONARY
LEARNING

Grade 4: Module 1B: Unit 2: Lesson 5

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.



Love That Dog:
Summary Notes
(Answers, for Teacher Reference)

Dates/Pages	Summary Statement	Details from the Text (2-3)
May 14 (pp. 68-72)	Jack writes a poem describing the day Sky died, using lines inspired by other poems and his understanding of poetry.	“Sky was chasing chasing chasing with his feet going every which way”
		“I turned around and saw a <i>blue car blue car splattered with mud speeding down the road</i>”
		“And Sky closed his eyes and he never opened them again ever.”
May 15-May 17 (pp. 73-74)	Jack thinks his poem about Sky will make the other kids sad.	“it might make them sad”
		“I hope it doesn’t make people feel too sad”
May 21-May 29 (pp. 75-79)	Jack is excited when he finds out Walter Dean Myers is coming to his school.	“That was the best best BEST news ever”
		“Wow!”
June 1-June 6 (pp. 80-85)	Jack describes his favorite parts and feelings about meeting Walter Dean Myers.	“all of the thoughts in my head were buzzing”
		“And when you read your poems you had the best best BEST voice”
Jack’s “Love That Dog” poem (pp. 86)	Jack writes a poem about Sky that is very similar to a poem by Walter Dean Myers.	“Love that dog”
		“I said I love that dog”
		“Hey there, Sky!”



Preparing for a Literary Discussion Note-catcher
(Example, for Teacher Reference)

Teacher Note: This is an example of a possible student response. There is not one correct response to the discussion question, however students should support their responses with reasons and evidence from the novel.

Discussion Question: What was Jack’s biggest inspiration?

Preparation: Look back in *Love That Dog* to find evidence that helps you answer the discussion question.

What was Jack’s biggest inspiration?	I think this was his biggest inspiration because ...	Evidence from the text
His teacher	He spends so much time writing back and forth to his teacher. When she encourages him, he writes more.	<ul style="list-style-type: none"> • “and thank you for typing up my secret poem ...” (p. 50) • “Like how you did with the blue-car things and reading-the-small-poems thing. On the board typed up they look like poems and the other kids are looking at them and they think they really are poems and they are all saying <i>Who wrote that?</i>” (p. 24) • “Yes you can type up what I wrote about my yellow dog.” (p. 28) • “Maybe you could put my name on it. But only if you want to. Only if you think it looks good enough.” (p. 38)



Preparing for a Literary Discussion Note-catcher
(Example, for Teacher Reference)

What was Jack's biggest inspiration?	I think this was his biggest inspiration because ...	Evidence from the text
His teacher	He trusts her. He asks her to not post his poems or put his name on his poems, and she doesn't. That makes him want to write more.	<ul style="list-style-type: none">• "Do you promise not to read it out loud? Do you promise not to put it on the board?" (p. 4)• "(But still don't tell anyone who wrote them, okay?)" (p. 11)
	He feels comfortable being honest with her, and that makes him write more.	<ul style="list-style-type: none">• "I don't want to write about that blue car that had miles to go before it slept." (p. 7)• "I really really really did NOT get the pasture poem you read today." (p. 20)