



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 2: Lesson 9

Researching and Note-Taking: Building Expertise about a Colonial Trade



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

I can conduct a research project to become knowledgeable about a topic. (W.4.7)

I can summarize informational or persuasive text. (RI.4.2)

I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)

Supporting Learning Targets

- I can work collaboratively with my expert group to research my colonial trade.
- I can summarize information about my colonial trade.

Ongoing Assessment

- Colonial Trade Research Note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader (5 minutes) B. Review Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Guided Practice: Summarizing (20 minutes) B. Expert Groups: Summarizing (25 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Exit Ticket: Independent Summary Writing (5 minutes) 4. Homework 	<ul style="list-style-type: none"> • In this lesson, students continue their research in smaller expert groups. The knowledge students will build about their particular colonial trade will serve as the foundation for their writing in Unit 3. • Students write a summary of their expert text. This builds on their experiences of taking notes and then writing these notes in complete sentences and paragraphs from Module 1 and Units 1 and 2 of this module. The specific focus for the writing in this lesson is to summarize the main idea of the text and support it with specific evidence from the text. • Make sure the students have their expert trade texts and Note-catchers from Lesson 8. • Students complete the front side of the Colonial Trade Research Note-catcher in this lesson. They will use the back of the Note-catcher during Lesson 10. • Think about students who may struggle with reading the text in their expert groups. Some students may require further support from the teacher during the lesson or a more scaffolded Note-catcher. This can be prepared in advance (see Lesson 6 for an example of a tiered Note-catcher).

Lesson Vocabulary	Materials
<p>(Repeat from Lesson 8): expert, summary/summarize, gather, sort; wheelwright: hub, spokes, tire, expand shoemaker: lasts, whittled, upper, awl cooper: staves, shaving horse, plank, cooperage blacksmith: forge, anvil, wrought, bellows, malleable builders: carpenter, moldings, chisels, lathe printer: pamphlets, type, chase, almanac</p>	<ul style="list-style-type: none"> • Summarizing Informational Text (new; teacher created; see Work Time A) • Colonial Trade Research Note-catcher: Wheelwright (from Lesson 8) • “The Wheelwright’s Role in a Colonial Village” (from Lesson 8) • Equity sticks • “The [traderperson’s] Role in a Colonial Village” (from Lesson 8; one for each student for their assigned expert group trade: Blacksmith, Builder/Carpenter, Cooper, Printer, Shoemaker)) • Expert Groups: Colonial Trades Research Note-catcher (begun in Lesson 8)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Ask students to get into triads with two people who are not in their expert group. Ask each person to share:<ul style="list-style-type: none">* One new thing they learned about their colonial trade from reading their text yesterday (Lesson 8)* One question/wonder they have about their colonial trade• Explain that they will continue to use the same text from yesterday. They will work with people who read about their same trade, but will be divided into smaller groups of three or four students. Tell students that being in these smaller expert groups will allow everyone to actively participate during group conversations. Smaller groups also will make it easier for the instructor to learn who needs more support while doing their research.	<ul style="list-style-type: none">• Smaller groups help students to remain more engaged in their group work.
<p>B. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Ask the students to read the learning targets silently. Using equity sticks, call on a few students to explain in their words what it means to <i>summarize</i> a text. (Look for responses such as: "To explain the main idea of a text using key details to support it.")• Inform the class that the members of each expert group will read the same text from yesterday a third time and write a <i>summary</i>, or short description of the text, together.	



Work Time	Meeting Students' Needs
<p>A. Guided Practice: Summarizing (20 minutes)</p> <ul style="list-style-type: none"> • Gather students whole group. Revisit the second learning target: “I can summarize information about my colonial trade.” Remind students that the word <i>summarize</i> means to write a short description of a text. • Ask students to quickly turn and talk about the summary writing they have already practiced this year. (Listen for them to remember the paragraphs they wrote about life in a colonial village during Unit 1 of this module, as well as the paragraphs they wrote from their research notes during Module 1 about the Iroquois.) Remind them as needed. • On chart paper, begin a new Summarizing Informational Text anchor chart. Write the word <i>summary</i> on the chart and a simple definition. Tell students that writing a summary will help them to better understand the text they are reading. • Redistribute students’ Colonial Trade Research Note-catcher: Wheelwright from Lesson 8. Point out Part Two: Summary on the Note-catcher. Have students read the headings at the top of the four columns in this section. Tell students that a good summary of informational text usually includes these categories: who, what, when, where, and why. Add the following to the anchor chart in bullet points: <ul style="list-style-type: none"> * Who (or what) is the text about? * What is the main idea? * When: What time period is described? * Where: What place is described? * Why is the topic important? • Tell them that as they read the text a third time, they will gather notes to answer the questions in this part of the Note-catcher. Have them return to the “The Wheelwright’s Role in a Colonial Village” text (from Lesson 8, one per student) to read about the wheelwright. Tell students that you will reread the text aloud as they follow along, and you would like them to listen/read for information for each category. Remind them that the information can be explicit or inferred (remind them of the meanings of these words from Unit 1, if necessary). • Ask students to work in their expert groups: “Share one thing you heard that could be recorded on your note-catcher.” • After students have shared in small expert groups, use equity sticks to call on students and record for each category. Clarify or prompt students as necessary. 	<ul style="list-style-type: none"> • For students needing additional support producing language, consider offering a word bank of content words from the text to be used in the graphic organizer and the Help Wanted ad.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Once students have completed each category, model how to write this information in paragraph form and display for students. Key points to attend to during the modeling: <ul style="list-style-type: none"> * Remind students of the structure of a good paragraph (topic sentence, details, and concluding sentence). * Tell students that they will need to include information from each category to make it a good summary. * Model checking off each category as you write the information in your sentences. • A possible summary for the wheelwright might be: “During colonial times in America, wheelwright was an important trade. The wheelwright made wheels. The wheels were used on wagons and carts. These craftspeople were important, because colonists couldn’t move much without wheels.” • On the Summarizing Informational Text anchor chart, record the following in your own or students’ words: <ul style="list-style-type: none"> * “Good summary paragraphs have a topic sentence, details, and a concluding sentence.” * “They explain the ‘who, what, when, where, and why’ of informational text with evidence from the text.” 	
<p>B. Expert Groups: Summarizing (25 minutes)</p> <ul style="list-style-type: none"> • Tell students that now it is their turn to try this with their smaller expert groups. Inform them that they will have about 20 minutes to reread their “The [traderperson’s] Role in a Colonial Village” (from Lesson 8; for their assigned expert group trade) and complete the boxes in Part Two: Summarizing of their Expert Groups: Colonial Trades Research Note-catcher. Tell them that they should not yet write their summary paragraphs, as this will be their exit ticket. If they have time, they can, however begin to brainstorm what their summary might be with the other people in their expert group. • As students work in their expert groups, circulate and support as needed. “Why didn’t we label a category ‘Parts of a Wheel?’” (Students should realize that the facts about the parts of a wheel are very trade-specific and could fall under the category of “Other Interesting Things,” but it wouldn’t be a research category because not all trades made wheels.) <p><i>Note: Students will need this text about the wheelwright again during Lesson 6. Either collect students’ texts or have them put them in a folder so they can access them again during Lesson 6.</i></p>	



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: Independent Summary Writing (5 minutes)</p> <ul style="list-style-type: none"> • Ask individuals to thank the people in their expert group and return to their desks to complete the summary paragraph as an exit ticket to be collected. • Collect students' paragraph writing as an informal assessment. 	<ul style="list-style-type: none"> • Leave the model paragraph displayed to further support students in writing their own summary paragraphs. They may use an identical format, but it will help to scaffold them in constructing their own summary paragraphs in the future.
Homework	Meeting Students' Needs
<p>A. Reread the text about your colonial trade. Write one sentence describing what your tradesperson does. On your expert group label, create a visual that represents your trade.</p> <p><i>Note: Students will need The Wheelwright's Role in a Colonial Village text (from Lesson 5) in Lesson 10.</i></p>	

There are no new supporting materials for this lesson.