



EXPEDITIONARY  
LEARNING

# Grade 4: Module 2A: Unit 2: Lesson 10

## Reading and Taking Notes on Colonial Trades



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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 document what I learn about a topic by sorting evidence into categories. (W.4.8)
- I can make inferences using specific details from the text. (RI.4.1)

**Supporting Learning Targets**

- I can gather and sort information from a text about my colonial trade when taking notes.
- I can infer how colonists depended on my trade and how my trade depended on others.

**Ongoing Assessment**

- Colonial Trade Research Note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Reader (5 minutes)</li><li>B. Review Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. I Guided Practice: Reading and Taking Notes (20 minutes)</li><li>B. Independent Practice (10 minute)</li><li>C. Expert Groups: Sharing and Collaboration (15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief (5 minutes)</li></ol></li><li>4. Homework</li></ol>	<ul style="list-style-type: none"><li>• In this lesson students read and take notes on their trade from their Colonial Trade texts for a third time and independently.</li><li>• Some students may need more support during this independent reading time. Consider preparing a more scaffolded Note-catcher in advance (see Unit 1, Lesson 6 for an example of this type of scaffolding).</li><li>• In this sequence of research lessons, students work with their expert groups for at least a part of each day. Today, they interact with other peers during the first part of class, and meet with their expert group during Part C of Work Time.</li><li>• To anticipate the types of responses you may get from students, see the Wheelwright Model (in Supporting Materials).</li></ul>



Lesson Vocabulary	Materials
gather, sort, infer, depended, skills	<ul style="list-style-type: none"> <li>• Expert group labels (from Lesson 8 homework)</li> <li>• Colonial Trade Research Note-catcher: Wheelwright (from Lesson 8)</li> <li>• “The Wheelwright’s Role in a Colonial Village” (from Lesson 8)</li> <li>• Wheelwright Model (possible answers for Teacher Reference)</li> <li>• Document camera</li> <li>• “The [tradesperson’s] Role in a Colonial Village” (from Lesson 8; one for each student for their assigned expert group trade)</li> <li>• Colonial Trade Research Note-catcher (from Lesson 8)</li> <li>• Expert Group Collaboration sheet (to cut up and distribute one per group)</li> <li>• Equity sticks</li> <li>• Wheelwright Model (possible answers for Teacher Reference)</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to get out their <b>expert group labels</b> from Lesson 8. (“Reread the text on your colonial trade. On your expert group label, write one sentence describing what your tradesperson does. Create a visual that represents your trade.”)</li> <li>• Ask students to find a partner who is in a different expert group (i.e., researching a different trade). Ask them to share their label, read their sentence, and explain their visual.</li> <li>• Ask students to hold on to their labels to share with their expert group later in this lesson.</li> </ul>	



Opening (continued)	Meeting Students' Needs
<p><b>B. Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Review the learning target: “I can gather and sort information from a text about my colonial trade when taking notes.” Circle the words <i>gather</i> and <i>sort</i>. Ask groups to talk about what these words mean and why researchers would have to do this with information they read. Have groups share their thinking. Explain to students that a researcher can find a lot of information when reading text. They often sort the information to figure out what is important. Remind them that they determined categories of information to collect earlier in this unit (How the Trade Helps People, Tools for the Trade, Skills Needed for the Trade, and Other Interesting Things), and that gathering information based on these categories will help them as writers of historical fiction later (in Unit 3 of this module).</li><li>• Review the second learning target: “I can infer how colonists depended on my trade and how my trade depended on others.” Circle the words <i>infer</i> and <i>depended</i>. Students should be able to explain the word <i>infer</i> based on their learning in Unit 1 of this module.</li><li>• Point out the word <i>depended</i> and ask them if they can identify the root. Students should notice the root <i>depend</i>. Ask students to turn and talk to a different partner about what this word means. Have partners share ideas and clarify the meaning of this word (to rely on another for something that is needed). Tell them that today they will focus on how their trade helped other colonists. They will find out what the colonists depended on their trade for and infer what their trade might have depended on.</li></ul>	<ul style="list-style-type: none"><li>• Consider providing nonlinguistic symbols (e.g., a spoon or teapot for the word <i>silversmith</i>) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Guided Practice: Reading and Taking Notes (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display a copy of the <b>Colonial Trade Research Note-catcher: Wheelwright</b> (from Lesson 8) with a <b>document camera</b> or re-create on chart paper or on the board. Quickly review the information recorded on the front of the Note-catcher during Lessons 8 and 9. Focus on the summary to help students recall the text about the wheelwright. Show students Part Three: Facts about My Trade. Explain that this is where they will take their notes today.</li> <li>• Review the categories listed in the four columns of the Note-catcher. Name each category and clarify each as needed.</li> <li>• Focus on the second column: SKILLS. Point out the word <i>skills</i> and ask students to Think-Pair-Share on the meaning of this word. Ask for a few pairs to share with the class. Listen for students to say something such as “things you are good at.” Tell students that today they will learn about the skills of their trade. Explain that this means they will look for the things that a craftspeople had to do well in order to make their goods.</li> <li>• Ask students to brainstorm some possible skills craftspeople may have had to have. List on the board the Colonial Trade Skills for students to reference while reading their text. (Some possible skills might include being precise, having perseverance, wood carving, making and controlling a fire, shaping metal, using special tools, etc.)</li> <li>• Be sure students have their text, “The Wheelwright’s Role in a Colonial Village” (from Lesson 8). Distribute the <b>The Wheelwright’s Role in a Colonial Village</b> text (from Lesson 8). Ask students to read along with you. Tell them that they will then help you think about what information to put in the Note-catcher.</li> <li>• Read the main body of the text only. Go slowly. Stop and let students think about what information should go in the graphic organizer’s columns. (For example, stop after the first sentence and ask them if there’s anything that could be recorded about how the wheelwright helped people. Expect responses such as: “They made wheels for wagons and carriages.”) Model how to take short bulleted notes. Refer to the <b>Wheelwright Model</b> (Possible answers for Teacher Reference).</li> <li>• Show students how to code their notes with an E for explicit evidence in the text and I for inferred information from the text. For examples of information gathered from the wheelwright text, see the Note-catcher below.</li> </ul>	<ul style="list-style-type: none"> <li>• To further support ELL students, you might clarify the meanings of words such as <i>trade</i> and <i>tools</i>.</li> <li>• Be sure to pay particular attention to inferring about the wheelwright’s skills, since this most likely will be an area of challenge for students when reading and taking notes about their trade. Model using the text and the brainstormed list of skills to infer information for this category.</li> <li>• Consider referring back to the Explicit versus Inferred anchor chart created in the previous units to help students connect to prior learning related to this standard. (RI.4.1)</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Ask students to reflect on this guided practice: “What did we do as readers?” As students share, record their observations into directions on the board, such as the following:               <ul style="list-style-type: none"> <li>* Read the text slowly.</li> <li>* Record information into categories as you read.</li> <li>* Take short notes and mark E for explicit evidence and I for inferred information.</li> </ul> </li> <li>• Provide proof from the text for inferred information. At this point the Tools column should still be blank. Work with students to review your notes and determine whether you need to reread to find more information for a particular category. Ask students: “Is there more information in the text? Where can we find it?” If students do not mention the picture, point it out to them and ask them if they can find any information from it that we don’t already know. Tell students that they should use the vocabulary from yesterday that they recorded on the front of their Note-catchers as a reference while reading their expert group text.</li> <li>• Refine the directions:               <ul style="list-style-type: none"> <li>* Review Steps 1 to 4.</li> <li>* Add a fifth step: “Share what you found with your expert group and record any new information.”</li> </ul> </li> </ul>	
<p><b>B. Independent Practice (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to refer to their Colonial Trade texts from lesson 8 and distribute their <b>Colonial Trade Research Note-catcher</b> (from Lessons 8 and 9) to students. Ask them to take 10 minutes to read and take notes independently. Tell them that they will then get to share what they record with their group and add more notes.</li> <li>• Circulate during this time to confer with students who need additional support.</li> </ul>	
<p><b>C. Expert Groups: Sharing and Collaboration (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to move into their expert groups. Give them a few minutes to share their labels from the previous lesson’s homework.</li> <li>• Distribute the <b>Expert Group Collaboration sheet</b>. Review the steps of the sharing process. Emphasize that in each round all voices should be heard and that students need to reference the text each time they share.</li> <li>• Give students 10 minutes to work. Circulate to support groups in their sharing and collaboration process.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing the steps and directions for sharing independent work with expert partners in written form will support students who struggle with multistep directions.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Gather the group together. Ask: "How do you think the trades depended on each other?" Ask students to Think-Pair-Share. Use <b>equity sticks</b>: Call on a few students to share their partner's thoughts with the whole group.</li> <li>• Draw student's attention to the learning target: "I can gather and sort information from a text about my colonial trade when taking notes." Ask students to find a new partner and discuss what this learning target means to them now. Give them the sentence frame: Now I think this learning target means _____.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect students' Note-catchers for formative assessment on sorting evidence (W.4.8) and to determine their understanding of their expert group's trade.</li> </ul>
Homework	Meeting Students' Needs
<p>Continue reading in your independent reading book for this unit at home.</p> <p><i>Note: Lesson 11 will focus on SL.4.2: listening and paraphrasing read text or presentations. This lesson will require an Internet connection and speakers to play a podcast for the class. Students do a similar activity in their expert groups in Lesson 12: For that, each expert group will need access to technology to play podcasts on their trade. This may require access to a computer lab or handheld devices. If such access isn't available, consider burning the MP3s onto discs, and the students can use CD or MP3 players to listen to these interviews. Plan accordingly for use of this technology.</i></p> <p><i>Preview the podcasts, which can be found at the following links:</i></p> <p><i>Wheelwright: <a href="http://podcast.history.org/2007/09/03/carriages-carts-and-wagons/?search=wagons">http://podcast.history.org/2007/09/03/carriages-carts-and-wagons/?search=wagons</a></i></p> <p><i>Blacksmith: <a href="http://podcast.history.org/2011/09/19/williamsburgs-blacksmith/">http://podcast.history.org/2011/09/19/williamsburgs-blacksmith/</a></i></p> <p><i>Builders/Carpenter: <a href="http://podcast.history.org/2012/04/30/meet-the-carpenter/">http://podcast.history.org/2012/04/30/meet-the-carpenter/</a></i></p> <p><i>Cooper: <a href="http://podcast.history.org/2012/01/02/meet-the-cooper/">http://podcast.history.org/2012/01/02/meet-the-cooper/</a></i></p> <p><i>Printer: <a href="http://podcast.history.org/2005/10/31/printer/">http://podcast.history.org/2005/10/31/printer/</a></i></p> <p><i>Shoemaker: <a href="http://podcast.history.org/2012/03/26/meet-the-shoemaker/">http://podcast.history.org/2012/03/26/meet-the-shoemaker/</a></i></p> <p><i>(All podcasts last accessed 10/26/12)</i></p>	



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## Supporting Materials



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**Wheelwright Model**  
(Possible Answers for Teacher Reference)

**Part Three: Facts about My Trade**

How the Trade Helps People	Tools for the Trade	Skills Needed for the Trade	Other Interesting Things
<p>Makes wheels for carriages, wagons, and carts (E)</p>	<p><i>[Teacher Note: Save this section for students to practice gathering information from the text after you have modeled.]</i></p> <p>Chisel (E*)—wheelwright used a chisel to create openings for the spokes</p> <p>Hammer (I*)—wheelwright hammered the hoop onto the wheel</p>	<p>Working with wood and metal (I)—hub was made of wood, and the tire was made of iron</p> <p>Working with fire (I)—heated the hoop slightly</p> <p>Had to be careful with his work (E)—the wheels he made were perfectly round</p>	<p>Women who were married to wheelwrights helped in the shop.</p>

\* E = explicit; I = inferred.



### Expert Group Collaboration

1. Round One: **Each student** in the group **shares** one thing recorded on his or her Note-catcher, pointing out where in the text it was found, and whether the information was explicit or inferred. Group members **record new information** they hear during sharing.
2. Round Two: Continue until everyone in your expert group has the same information recorded on their Note-catchers.
3. Round Three: Discuss the three questions at the bottom of your Note-catchers one at a time. Be sure each person has a chance to share his or her thinking. **Use evidence from the text** to support your group's answer.

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