



EXPEDITIONARY  
LEARNING

## **Grade 4: Module 2A: Unit 2: Lesson 6**

# Documenting Research: Sorting and Recording Information about the Wheelwright



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**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 conduct a research project to become knowledgeable about a topic. (W.4.7)
- I can document what I learn about a topic by sorting evidence into categories. (W.4.8)

**Supporting Learning Targets**

- I can write detailed notes based on information in the text.
- I can sort information I learn about a colonial trade into research categories.
- I can infer about the importance of the wheelwright trade in Colonial America.

**Ongoing Assessment**

- Task card



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Engaging the Reader (10 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Partner Read with Task Cards (45 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Share: Concentric Circles (5 minutes)</li> </ol> </li> <li>4. Homework</li> </ol>	<ul style="list-style-type: none"> <li>• In this lesson, students reread the text about the wheelwright from Lesson 5. The specific purpose of this lesson is to help students to practice using the graphic organizer to record their notes, as well as practicing answering an inferential text-dependent question with evidence.</li> <li>• This lesson includes task cards, which are a differentiation strategy called tiered assignments. All students will complete the same assignment using the same complex text, but the amount of support needed in completing an assignment is tiered based on students' readiness.</li> <li>• In advance: If your students came up with different categories than the suggested ones in Lesson 5, you will need to edit the column titles in the task cards to match.</li> <li>• Review: Concentric Circles protocol (Appendix 1).</li> <li>• Colored pens (blue, red, green, orange) for students using Task Cards 2 and 3 (see Work Time, Part A)</li> </ul>

Lesson Vocabulary	Materials
<p>detailed, sources, task; wealthy, shopkeeper, operate; (repeat from Lesson 5): cart, iron tire, cargo, littered, wood shavings, hub, fellow, apprenticeship, planning, clamps, files, chisels, lathe</p>	<ul style="list-style-type: none"> <li>• “The Importance of the Wheelwright” (from Lesson 5)</li> <li>• Task Cards 1-3 (for Teacher Reference to distribute as you see fit; Each student should receive an appropriate task card based on their level of readiness. If your students came up with different categories than the suggested ones in Lesson 5, you will need to edit the column titles in the graphic organizer to match.)</li> <li>• Possible Responses to Task Cards (for Teacher Reference)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind the students of the wheelwright text they read together in Lesson 5. Distribute the <b>task cards</b> and draw their attention to the Four-Column graphic organizer at the bottom that has the categories that the students identified in Lesson 5. Explain that today they will practice categorizing and recording information in the new graphic organizer using the wheelwright text they read together in the previous lesson.</li><li>• Introduce the learning targets: “I can write detailed notes based on information in the text,” “I can sort information I learn about a colonial trade into research categories,” and “I can infer about the importance of the wheelwright trade in Colonial America.” Remind them that <i>sorting</i> information means to group information together that is on the same topic, and that to <i>infer</i> means that they use what they know about a topic and combine it with new information to figure out something that the author does not specifically tell the reader.</li></ul>	<ul style="list-style-type: none"><li>• Native language resources: Having a word bank on the task cards will help ELL students to access content-specific vocabulary.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Partner Read with Task Cards (45 minutes)</b></p> <p><i>Note: Student partnerships are based on readiness for this lesson. See the task cards, which provide varying degrees of scaffolding.</i></p> <ul style="list-style-type: none"><li>• Remind students that when they read the wheelwright text, they identified lots of facts about the wheelwright and wrote them on sticky notes and then sorted them. That was how you were able to create the research categories.</li><li>• Explain to the students that they will be rereading the wheelwright text from Lesson 5 with a partner. Each partnership will receive a task card that will have directions about how to sort the information from the text. The task card will also have two questions at the end that they will need to answer using evidence from the text.</li><li>• Distribute task cards that match your students' level of readiness, or let students "opt in" to the level of challenge or support they feel they need.<ul style="list-style-type: none"><li>* Task Card 1: Challenge Students—for students who need little structure to be successful</li><li>* Task Card 2: Typical Students—for students who need a little more structure and who know how many things they need to identify</li><li>* Task Card 3: Supported Students—for students who need significant support with vocabulary and comprehension. These students may need direct teacher support to complete the assignment.</li></ul></li><li>• As students are working on their task cards, circulate around the room, assisting when needed with directing students back in the text to help them sort the facts as well as answer the text-dependent questions. By the end of the Work Time, students should have at least the first three columns (specific details for the categories) of the graphic organizer completed. They also need to answer the inference question so they will be able to share their thinking in the Closing and Assessment.</li></ul>	<ul style="list-style-type: none"><li>• Task cards are a differentiation strategy that supports all learners in reading a common text. All students will complete the same assignment using the same complex text, but the amount of support will vary based on students' readiness.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Share: Concentric Circles (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to number off by one and two. Ask students to form concentric circles: All the ones form a circle and face out. Then all the twos stand in front of their partner. Make sure there is enough space between students to allow for conversations to be heard.</li><li>• Ask students to share the inferences they wrote about the wheelwright with their partner.</li><li>• After everyone has had a chance to share, ask the outside circle to move two spaces to the left. Greet their new partner and share their inferences again. "What are you noticing about the three inferences (yours, plus two others) you've now heard?"</li><li>• Inform students that they will be taking a mid-unit assessment in Lesson 7. The assessment will be an on-demand reading about another colonial trade. They will be asked to identify important details and sort them into the same Four-Column graphic organizer they used in this lesson. They will also be asked to write a Help Wanted ad for the new trade.</li></ul>	<ul style="list-style-type: none"><li>• Using sentence frames can help students who struggle with language articulate their learning. Using the word <i>because</i> in the sentence frame helps all students support their thinking with evidence.</li></ul>
Homework	Meeting Students' Needs
Continue reading in your independent reading book for this unit at home.	



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## Supporting Materials



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Task Card 1

1. Reread “Colonial Trade: The Wheelwright.” As you read, decide on a strategy for annotating the information in the text.
2. Record the information in the appropriate category in the graphic organizer below.
3. Use evidence from the text to help you answer the question below.

<b>Tools for the Trade</b>	<b>Skills Needed for the Trade</b>	<b>How the Trade Helps People</b>	<b>Other interesting Things</b>

What did the wheelwright make? \_\_\_\_\_

How did this trade impact life in the colonial village? Use evidence from the text to support your response.

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Task Card 2

- Reread “Colonial Trade: The Wheelwright.” As you read, annotate the information in the text by underlining:
  - Tools for the Trade in BLUE
  - Skills Needed for the Trade in RED
  - How the Trade Helps People in GREEN
  - Other Interesting Things in ORANGE
- Record the information in the appropriate category in the graphic organizer below.
- Use evidence from the text to help you answer the question below.

Tools for the Trade	Skills Needed for the Trade	How the Trade Helps People	Other interesting Things
1.	1.	1.	
2.	2.	2.	
3.	3.		
4.	4.		
5.			

What did the wheelwright make? \_\_\_\_\_

How did this trade impact life in the colonial village? Use evidence from the text to support your response.

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Task Card 3

- With your teacher’s support, reread “Colonial Trade: The Wheelwright.” As you read, annotate the information in the text by underlining:
  - Tools for the Trade in BLUE
  - Skills Needed for the Trade in RED
  - How the Trade Helps People in GREEN
  - Other Interesting Things in ORANGE
- Record the information in the appropriate category in the graphic organizer below.
- Use evidence from the text to help you answer the question below.

Tools for the Trade	Skills Needed for the Trade	How the Trade Helps People	Other interesting Things
1.	1.	1.	
2.	2.	2.	
3.	3.		
4.	4.		
5.			

**Word Bank**

made wheels for carts shopkeepers wealthy colonists chisels shaping wood spinning wheels	carts carriages saws woodworking files planing	farmers basic math clamps lathe wagons helped colonists do daily tasks
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What did the wheelwright make? \_\_\_\_\_

How did this trade impact life in the colonial village? Use evidence from the text to support your response.

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Possible Responses to Task Cards  
(Answers for Teacher Reference)

Tools for the Trade	Skills Needed for the Trade	How the Trade Helps People	Other interesting Things
<ol style="list-style-type: none"> <li>1. saws</li> <li>2. chisels</li> <li>3. files</li> <li>4. clamps</li> <li>5. lathe</li> </ol>	<ol style="list-style-type: none"> <li>1. woodworking</li> <li>2. planing</li> <li>3. shaping wood</li> <li>4. basic math</li> </ol>	<ol style="list-style-type: none"> <li>1. made wheels for carts</li> <li>2. helped colonists do daily tasks</li> </ol>	<ul style="list-style-type: none"> <li>• being a wheelwright was learned through an apprenticeship</li> <li>• wheels were made out of wood and iron</li> </ul>

What did the wheelwright make?

**Wheelwrights made wheels for wagons, carriages, carts, and spinning wheels. They also made carts.**

How did this trade impact life in the colonial village? Use evidence from the text to support your response.

**The wheelwright had a great impact on life in a colonial village. The wheelwright made all kinds of wheels. All colonists needed to use either a wagon or cart to move heavy things from one place to another. Some people might have had a carriage to ride in instead of on horseback. All of these things have wheels on them.**