



EXPEDITIONARY
LEARNING

Grade 4: Module 3A: Unit 3: Lesson 8

Revising for Ideas: Interesting Introductions



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

- I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)
- I can use the writing process to produce clear and coherent writing (with support). (W.4.5)
- I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)

Supporting Learning Targets

- I can write an introduction in my editorial that explains simple machines and states my opinion clearly.
- I can give kind and helpful feedback to my writing partner.

Ongoing Assessment

- List of Introductions



Agenda	Teaching Notes
<p>1. Opening</p> <ul style="list-style-type: none">A. Engaging Readers and Writers (5 minutes)B. Review Learning Targets (5 minutes) <p>2. Work Time</p> <ul style="list-style-type: none">A. Criteria for Effective Introductions in an Editorial (5 minutes)B. Examining Models of Effective Editorial Beginnings (10 minutes)C. Guided Practice Writing Different Types of Introductions (10 minutes)D. Independent Practice on Writing Introductions (20 minutes) <p>3. Closing and Assessment</p> <ul style="list-style-type: none">A. Sharing and Debrief (5 minutes) <p>4. Homework</p> <ul style="list-style-type: none">A. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• This lesson is very similar to the format in Module 2, Unit 3, Lesson 11. The students examine mentor texts for how authors write effectively. They will then apply what they learn to their own writing.• Writing partners for this unit were established in Lesson 7.• In this lesson, the class will help the teacher to revise the introductions of the Model Wedge Editorial (see supporting materials of this lesson). There are examples of possible revised introduction paragraphs in the supporting materials.• The task of writing two different introductions may be difficult for students. This part of the lesson may require additional teacher support.• Beginning with this lesson, students will revise their work using different-colored pencils for each focus. See materials lists for colors used in Lessons 8–12.• Consider supplying copies of the Interesting Introductions anchor chart for students to reference and keep in their writing folders.• In advance: Enlarge the introduction paragraphs from “No More Junk in Our Schools” and “Who Cares about Polar Bears?” editorials to be posted on the class anchor chart during Work Time B.• Recreate the Bold Beginnings anchor chart from Module 2, Unit 3, Lesson 12.



Lesson Vocabulary	Materials
states, opinion, introduction	<ul style="list-style-type: none">• Equity sticks• Bold Beginnings anchor chart (from Module 2A, Unit 3, Lesson 12)• “No More Junk in Our Schools” editorial (from Lesson 1; one per student and one to project)• Document camera• Interesting Introductions anchor chart (new; teacher-created)• “Who Cares About Polar Bears?” editorial (from Lesson 2; one per student and one to project)• Model Wedge Editorial• Simple Machine Editorials (drafts from Lesson 7)• Red colored pencil (one per student)• Simple Machine Editorial rubric chart (from Lesson 6)



Opening	Meeting Students' Needs
<p>A. Engaging Readers and Writers (5 minutes)</p> <ul style="list-style-type: none">• Ask students what they think is most important about a book or other piece of writing in grabbing the reader's attention. Ask them to think first, then turn and talk to a shoulder partner. Use equity sticks to cold call on one or two students. You should hear responses such as: "The way a story begins is important because it's the first thing a reader reads," and "It should make the reader want to read more."• Validate this thinking and explain that in today's lesson they are going to write different beginnings for their editorials on simple machines, much as they did in Module 2 when they were writing their historical fiction narrative about their colonial tradesperson.	<ul style="list-style-type: none">• Deconstructing the unfamiliar academic vocabulary in learning targets supports all learners who struggle with language. This ensures that they understand clearly what they will be learning in the lesson.
<p>B. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Invite the students to read the first learning target: "I can write an introduction in my editorial that explains simple machines and states my opinion clearly." Ask them if there are any words or phrases that they think are important or just unfamiliar to them. They may identify the following words:<ul style="list-style-type: none">– states = explains– opinion = a point of view (what a person thinks about a topic)• Write the synonyms about the word/phrases and ask the students to read the learning targets silently. Have them give a thumbs-up if they are clear on what they will be expected to do, a thumbs-sideways if they understand some but not all of what to do, and a thumbs-down if they are very unsure about what they should do. Clarify as needed.	



Work Time	Meeting Students' Needs
<p>A. Criteria for Effective Introductions in an Editorial (5 minutes)</p> <ul style="list-style-type: none">• Remind students that in Module 2 they learned how to write different bold beginnings for their historical fiction narrative. Review the Bold Beginnings anchor chart (from Module 2, Unit 3, Lesson 12):<ul style="list-style-type: none">– Catches the reader's attention: hooks a reader into wanting to read more– Makes the reader want to read more: gets your reader curious about what's coming next– Is appropriate to purpose and audience: makes the reader feel your piece is going to be an interesting and enjoyable experience and worth his/her time.• In narratives we call the beginning of a piece "the beginning." In editorials we call the beginning "an introduction." It's similar but has different purposes and audiences. Explain that in all writing, the author must make sure that the text begins in a way that is appropriate for the audience and grabs readers' attention and makes them want to read more.	<ul style="list-style-type: none">• Putting copies of anchor charts in students' research folders will give them access to important information as they work independently.



Work Time (continued)	Meeting Students' Needs
<p>B. Examining Models of Effective Editorial Beginnings (10 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their copy of “No More Junk in our Schools.” Project the first paragraph using a document camera. Remind students that they should be familiar with this editorial because they read it in Lesson 3 when they were learning about the characteristics of an editorial. (Note: If you feel that your students need to review the text before proceeding with this lesson, briefly read it aloud as they follow along.)• Read the first paragraph aloud and ask the class to think about how the author designed the introduction so that it grabbed the reader’s attention about the topic. Ask them to turn and tell their partner what they think the author did—how the author designed the flow of the paragraph. Use equity sticks to cold call on one or two students. You should hear responses such as: “The author started by telling us her opinion in the first sentence,” and “She started by telling us her opinion and then stated some facts about vending machines to back up what she thinks.”• Display the Interesting Introductions anchor chart and document students’ observations by writing the following in the left-hand column:<ul style="list-style-type: none">– Introduction 1:<ul style="list-style-type: none">• Begin by stating opinion• Description/facts of vending machines• Post a copy of the introduction paragraph in the right-hand column.• Ask students to get out their copy of the “Who Cares about Polar Bears?” and project the first paragraph. Again, remind the students that they should be familiar with this editorial because they read it in Lesson 3 when they were learning about the characteristics of an editorial. (Note: If you feel that your students need to review the text before proceeding, briefly read the text aloud as they follow along.)• Ask the students to turn to a shoulder partner. Ask them to read the first paragraph aloud together. After they’ve read it, ask them to discuss how they think this editorial begins. Is it the same as the first one? Is it different?	<ul style="list-style-type: none">• Throughout this unit, students read a series of mentor texts. Mentor texts are model texts, written by real authors, that students examine in order to see strong examples of writing craft. In this unit, students analyze various examples of editorials. For more information on mentor texts, read <i>Study Driven</i> by Katie Wood Ray.• Consider partnering an ELL with one who speaks the same L1 for discussion of complex content. Alternatively, partner an ELL with a native speaker of English. ELL language acquisition can be facilitated by interacting with the content in English.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Invite partnerships to find another partnership to share their thinking. Once the foursome has a collective understanding of how the introduction was designed to grab a reader's attention, ask them all to raise their hands so that they form a silent "tepee" of hands. When all groups have their hands up, ask one person from each group to share. You should hear responses like: "This one doesn't state the opinion until the end of the paragraph," or "The author describes what polar bears are first, then tells their opinion about who should care about them." • Document their observations on the chart by writing in the left-hand column: <ul style="list-style-type: none"> – Introduction 2: <ul style="list-style-type: none"> • Begins by describing the topic • States opinion • Post a copy of the introduction paragraph in the right-hand column. 	
<p>C. Guided Practice Writing Different Types of Introductions (10 minutes)</p> <ul style="list-style-type: none"> • Display the Model Wedge Editorial (see supporting materials) using a document camera. Tell the class that this is your first draft of an editorial about how the wedge helps people the most in daily life. Explain that you know your introduction needs some revision and that you would like their help. • Read the draft aloud. As a class, brainstorm how to revise the introduction so that the opinion is stated first and is followed with a description of the wedge, just like Introduction 1 on the class chart. • Write this introduction on chart paper for students to see, or write them on a plain piece of paper to display on the document camera (see supporting materials for examples). • Remind students that before a writer settles on one beginning, he or she will often write several different ones. Ask them to meet in the same groups of four that they worked with earlier to talk about how an introduction might sound if they wrote it like Introduction 2 from the class chart. • Give the students 2 to 3 minutes to discuss options for how the introduction might be written. • Call on one or two groups to share their ideas. Choose one to write beneath the first introduction. 	



Work Time (continued)	Meeting Students' Needs
<p>D. Independent Practice on Writing Introductions (20 minutes)</p> <ul style="list-style-type: none"> • Direct students to review the Simple Machine Editorials (drafts from Lesson 7) and write two different introductions, just like you did as a class with the wedge. Remind them that they will not rewrite the entire editorial. They will just write the introductions on a separate piece of paper. • Give the students 20 minutes to write their two introductions. As the students work, circulate to assist as needed. Encourage students to think about the criteria for interesting introductions as they work. Reassure students that it is not essential to have two different introductions, but that trying to figure out different ways to start their editorial will expand their skills as writers. 	<ul style="list-style-type: none"> • During independent work, the teacher can support students with special needs or ELLs as needed. It's okay to let them struggle with the task, as successful completion after considerable effort builds both stamina and confidence.
Closing and Assessment	Meeting Students' Needs
<p>A. Share and Debrief (5 minutes)</p> <ul style="list-style-type: none"> • Invite students to read the second learning target to themselves: "I can give kind and helpful feedback to my writing partner." Ask them what it means to "give helpful feedback." Call on one or two students to briefly share their thinking. Listen for: "It's ideas that will help make my writing better," or "It's not 'That's really good.' Because that doesn't help me know what I need to do to make it better. I need specific ideas to help me." • Ask students to sit with their writing partner to share their introductions and to give helpful feedback. Together, they should choose which one fits best with the editorial. Students should circle it with a red colored pencil. • As a class, add introduction criteria to the Simple Machines Editorial rubric chart (from Lesson 6) using the Interesting Introductions anchor chart to clarify the meaning of the following learning target on the rubric: <ul style="list-style-type: none"> – "I can write an introduction in my editorial that explains simple machines and states my opinion clearly." 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Continue reading in your independent reading book for this unit at home. 	



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Supporting Materials



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Interesting Introductions Anchor Chart

(Sample for Teacher Reference; create this on chart paper in advance)

1. **Catches the reader's attention:** something that hooks a reader into wanting to read more
2. **Makes the reader want to read more:** something that makes your reader curious about what's coming next
3. **Is appropriate to purpose and audience:** something that makes the reader feel your piece is going to be an interesting and enjoyable experience and worth his or her time

Description of Introduction	Example from a Text We Have Read

Wedges are Wonderful

Simple machines are tools that make work easier. Wedges are the most helpful of all simple machines.

Wedges are used every day. They make our lives easier. Without wedges, we would not have many important tools. We would not have doorstops for holding doors open. We would not have knives for cutting food. We would not have axes and saws for cutting wood. It would be hard to eat. Can you imagine how you would eat an apple without your teeth or a knife? How would you cut down trees to build a house without an axe or saw? Wedges make jobs easier to do.

People and animals have wedges in their bodies. Teeth are wedges that help people to bite and eat their food. Claws are wedges that help animals to dig. Claws help animals to defend themselves too. Even nature finds wedges helpful.

Wedges are the most helpful of all simple machines.



Examples of Revised Introductions for Model Wedge Editorial

Example 1:

Simple machines are tools that make work easier. They are great for moving something with less effort, but there is a trade-off, distance. One simple machine is the wedge. Wedges are skinny at one end and wide at the other. You can push the skinny end of a wedge into something to split it apart or hold it in place. The wedge is the most helpful of all simple machines. Here's why.

Example 2:

Wedges are a simple machine that make work easier. They are the most helpful of all simple machines. Simple machines help us move things with less effort over a longer distance. The wedge does this by pushing its skinny edge into something to split it apart, but it can also hold something in place. There are a few really good reasons the wedge is the most helpful of simple machines.