



EXPEDITIONARY
LEARNING

Grade 4: Module 2B: Unit 3: Lesson 6

Planning Organization: Expanding the Introduction



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

I can write narrative text about real or imagined experiences or events. (W.4.3)
I can organize events in an order that makes sense in my narrative (W.4.3a)
I can introduce the narrator and/or characters of my narrative. (W.4.3a)

Supporting Learning Target

- I can plan and draft a compelling introduction that establishes a situation by introducing the characters, setting, and plot of my narrative.

Ongoing Assessment

- Millipede Introduction Expansion graphic organizer
- Millipede Introduction draft



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Reviewing Learning Targets and Engaging the Writer: Examining a Rubric: Understanding Criteria for Choose-Your-Own-Adventure Narratives (10 minutes)</p> <p>2. Work Time</p> <p>A. Examining a Model: An Introductory Paragraph for the Pufferfish Narrative (10 minutes)</p> <p>B. Modeling: Planning the Millipede Narrative Introduction (15 minutes)</p> <p>C. Partner Work: Planning the Millipede Narrative Introduction (10 minutes)</p> <p>D. Guided Writing: Drafting the Introduction for the Millipede Narrative (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debriefing (5 minutes)</p> <p>4. Homework</p> <p>A. Create a short comic strip based on the plans for Choice #1 of your story.</p>	<ul style="list-style-type: none"> • This lesson follows a similar flow to Lessons 4 and 5; students review the characteristics and organization of the beginning of two narratives and then expand their plan for the millipede narratives using an Introduction Expansion graphic organizer. Students then use this graphic organizer to write a draft as a class of the beginning paragraphs of the millipede narrative. • This lesson uses the terms <i>introduction</i> and <i>beginning</i> interchangeably. This is intentional. This will help students to make meaning of the academic vocabulary word introduction and become used to hearing these two terms used together and interchangeably. • The most important aspect of this lesson is for students to practice using the Narrative Planning graphic organizer and Introduction Expansion graphic organizer. As in Lesson 4, they practice writing about the millipede to prepare for planning and writing narratives based on their expert group animals on the mid-unit assessment and in the lessons that follow. • The completed Practice Narrative Writing sheet (The Millipede) in the supporting materials has intentional mistakes that will be used to model revision and editing skills in later lessons. If you decide to write your own example, be sure to include similar mistakes so revisions can be made for word choice and supporting details and so edits can be made for spelling, capitalization, and punctuation of dialogue. • Students will follow this same process—expanding their introductions and writing a draft—for the mid-unit assessment in the next lesson. • In advance: <ul style="list-style-type: none"> – Display Characteristics of Narratives and Steps for Planning and Drafting My Narrative anchor charts. – Review Millipede Narrative draft introduction (see supporting materials) or write your own introduction for the Millipede draft.



Lesson Vocabulary	Materials
<p>introduction, characters, setting, plot, informative, narrative, expansion</p>	<ul style="list-style-type: none"> • Choose-Your-Own-Adventure Narrative Rubric (from Lesson 3; one per student and one to display) • “Powerful Polly” pufferfish narrative (from Lesson 3; one per student and one to display) • Sticky notes (two per student) • Equity sticks • Characteristics of Narratives anchor chart (begun in Lesson 4; added to in this lesson) • <i>Can You Survive the Wilderness?</i> (book; one to display for teacher read-aloud) • Introduction Expansion graphic organizer (one per student and one to display) • Millipede Narrative Planning graphic organizer (from Lesson 4; one per student and one to display) • Animal Defenses research journals (from Unit 1, one per student and one to display) • Expert Group Animal research journals (from Unit 2, Lesson 2; one per student and one to display) • Glossaries (from Animal Defenses and Expert Group Animal research journals; one per student and one to display) • Practice Narrative Writing Sheet: The Millipede (one per student and one to display) • Practice Narrative Writing Sheet: The Millipede (completed, for teacher reference) • Steps for Planning and Drafting My Narrative anchor chart (from Lesson 4) • Comic strip homework (one per student and one to display)

Opening	Meeting Students’ Needs
<p>A. Reviewing Learning Targets and Engaging the Writer: Examining a Rubric: Understanding Criteria for Choose-Your-Own-Adventure Narratives (10 minutes)</p> <ul style="list-style-type: none"> • Invite students to take out their copies of the Choose-Your-Own-Adventure Narrative Rubric and read the second criteria box for Organization to themselves: <ul style="list-style-type: none"> * “I can write an introduction that establishes a situation by introducing the characters, setting, and plot of my narrative.” • Review vocabulary from this criterion by asking: 	<ul style="list-style-type: none"> • Reviewing the rubric based on the learning targets outlined from the standards allows students to get a clear picture of what meeting these targets will look like as they write their narratives.



<p>* “What do we mean by <i>introduction</i>?”</p>	
Opening (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • Listen for responses such as: “The beginning or the first part of the narrative.” • Ask: <ul style="list-style-type: none"> * “What do we mean by <i>characters</i>?” • Listen for responses such as: “The individuals in a story.” • Ask: <ul style="list-style-type: none"> * “What do we mean by <i>setting</i>?” • Listen for responses such as: “The place and time of a story.” • Ask: <ul style="list-style-type: none"> * “What do we mean by <i>plot</i>?” • Listen for responses such as: “The problem and events of the story.” • Explain that by introducing the characters, setting, and plot in the beginning of a narrative, the writer establishes a situation. • Invite students to read the Meets, Partially Meets, and Does Not Meet descriptions for this target: <ul style="list-style-type: none"> – Meets: My introduction establishes a situation by introducing the characters, setting, and plot of my narrative. – Partially Meets: My introduction somewhat establishes a situation by introducing one or two of the following: characters, setting, or plot of my narrative. – Does Not Meet: My introduction does not establish a situation or introduce the characters, setting, or plot of my narrative. • Answer any clarifying questions students have about these descriptions. • Post the learning target: “I can plan a compelling introduction that establishes a situation by introducing the characters, setting, and plot of my narrative.” Explain to students that today they will take the first steps toward meeting these criteria by developing a plan for and writing the introduction to the millipede narrative. 	



Work Time	Meeting Students' Needs
<p>A. Examining a Model: An Introductory Paragraph for the Pufferfish Narrative (10 minutes)</p> <ul style="list-style-type: none"> • Display “Powerful Polly” and invite students to take out their copies. Explain that you will be reading the beginning aloud to them. Tell students they will be listening to see what makes up a narrative. To do this, they will listen and take notes on sticky notes, noting what they notice and wonder about the introduction of a narrative. • Clarify that in Module 1 and the first parts of this module, they have been practicing writing <i>informative</i> paragraphs—to summarize or explain—but for this part of the performance task, they will be writing <i>narrative</i> paragraphs. Explain that when writing a narrative paragraph, they will also have to be sure that the events they are describing are in an order the reader can understand. • Their narrative paragraphs should have the same characteristics as other paragraphs: topic sentence, supporting details, and concluding sentence. Review these characteristics if necessary. • Tell students that the first time you read the beginning of the narrative, you would like them to just listen. Remind them that using this model will help them to determine what to include in their own narratives and how to organize it. Read the text aloud, stopping at: “In a panic she thought, “What should I do? How can I defend myself?” • Next, invite students to take notes on what they notice and wonder about the introduction of a narrative. • Read the beginning of the text aloud again. Pause briefly at the end of each paragraph so students can take notes. • Have students share with a partner the notes they captured. Use equity sticks to call on students to share. • Display the Characteristics of Narratives anchor chart. Ask: <ul style="list-style-type: none"> * “What did you notice about the beginning of a narrative after listening to the example?” • Give students a moment to think and review their notes. Then use equity sticks to select students to share their thinking. Add students’ responses by the bullet points about introductions and add your own as necessary. • Add notes to the bottom of the anchor chart that contain something such as: “A narrative’s introduction (beginning) ...” <ul style="list-style-type: none"> – Starts in an engaging way – Leads into the rest of the story in an engaging way – Describes the character, setting, and problem • Repeat this process, reading aloud Chapter 2 of <i>Can You Survive the Wilderness?</i> and adding any notes for introductions to the Characteristics of Narratives anchor chart. 	<ul style="list-style-type: none"> • Providing models of expected work supports all students, especially challenged learners.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Explain to students that they will now have an opportunity to expand their plans for the introductions of the millipede narrative.	
<p>B. Modeling: Planning the Millipede Narrative Introduction (15 minutes)</p> <ul style="list-style-type: none">• Tell students that now that they have a clearer picture of how the introduction of a narrative is developed, they will practice planning the introduction using the millipede.• Display and distribute Introduction Expansion graphic organizers to each student. Tell students they will be using this graphic organizer to record their ideas for the introduction of the millipede narrative.• Point out the word <i>expansion</i> in the title of this graphic organizer and explain that the organizer will help them expand, or add to, their current narrative plans for their introduction.• Tell students that the first step will be to review their plan on their Millipede Narrative Planning graphic organizer. Display the teacher copy and distribute students' graphic organizers from Lesson 4.• Model reading the notes for the Introductory Paragraphs and Problem Paragraph(s), completing the Setting the Stage: Engaging Way to Start Your Narrative, Introducing the Character, and Introducing the Setting boxes of the Introduction Expansion graphic organizer.• Remind students that they should also be thinking about important vocabulary words they should include in their writing. Model using the glossaries of the Animal Defenses and Expert Group Animal research journals to find vocabulary words, recording them in the Important Words to Use box on the Introduction Expansion graphic organizer. See the supporting materials in this lesson for a model of the Introduction Expansion graphic organizer for the millipede narrative. Ask students to record notes along with you.	



Work Time (continued)	Meeting Students' Needs
<p>C. Partner Work: Planning the Millipede Narrative Introduction (10 minutes)</p> <ul style="list-style-type: none">• Display your Millipede Narrative Planning graphic organizer. Tell students that you would like them to work with a partner to complete the next part of the Introduction Expansion graphic organizer.• Explain to students that first, they will need to think about how they will introduce the problem of this narrative. Ask:<ul style="list-style-type: none">* “What is the problem in all of our narratives?”• Listen for responses such as: “A predator is coming close to the animal.”• Next, explain to students that they will plan how they will lead the reader into the rest of the story. Explain to students that this is also where they will have to mention the two choices the reader has.• Tell students to use your research notes and their imaginations to plan and record notes in these two boxes. Ask:<ul style="list-style-type: none">* “How will you introduce the problem to the reader?”* “How will you make the reader want to keep reading?”• Tell students to be creative but to remember to base their narratives on details and facts from their research. Tell them you are excited to see how many different introductions this story will have.• Be sure students know that they get to think and talk in pairs but that each student must complete his or her own graphic organizer about the millipede.• Give students 10 minutes to work. Circulate to confer and support as needed.	
<p>D. Guided Writing: Drafting the Introduction for the Millipede Narrative (10 minutes)</p> <ul style="list-style-type: none">• Tell students that you have already begun to draft your narrative and would like them to help you complete the introduction.• Using your Millipede Narrative Planning graphic organizer, point out that your draft will be several paragraphs long. Remind students that they learned the characteristics of a strong paragraph in Module 1. Ask them to help you recall:<ul style="list-style-type: none">* “What are the characteristics of a strong paragraph?”• Listen for students to mention the topic sentence, detail sentences, and concluding sentence.• Display and distribute the Practice Narrative Writing Sheet: The Millipede. Read the paragraph aloud. Ask:<ul style="list-style-type: none">* “What facts and details from our research do you notice in the first paragraph of this narrative?” Have students turn to a partner and share one thing they heard that was based on your research about the millipede. Have a few pairs share out	



<p>and underline parts of the text that are based on your research.</p>	
Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Ask them to look at your plans on your Introduction Expansion graphic organizer in the first box of the graphic organizer and see if they can identify the sentences in your paragraph that are connected to your plans. (They should notice that the character and setting are introduced.) • Point out the sequence of events in your paragraph: First we hear the sounds of the forest, then our character is walking along looking for a leaf, and then he finds one and starts eating it. • Explain that this sequence of events makes sense to the reader. If the character was eating a leaf and then looking for a leaf, readers would be confused. Tell students that this is something you would like them to keep in mind as they write their paragraphs today. • Ask students to help you continue the introduction. Remind students that they are using “Powerful Polly” and <i>Can You Survive the Wilderness?</i> as mentor texts to write their own choose-your-own-adventure narratives. • Invite students to turn and talk to a partner. Ask them to reread the beginning paragraph together. Ask: <ul style="list-style-type: none"> * “Think about your ideas: What will happen and be described in this next paragraph?” • Use equity sticks to call on students to share what they talked about with their partners. Listen for responses such as: “The problem needs to be introduced,” or “The toad sees the millipede and hops closer.” • Drawing from the ideas the students shared, craft and write a sentence that develops the plot and events (see the example in the supporting materials). Continue this process in order to write the rest of the introductory and problem paragraphs. • Invite students to choral read the finished introduction of the Millipede Narrative draft they wrote as a class. 	



Closing and Assessment	Meeting Students' Needs
<p>A. Debriefing (5 minutes)</p> <ul style="list-style-type: none"> • Post the Steps for Planning and Drafting My Narrative anchor chart begun in Lesson 4. Have students add the steps for their work from this lesson. They should now include some version of the following: <ul style="list-style-type: none"> – Gather resources: Performance Task Prompt, research journals, and Character Profile graphic organizer. – Plan: Use above resources and your imagination to write notes planning each component of the Narrative Planning graphic organizer and Introduction Expansion graphic organizer. – Write: Use your Narrative Planning graphic organizer and Introduction Expansion graphic organizer to write each paragraph for your narrative. Be sure to include all the information from your notes in your paragraphs. – Each time you finish a paragraph, reread the narrative from the start to make sure your sequence of events makes sense. • Distribute the comic strip homework to students and explain the assignment. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Create a short comic strip based on the plans for Choice #1 of your story by drawing a picture for each section of your Narrative Planning graphic organizer. Add a sentence describing each picture at the bottom. Do not worry about how beautiful your pictures are. The purpose is just to visualize the sequence of events that you want to write about. <p><i>Note: Students will need to have their Narrative Planning graphic organizer for the next lesson, the mid-unit assessment. If you are worried about these plans coming back to school after homework, you may consider collecting the graphic organizer and asking students to complete the homework from memory.</i></p>	<ul style="list-style-type: none"> • Consider giving students a quick mini lesson modeling how to create a simple comic strip or showing them an example of this format.



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Supporting Materials



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Characteristics of Narratives Anchor Chart
(Begun in Lesson 4, For Teacher Reference)

Teacher Directions: Write the following additions (in bold) underneath on chart paper to create this anchor chart.

Characteristics of Narratives

A narrative usually has ...

characters: the individuals in a story

setting: place and time of a story

plot: the events in the story, what happens to the characters

- Introduction: sets the stage for the reader
- Rising action: establishes a situation
- Problem: what the characters are trying to solve
- Solution: how the characters solve the problem
- Conclusion: how the narrative is wrapped up

dialogue: the speech and conversation of characters in a story

sensory details: words authors use in a story to create mental images in their readers' minds

transitional words: words used by authors to show the order of events and passage of time

A narrative's introduction (beginning) ...

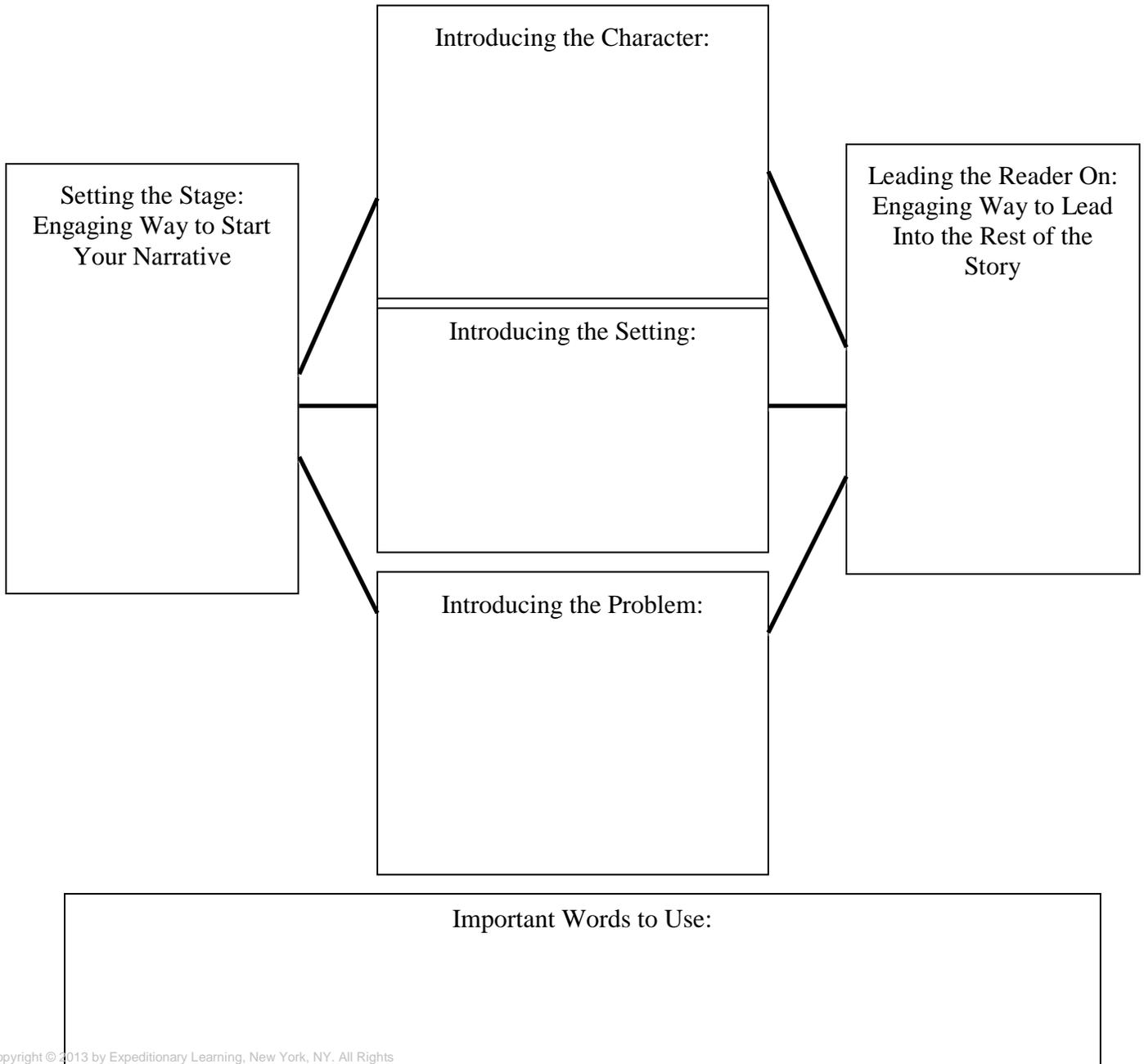
- **Starts in an engaging way**
- **Leads into the rest of the story in an engaging way**
- **Describes the character, setting, and problem**

Introduction Expansion Graphic Organizer

Name: _____

Date: _____

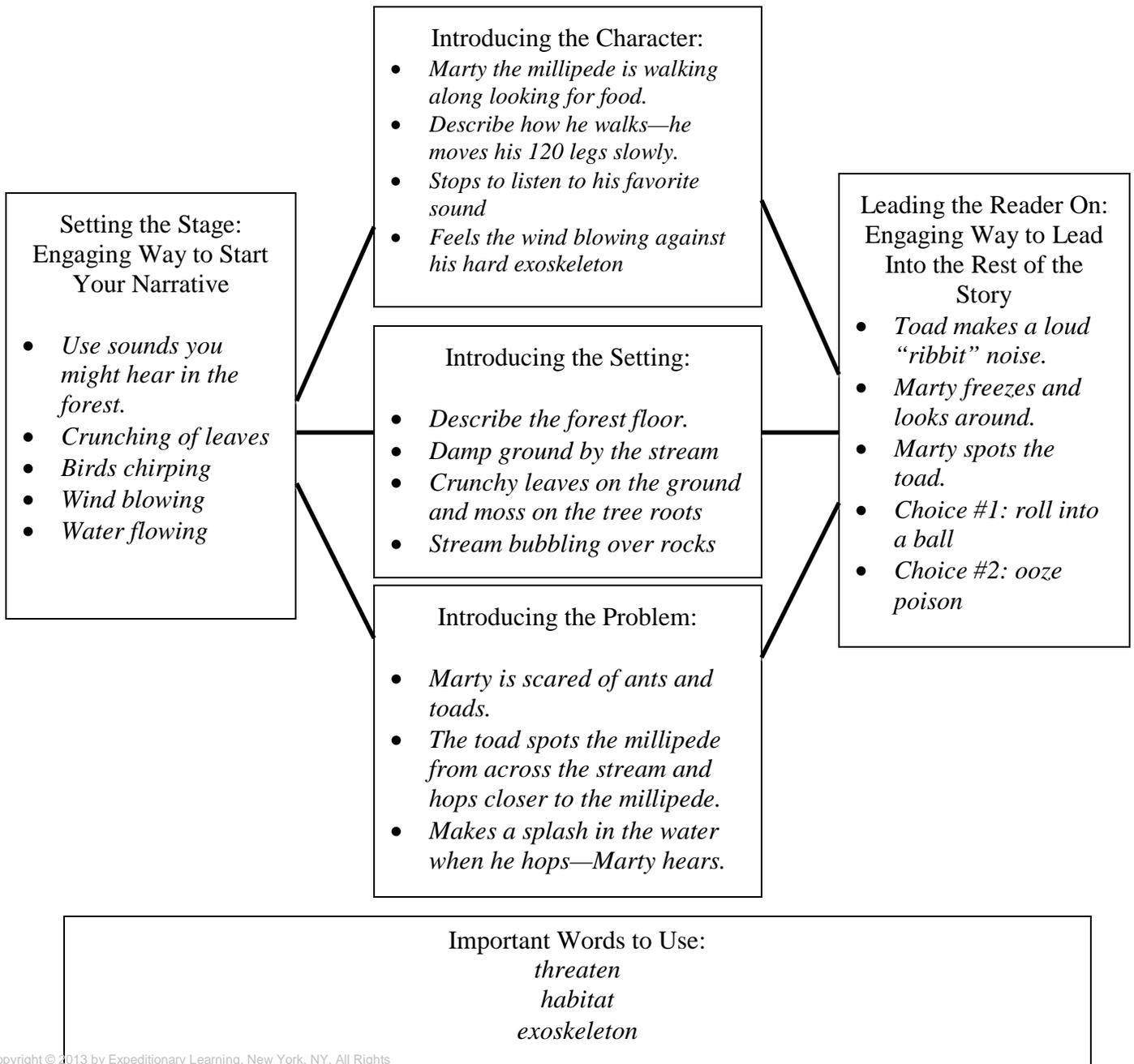
How will my beginning set the stage for my reader?



Introduction Expansion Graphic Organizer
(Completed, for Teacher Reference)

Name: _____

Date: _____





Practice Narrative Writing Sheet:
The Millipede

.....
Name:

.....
Date:

Whoosh!

Crunch crunch!

Chirp! Chirp! Tweet! Chirp!

Marty the millipede listened to the sounds of his habitat as he inched along the forest floor. He was searching for a good, crunchy leaf to eat. His 120 legs marched slowly as his segmented body moved across the ground. He heard the rustling of the leaves in the trees around him, and the water of the stream tumbling by. A squirrel sniffed some moss on the root of a nearby maple tree before scampering up. Marty noticed a leaf on the ground by its trunk and started nibbling it.

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Practice Narrative Writing Sheet:
The Millipede
(Completed, for Teacher Reference)

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Across the stream, a warty Toad spotted Marty. The toad was searching for his lunch and thought Marty would make a delicious meal. He hopped across the stream, making a little splash.

Marty looked up nervous. He was used to the sound of the bubbling stream, but a splash meant something different—something was coming closer to him.

Once on the other side of the stream, the toad croaked a little ribbit sound.

Marty froze. A ribbit could only mean one thing—a hungry toad was close! He looked around. There it was by the stream! He knew he had to do something, and quick, or else the threatening toad would gobble him up for lunch!

Choice #1

If Marty rolls into a ball,
turn to page 4.

Choice #2

If Marty oozes poison,
turn to page 5.



Comic Strip Homework

Name: _____

Date: _____

Directions: Create a comic strip based on the plans for Choice #1 of your expert group animal's choose-your-own-adventure narrative. Your strip should have an illustration and caption for each part of your story. Add a sentence describing each picture at the bottom. Do not worry about how beautiful your pictures are. The purpose is just to visualize the sequence of events that you want to write about.

