Grade 4: Module 3A: Unit 3: Lesson 11
Revising for Organization: Catchy Conclusions

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	Ongoing Assessment
• I can develop a conclusion that summarizes my point of view about simple machines in my editorial. • I can give specific, kind, and helpful feedback to my writing partner.	• List of conclusions

Agenda	Teaching Notes

1. Opening
    A. Engaging Readers and Writers (5 minutes)
    B. Review Learning Targets (5 minutes)
2. Work Time
    A. Criteria for Effective Conclusions in an Editorial (5 minutes)
    B. Examining Models of Effective Editorial Conclusions (10 minutes)
    C. Guided Practice Writing Different Types of Conclusions (10 minutes)
    D. Independent Practice on Writing Conclusions (15 minutes)
3. Closing and Assessment
    A. Share (5 minutes)
    B. Debrief (5 minutes)
4. Homework
    A. Continue reading in your independent reading book for this unit at home.
	• This lesson's format resembles that of Lesson 8, with a focus on conclusions rather than introductions. The students examine a mentor text ("Who Cares about Polar Bears?") for how authors write a conclusion effectively in editorials. Students will then apply what they learn to their own writing.
	
	• The purpose of writing two conclusions is to help students build flexibility as writers. This task may be difficult for students. They may need additional support with writing two catchy conclusions.
	
	• Writing partners for this unit were established in Lesson 7.
	
	• In this lesson, the class helps the teacher to revise the conclusion of the Model Wedge Editorial. Examples of possible revised conclusions are provided (see supporting materials).
	
	• In advance: Prepare a new anchor chart: Catchy Conclusions (see materials).
	
	• Review: Peer Critique Norms (Lesson 10).

Lesson Vocabulary	Materials
None	• Equity sticks • Chart paper for new anchor chart: Catchy Conclusions (see sample in supporting materials: two points listed at the top and a T-chart under it). • Writing folders • Mentor text from previous lessons: "Who Cares about Polar Bears?" • Model Wedge Editorial (see supporting materials) • Document camera • Students' draft Simple Machines Editorials • Blue pencil (one per student) • Simple Machines Editorial rubric chart

Opening	Meeting Students' Needs
A. Engaging Readers and Writers (5 minutes) • Remind students about all the revisions they went through with their historical fiction narratives in Module 2. One of the criteria they focused on was how to write effective conclusions that leave the writer with a sense of completeness. Explain that today they will be creating a conclusion for their editorials, much as they did with their narratives.	• Deconstructing the unfamiliar academic vocabulary in learning targets supports all learners who struggle with language. This ensures that they understand what they will be learning in the lesson.

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Opening (continued)	Meeting Students' Needs

B. Review Learning Targets (5 minutes)
• Invite the students to read the learning targets:
   – "I can develop a conclusion that summarizes my point of view about simple machines in my editorial."
   – "I can give specific, kind, and helpful feedback to my writing partner."
• Ask them to turn and talk with a shoulder partner about what the word *summarizes* means in the first learning target. Use **equity sticks** to cold call on two or three students to share what they discussed with their partner. Listen for comments like: "It means that we'll take everything we said about our simple machine and explain it again but not as detailed."
• Explain that after they have a chance to write a couple of different kinds of conclusions for their editorials, they will give and receive brief feedback from their writing partner on which one works best with the rest of their editorial.	

Work Time	Meeting Students' Needs
A. Criteria for Effective Conclusions in an Editorial (5 minutes) • Display the **Catchy Conclusions anchor chart**. Explain that an effective concluding statement in an editorial is similar to a conclusion in a narrative. It helps wraps up an editorial and leaves the reader with a final thought. If a writer left their editorial without a concluding sentence, the writing would end suddenly and leave the reader without a sense of completeness.	

Work Time (continued)	Meeting Students' Needs

B. Examining Models of Effective Editorial Conclusions (10 minutes)
• Ask students to get out their **writing folders** and their copy of the text **"Who Cares about Polar Bears?"** and project the last paragraph. Remind members of the class that they should be familiar with the content because they have already read this text throughout this unit.
• Read the last paragraph aloud and ask students to think about how the author designed the conclusion so that it summarizes the topic and restates the opinion for the reader. 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 restated her opinion that polar bears are important to our environment," and "She started by reminding us of her opinion and then stated some facts about polar bears to back up what she thinks."
• Display the Catchy Conclusions anchor chart and document students' observations by writing the following in the left-hand column:
  – Polar Bears:
    • Begin by stating opinion
    • Description/facts of polar bears and environment
• Post a copy of the conclusion paragraph in the right-hand column.
• Ask students to turn to a shoulder partner. Tell them to think about another way an author could write a conclusion paragraph that would give the reader a sense of completeness.
• Invite partnerships to find another pair and share their thinking. Once the foursome has a collective understanding of how a conclusion might summarize the author's thinking for the reader, 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 such as: "The author could summarize the facts first and then restate the opinion," or "The author could end with a question that would make readers keep thinking after they're finished reading."
• Document their observations on the chart by writing in the left-hand column.
	• 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 *Study Driven* 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
C. Guided Practice Writing Different Types of Conclusions (10 minutes) • Display the **Model Wedge Editorial** (see supporting materials) using a **document camera**. Tell students that you know your conclusion needs some revision and that you would like their help. • Read the draft aloud. As a class, brainstorm how to revise the conclusion so that the opinion is stated first and is followed by a summary of the wedge, just like the polar bear editorial. Write this conclusion on chart paper for students to see, or write it on a plain piece of paper to display on the document camera (see supporting materials for examples). • Remind students that just as when they wrote their introductions, before a writer settles on one conclusion, he or she will often write several versions of them. Now ask students to talk with the same foursome of peers they worked with just a short time ago about other ways to write a conclusion. • Give the students 2 to 3 minutes to discuss options for how another conclusion might be written. • Call on one or two groups to share their ideas. Choose one to write beneath the first conclusion.	
D. Independent Practice on Writing Conclusions (15 minutes) • Direct students to review their **Simple Machines Editorial drafts** and write two different versions of their conclusion, 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 conclusions on a separate piece of paper. • Allow 20 minutes for writing these two conclusions. As the students work, circulate to assist as needed. Encourage them to think about the criteria for catchy conclusions as they work.	• During independent work, the teacher can support ELLs or students with special needs as needed. Just be sure to let them struggle a certain amount with the task, as successful completion after considerable effort builds both stamina and confidence.

Closing and Assessment	Meeting Students' Needs
A. Share (5 minutes) • 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 conclusions and to give helpful feedback. Together, they should choose which one fits best with the editorial. Students should circle it with a **blue pencil**.	
B. Debrief (5 minutes) • As a class, add conclusion criteria to the **Simple Machines Editorial rubric chart** (from Lesson 6) using the Catchy Conclusions anchor chart to clarify the meaning of the following learning target: – I can develop a conclusion that summarizes my point of view about simple machines in my editorial.	

Homework	Meeting Students' Needs
• Continue reading in your independent reading book for this unit at home.	

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Supporting Materials

Catchy Conclusions Anchor Chart
(Sample for Teacher Reference)

Your conclusion should explain exactly why your opinion is worth considering.

- **Remind the reader of your opinion**—but don't just state it again word-for-word from your introduction.

- **Summarize the reasons for your opinion**—and make connections between these reasons.

Description of Conclusion	Example from a Text We Have Read

Wedges are Wonderful

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 an increased distance. The wedge does this by pushing its narrow 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.

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.

Example Conclusions for Model Wedge Editorial

Example 1

Wedges are everywhere. From important tools to animals' bodies, wedges make work easier. Without wedges we would not be able to build houses or even eat our food! They are the most helpful of all simple machines.

Example 2

So are wedges the most helpful simple machine? I think so. Wedges are used to make lots of important tools. Nature even thinks they are helpful. Just take a bite out of an apple and you will see them at work. They are the most helpful of all simple machines.

Example Conclusions for Model Wedge Editorial
(Notes for Teacher)

Example 1

Wedges are everywhere. *(Introduction to the paragraph)* From important tools to animals' bodies, wedges make work easier. Without wedges we would not be able to build houses or even eat our food! *(Two detail sentences restating the reasons for the opinion)* They are the most helpful of all simple machines. *(Restatement of the opinion)*

Example 2

So are wedges the most helpful simple machine? *(Introduction to the paragraph)* I think so. *(Opinion)* Wedges are used to make lots of important tools. Nature even thinks they are helpful. Just take a bite out of an apple and you will see them at work. *(Three detail sentences restating the reasons for the opinion)* They are the most helpful of all simple machines. *(Restatement of the opinion)*