Grade 4: Module 2A: Unit 1: Lesson 8
Taking Notes Using a Graphic Organizer:
Inferring about Work and Play in Colonial America
<table>
<thead>
<tr>
<th>Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)</th>
<th>Ongoing Assessment</th>
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</thead>
<tbody>
<tr>
<td>I can explain what a text says using specific details from the text. (RI.4.1)</td>
<td>Inferring T-chart</td>
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<tr>
<td>I can make inferences using specific details from the text. (RI.4.1)</td>
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<tr>
<td>I can synthesize information from two texts on the same topic. (RI.4.9)</td>
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<tr>
<td>I can take notes and categorize information. (W.4.8)</td>
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<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
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<tr>
<td>• I can identify details that support the main ideas of a section of <em>The Scoop on Clothes, Homes, and Daily Life in Colonial America</em> and <em>If You Lived in Colonial Times.</em></td>
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<tr>
<td>• I can document what I learn about life in a Colonial American village by taking notes.</td>
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<tr>
<td>• I can make inferences using specific details from the text.</td>
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<tr>
<td>• I can synthesize information I learn about work and play in Colonial America from two different texts.</td>
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## Agenda

1. **Opening**
   - A. Engaging the Reader (5 minutes)

2. **Work Time**
   - A. Explicit Details and Inferences of Text 1: Work in the Colonies (15 minutes)
   - B. Explicit Details and Inferences of Text 2: Play in the Colonies (15 minutes)
   - C. Synthesizing: This or That (15 minutes)

3. **Closing and Assessment**
   - A. Debrief: Write-Pair-Share (10 minutes)

4. **Homework**

## Teaching Notes

- For the partner reading of an unfamiliar and complex piece of informational text, pair stronger readers with those needing more support.
- This lesson involves chunking text. If appropriate, explicitly name this strategy for students.
- Review Part C of Work Time (This or That) carefully before the lesson, in order to visualize the activity, which involves students moving to two corners of the room. Choose which questions are most important to ask, since there may not be enough time to have students discuss all four questions.

## Lesson Vocabulary

- record, main idea, supporting details, notes, inference, explicit, synthesize; spinning, weaving, knitting, churn, trenchers, quilting, barn raisings, harvest, festivals, plantation, dress ball

## Materials

- John Allen anchor chart (from Lessons 2 and 3)
- Inferring Three-Column graphic organizers (from Lessons 4 and 6)
- Explicit versus Inferred anchor chart (from Lesson 4)
- *If You Lived in Colonial Times* (book; one per student; pages 48-49)
- *The Scoop on Clothes, Homes, and Daily Life in Colonial Times* (book; one per student; Chapter 4)
- Inferring T-chart (one per student)
### Opening

**A. Engaging the Reader (5 minutes)**

- Remind students that they have been reading several texts in order to understand the way people lived during the Colonial America. Review information learned so far about life in a colonial village by revisiting the *John Allen anchor chart* from Lessons 2 and 3 as well as students’ *Inferring Three-Column graphic organizers* from Lessons 4 and 6. Ask students to identify at least one new thing they’ve learned about life in Colonial America and turn and tell a partner.

- Review the last two targets: “I can make inferences using specific details from the text,” and “I can synthesize information I learn about religion in Colonial America from two different texts.” Ask students to explain to a partner what it means to *infer* about what they’ve read and what it means to *synthesize*. Point out that in some respects, synthesizing is putting a bunch of little inferences together in order to create new learning.

- Explain that today students will continue to be detectives in learning about life in Colonial America. They will use the information they read to help them continue to draw conclusions or form opinions about what life was like for the colonists. As detectives they will need to pay close attention to details as they read in order to help them determine what life was like for the colonists.

- Remind students of their previous work; point to the *Explicit versus Inferred anchor chart*, which was created in Lesson 3.

- Have students give a quick thumbs-up, -sideways, or -down to indicate how well they understand today’s learning targets.

### Meeting Students’ Needs

- Consider providing nonlinguistic symbols (e.g., a lightbulb for *main idea*, a magnifying glass for *inference*) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year.

- All students developing academic language will benefit from direct instruction of academic vocabulary.

- ELLs can record new terms in personal dictionaries or their vocabulary notebooks that they can refer back to throughout the module.
A. **Explicit Details and Inferences of Text 1: Work in the Colonies (15 minutes)**

- Ask students to locate their text *If You Lived in Colonial Times*. Orient them to pages 48–49.
- Determine how much support students need with this text. If some students are strong enough that they can read the text aloud with support, ask them to read with a partner the section “Did People Work Hard in Colonial Days?” on pages 48–49 (students should alternate paragraphs so both have a chance to practice reading aloud). If some students need more support, pull aside this group of students and read aloud to them. If all students need support, read aloud to the class. Remember that this read-aloud is to promote fluency; simply read slowly, fluently, and without interruption. Do not discuss the text with students at this point.
- Ask students to reread the text again silently on their own, thinking about gist. As they reread this text, also ask them to circle any words that they are unfamiliar with or that confuse them.
- Then invite students to talk with their partner about the gist; this should be fairly obvious based on the heading of the section.
- Next, distribute the **Inferring T-chart** and ask students to work with their partner to identify details from the text that help them understand what kind of work colonists had to do to survive.
- Ask students to list those details in the left-hand column on their Inferring T-chart.
- As before in Lesson 6, ask students to make some inferences:
  * “What do those details help you figure out about what life was like in Colonial America?” Ask students to record their inferences in the right-hand column of their Inferring T-chart. Remind students to write inferences in the form of notes, not complete sentences.
- Circulate to read students’ detail lists and inferences and to support as needed.
### B. Explicit Details and Inferences of Text 2: Play in the Colonies (15 minutes)

- Ask students to locate their text *The Scoop on Clothes, Homes, and Daily Life in Colonial America*. Focus them on Chapter 4, “Fun and Games.”

- Ask them to repeat the same process they just did (with *If You Lived in Colonial Times*). Tell them that their purpose is to continue to identify details and make inferences, but ALSO to think about how the information is the same and different in the two texts.

- As before, determine how much support students need with this text. If some students need more support, pull aside that group of students and read aloud to them. If all students need support, read aloud to the class. Remember that this read-aloud is to promote fluency; do not discuss the text with students at this point.

- As before, have students do the following:
  - Reread the text again silently, thinking about gist and circling unfamiliar words.
  - Talk with their partner to figure out the gist of the passage.
  - Identify details from the text that help them understand how the colonists enjoyed themselves (and list on left-hand column of T-chart).
  - Infer what these details help them understand about life in the colonies (record on right-hand column of T-chart).
  - Circulate around the room to read students’ detail lists and inferences and to support as needed.

### Meeting Students’ Needs

- Increase interactions with vocabulary in context. This increases the rate of vocabulary acquisition for ELLs.
- For students requiring additional support, you may consider limiting the number of words students underline or consider having students focus on a smaller chunk of text in the shared reading.
### C. Synthesizing: This or That (15 minutes)

- Identify two corners or sides of the room where the students will gather in groups based on their answer to a series of synthesis questions.

- Explain the process to students:
  * They will be asked a question.
  * They will have a minute to think about their answer, based on what they’ve learned about work and play in Colonial America from the texts they’ve read.
  * They will then move to the corner of the room that is designated for their answer.
  * Once in their spot, they will discuss their opinion with the other students in their spot: Why did you choose this answer?
  * They will need to have their T-charts and texts with them so they can support their opinion with evidence.
  * The group will then create a one-sentence synthesis statement to share with the rest of the class.
  * A spokesperson from each group will share the group’s synthesis.
  * They will repeat the process with a new question.

- Possible questions (choose, as time permits):
  * What did the colonists feel was most important to their lives in the new world—work or play?
  * Where was the hardest work done—inside or outside?
  * Who contributed more to the survival of the family—men or women?
  * Colonists believed that only the children should play—true or false?

### Meeting Students’ Needs

- During the This or That activity, be sure to give students adequate think/wait time before asking them to move to the new spot. Giving students 20 to 30 seconds to think about their answers is helpful to all students, especially ELLs and struggling learners.

- A possible extension would be hold a caucus: Allow students to “not know” and gather in a third group in the middle. Then each of the other two groups will need to convince the “undecideds” that their “corner” is the best answer based on the texts.
### Closing and Assessment

**A. Debrief: Write-Pair-Share (10 minutes)**
- Ask students to take a few minutes to write a synthesis statement (at the bottom of their Inferring T-chart) about the roles work and play had in a colonial village.
- Then invite them to share this synthesis statement with their reading partner.
- Remind students of the learning targets: “I can make inferences using specific details from the text,” and “I can synthesize information I learn about work and play in Colonial America from two different texts.” While reading today they acted as “detectives” by recording details about what they read in order to help them make an inference about work and play in Colonial America. And through active conversations with their peers, they synthesized their thinking about several questions about work and play in colonial times.
- Collect students’ graphic organizers to informally assess their synthesis statements. (Check to see if students are beginning to get to the bigger synthesis that life in Colonial America was very challenging, and that colonists had to not only work hard, but cooperate with others and be emotionally strong).

### Homework

Add new words to your Vocabulary Notebook. Choose at least five words that you think are really important from the “Fun and Games” chapter of *The Scoop on Clothes, Homes, and Daily Life in Colonial America* and pages 48–49 of *If You Lived in Colonial Times*.

### Meeting Students’ Needs

ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.
## Inferring T-Chart

<table>
<thead>
<tr>
<th>Details from Text 1</th>
<th>My Inferences (What this makes me think about work in colonial times)</th>
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<tr>
<th>Details from Text 2</th>
<th>My Inferences (What this makes me think about play in colonial times)</th>
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Synthesis statement regarding the role work and play played in Colonial America:

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