

Grade 4: Module 1A: Unit 1: Lesson 5

Keeping Track of How it All Fits Together: Making Connections



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GRADE 4: MODULE 1A: UNIT 1: LESSON 5
Keeping Track of How it All Fits Together:
Making Connections

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can make connections between texts, ideas, cultural perspectives, personal events and situations. (RL.4.11)</p> <p>I can paraphrase information presented in diverse media and formats. (SL.4.2)</p> <p>I can engage effectively in a collaborative discussion. (SL.4.1)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> • I can make connections between texts. • I can reread to find specific details. • I can plan a symbol for my wampum belt. 	<ul style="list-style-type: none"> • Anchor chart • Teacher observation

Agenda	Teaching Notes
<p>1. Opening</p> <p style="padding-left: 20px;">A. Carousel Vocabulary review (25 minutes)</p> <p>2. Work Time</p> <p style="padding-left: 20px;">A. Making Connections (20 minutes)</p> <p style="padding-left: 20px;">B. Sharing Ideas (10 minutes)</p> <p>3. Closing and Assessment</p> <p style="padding-left: 20px;">A. Exit paragraph (10 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none"> • In advance: read the Word Association guidance in Supporting Materials. • For the carousel activity, choose words that you feel your students needs reinforced. • Students may be hesitant to speak in front of the class. If necessary, remind students about respectful listening practices. • The exit paragraph should be returned to students at the start of the next lesson. • Students may start asking questions about their personal wampum belts. This will be more clearly explained in a later lesson.

Lesson Vocabulary	Materials
central idea, supporting detail, gist	<ul style="list-style-type: none"> • Carousel Brainstorm (Appendix 1) • Word Association (see Supporting Materials) • Note Catcher (see Supporting Materials)

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	<ul style="list-style-type: none"> • Keeping Track of How it All Fits Together anchor chart (begun in Lesson 2) • “Birth of the Haudenosaunee” • “Thanksgiving Address” • Vocabulary log/notebook • Chart paper • Markers
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Opening	Meeting Students’ Needs
<p>A. Vocabulary review (25 minutes)</p> <ul style="list-style-type: none"> • Inform students that in a few days they will be creating their own wampum belts that represent an event from their family, school, or community that is important to them. In order to help their thinking, they will start by looking at what is important to the Haudenosaunee people for inspiration. • First, talk with students about the learning targets for the day: <ul style="list-style-type: none"> • “I can make connections between texts.” • “I can reread to find specific details.” • Word association: Inform students that they will be writing about the texts they read in this unit/module and that in order to be able to write about the texts, they need to make sure they have understanding of the difficult vocabulary. See Word Association guidance in Supporting Materials for the procedure. After the five words have been discussed and clarified, split students into pairs or triads. • Modified Carousel activity. This vocabulary review uses a similar procedure to the Carousel activity in Appendix 1. Instead of questions to answer, the students will be coming up with sentences for the vocabulary words, similar to the Word Association activity. Select 5-7 vocabulary words from this unit that you would like the students to have an understanding of. Put each of those words on a piece of chart paper and post them around the room. In pairs or triads, students will come up with sentences for each of the words and write them on the chart paper. Follow the basic carousel procedure. • After all groups have had a chance with each word, student groups should end up back at their original word. Each group should have the opportunity to read each student-created sentence aloud. Allow time to discuss the sentences and how clearly they convey the meaning of the word. • Allow time for students to clarify the definitions of these words in their vocabulary journals. 	

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Work Time	Meeting Students' Needs
<p>A. Making Connections (20 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out their Keeping Track anchor charts. Put students into triads and distribute Graphic Organizer found in Supplemental Materials. • Instruct students to use their anchor charts and talk with their groups about any ideas that appear in both texts, and how they know. Students will use the graphic organizer to organize their ideas and supporting details in preparation for sharing with the class. • Circulate to provide support. • Making connections to other texts may be a difficult concept for some students. Consider allotting more time to this task. 	<ul style="list-style-type: none"> • Graphic organizers help students organize their thoughts in preparation for deeper thinking and analysis.

Work Time	Meeting Students' Needs
<p>B. Sharing Ideas (10 minutes)</p> <ul style="list-style-type: none"> • Instruct each group to choose one member who will report out on the connecting idea they found and any details they found to support that. They will also talk about any connections they found to the videos. • Call on volunteers to share their connecting idea and explanations. Question students about how they arrived at their conclusions in order to ensure that they use details from the texts to support their thinking. • After each group has shared out, congratulate them on their bravery in speaking in front of the class. 	

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Closing and Assessment	Meeting Students' Needs
<p>A. Exit paragraph (10 minutes)</p> <ul style="list-style-type: none">• Display this question for all students to see: “What do these texts tell you about the Haudenosaunee people?”• Instruct students to write a paragraph using their notes on their note catchers. They should identify one trait of the Haudenosaunee based on what they have read so far. Students should include 2-3 pieces of textual evidence to support their claim about the Haudenosaunee.• Collect the paragraphs at the end of the lesson. This assessment will help students prepare for the kind of thinking they will need for the mid unit assessment in the next lesson. Students will need this paragraph when they create their wampum belt in lesson 8.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Students can start thinking about a symbol they would create for their wampum belt based on what they wrote in their paragraph.	

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Supplemental Materials



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Word Association

Write the following words on the board (or other words from the unit of your choosing):

principles address confederacy succumbed consensus

Say: “Tell me the word that I am thinking about.”

Read aloud the following sentences and allow students to fill in the blank (aloud).

When people from different areas form a group with a common purpose, it is called a _____.

When you give in to temptation, you have _____.

If you and I agree to work together through a tough problem, it is called _____.

If I have certain beliefs that guide my life, I have a set of _____.

If you give an important speech to a group, you are giving an _____.

Clarify the definitions for each word as you review them. Ensure that students have written an acceptable definition in their vocabulary logs.

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Note Catcher:
Making Connections

Connecting Idea

Details from "Birth of the Haudenosaunee"

Details from Thanksgiving Address

How do the texts connect to the videos you saw (Stone Canoe and introduction to Thanksgiving Address)?