

4th Grade Lesson Plan Sample

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WEEK 2

Elements of Informational (Science Focus) Day 1

Chemical Vs. Physical Changes

Did you know that when you bake a cake, a chemical change takes place? Both chemical and physical changes happen all around us. There are some key differences between chemical and physical changes.

Namely, chemical changes are special because they make something new. One example is when you eat, the food mixes with juices in your stomach. It then makes a new substance that turns into energy. According to our science textbook, another chemical change is "when metal interacts with air and it rusts".

On the contrary, physical changes are different because they don't make new substances. Instead, different items might change shape or state. An example of a physical change is when ice melts into water. Another example is ripping paper. The paper changes shape, but it's still paper. Both physical and chemical changes are important in our world. Without them, we couldn't eat, and substances might not change state! What other chemical and physical changes do you notice in your life?

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Elements of Informational (Science Focus)

	Explain.	Type
✓ Introduces a topic clearly. Gives a 1-sentence statement that summarizes the topic (thesis). (purple)		type
✓ Groups information on the topic by category. (blue)		type
✓ Uses transition words and phrases to clearly show the relationship between ideas. (bold)		type
✓ Develops the topic with facts, definitions, examples, quotes, and other details (elaborations). (green)		type
✓ Includes quotation(s) from other texts to develop the topic. (underlined)		type
✓ Provides a concluding paragraph that ties the entire writing piece together. (red/dots)		type

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Brainstorming: Informational (Science Focus) Day 2

Prompt: Natural hazards are events that take place in nature that cause harm to us. Choose one natural hazard to write an informational essay about. Also explain how humans have taken steps to reduce the impact of the hazard.

My Topic: type	What I Already Know	Questions I Still Have	Resources I Can Use to Learn More
type	type	type	type

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Research Days 3-4

My topic: type	Facts, definitions, details, quotations, examples, or other information:
Source: type	
Source: type	
Source: type	

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Planning: Organization

Categorize the facts, definitions, examples, quotes, and other details you have gathered to create outline of your writing. Four rows are provided for up to four reasons, but you can use less or more on your slides.

Main Reasons	Elaborations: facts, definitions, examples, and
type	type

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WEEK 3

Informational Introduction Day 1

The introduction paragraph of explanatory and informational writing has three parts:

- A lead
- Connecting sentence(s) (often important background information)
- A focused thesis

Every year, landslides in the U.S. cause roughly \$1.5 billion in damage and kill between 25 and 50 people. Landslides are a natural hazard that happens when rocks, debris, or earth slide down a hill, mountain, or slope of some kind. These dangerous events occur all over the world. Understanding the causes of landslides can help us reduce the damage they cause.

Definitions	
Lead	A lead is a way to hook your reader into your writing piece. Great leads engage your reader by getting their attention and making them think about the topic.
Connecting Sentence(s)	The connecting sentence is a general sentence that helps the lead flow into the thesis without giving away important facts from the body paragraphs. It sometimes includes background information that readers need to have a basic understanding of the topic.
Thesis	A thesis statement tells your reader what you believe and what you will explain or prove. It ties all of the information in your body paragraphs together.

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Informational Introduction: Lead

A lead is a way to hook your reader into your writing piece. Great leads engage your by getting their attention and making them think about the topic.

Lead Ideas: type

Question	Type
Definition or Description	type
Interesting Fact	type
Statistic	type
Mystery Statement	type
Single Word + Definition or Description	type

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Informational (Science Focus)

Week 2

Lesson 1	Elements of Informational Writing
Lesson 2	Brainstorming
Lesson 3	Researching
Lesson 4	Researching <i>Day 2</i>
Lesson 5	Organization: Planning

Natural Hazards

Have you ever felt an earthquake shake the earth? Then you've experienced a natural hazard! Natural hazards are events that take place in nature and can harm people and property. It's important for people to understand these hazards so that they know what to do if they ever experience one. Whether it's an earthquake toppling buildings or a flood destroying farms, there are many kinds of natural hazards.

Geophysical

Geophysical natural hazards are large events that happen related to the earth, including rocks. For example, earthquakes and tremors. This happens when the earth's tectonic plates move, shaking the earth. About 1000 earthquakes take place around the world every year.

Landslides are when rocks or soil slide down a slope. They usually happen after a large rainfall. However, volcanic eruptions and earthquakes can also cause landslides.

Tsunamis are another geophysical hazard. They are huge ocean waves that usually arise after an earthquake. A coast is at risk for a tsunami.

Fiery volcanoes are another hazard. When they erupt, they spit out lava and ash. Sometimes volcanoes appear to be inactive and suddenly spring to life. One example is Mount St. Helens, which erupted in 1980 and killed 57 people.

Hydrological

Hydrological natural hazards are natural hazards related to water. The most obvious hazard is a flood. Floods are often caused by rain but can also occur due to melting snow. Every year, over \$40 billion in damage is caused by flooding.

Avalanches are another hydrological hazard. Also known as a snow slide, avalanches are when a large mass of snow slides down a mountain. They often take place after a big snowfall. But it can take something as small as the sun melting a bit of snow or an animal walking by to start the avalanche.

Climatological

Hazards that are related to climate are called climatological hazards. One example is extreme temperatures. Both hot and cold temperatures can be hazards. Especially for the old and very young, weather that's too hot or cold can even kill!

A drought is another example. Droughts happen when there is less rain than usual for a long time. Droughts can mean there's not enough water for people, plants, and animals. Sometimes scientists can predict droughts, but they usually can't tell how long they'll last.

Wildfires are another climatological hazard. They are fires that occur naturally or are caused by people. In fact, most wildfires are started by people. People might start a campfire that gets out of control or drop a cigarette that turns into a big fire. Wildfires burn up forests, prairies, and other wild areas.

Meteorological

Meteorological hazards are related to the weather. Cyclones are one example. Cyclones include tropical storms, tornadoes, and typhoons. Swirling winds are the main characteristic of cyclones. However, they also often come with rain.

Sometimes a large storm can cause a storm surge. The winds from the storm can actually push water from the ocean onto land. It's a special type of flooding.

All of these natural hazards are different because they involve different elements. While some involve the wind, others involve water or even the shaking of the earth. However, they are all dangerous for people. It's important to have a family and school emergency plan for the natural hazards most likely to take place in your area. By being prepared, we can lower the risk we face.

Informational Mentor Text

The Effects of Landslides

Every year, landslides in the U.S. cause roughly \$3.5 billion in damage and kill between 25 and 50 people. Landslides are a natural hazard that happen when rocks, debris, or earth slide down a hill, mountain or slope of some kind. These dangerous events occur all over the world. Understanding the causes of landslides can help us reduce the damage they cause.

For example, landslides often happen naturally. A large rain might cause a landslide, or an earthquake might cause a landslide. Volcanoes are another common cause of landslides. When they erupt, rocks and ash slide down the volcano. What all landslides have in common is that the large rocks move down a slope because of gravity.

People can also cause landslides. For example, people might build a road along a mountain, disturbing the earth. When building on mountains and hills, people need to be careful to make sure they don't create the conditions for a landslide. Other times, people disturb landslides that have already happened. This can make one happen again.

Another type of landslide can take place under water. These are called submarine landslides. Usually, they are caused by earthquakes. Sometimes these landslides can cause tsunamis.

Consequently, people can't always prevent landslides, but we can reduce the damage they cause. According to National Geographic's website, "Weather scientists can use rain gauges to warn people in areas where a landslide is likely to happen." This usually happens when there's a big rainstorm. I also read that "Scientists can predict rainfall which can help them tell if there might be a landslide." This way, they can warn people to leave the area. People can also prevent damage by directing water sources away from landslides and covering the land with membranes that prevent the water from seeping in.

We should continue to study landslides to understand them better and help reduce the damage they cause. The more we learn, the more we can improve the technology we use to predict and prevent landslides. You can help by sharing what you know about landslides with other people.

Week 2: Lesson 1

Informational (Science Focus) | 4th Grade

Purpose: I can list and explain the elements of informational writing.

I can find examples of the elements of informational text in another author's writing.

Standard(s):

- **CCSS.ELA-LITERACY.W.4.2**--Write informative/explanatory text to examine a topic and convey ideas and information clearly.

Materials

Print

- Teacher models (pg. 8-9)
- Student pages (pg. 10 -11)

Digital

- Student Pages

Learning Goal

The student will recognize and explain elements of informational writing using mentor texts.

Success Criteria

- **Criteria 1:** With support from the teacher, the student is able to identify and highlight examples of the elements of informational writing.
- **Criteria 2:** Each element of informational writing is explained using the highlighted examples.

Mini-Lesson Steps (15 min.):

1. Introduce mentor text and the genre of informational writing.
2. Discuss informational writing and the elements they see as unique to the genre.
3. Students help develop a list of elements of informational writing using the mentor text and Teacher Model (Elements of Informational) to help guide the discussion. Highlight/underline elements in the mentor text using Teacher Model.

*Note: The teacher model on page 9 is for the teacher to fill out. Page 10 and the student pages they have more room to write).

Student Page (15-30 min.):

1. Students work in partners to develop an explanation of how each example highlighted shows the element listed in the table. (If students may want to continue to scaffold this process.)

Closure (5-7 min.):

[If this lesson was done whole group due to a need for more scaffolding, only do number 3.]

1. Bring the class back together and have partnerships share their explanations.
2. Allow students to add/change their explanations.
3. Let students know they will be referring back to this checklist as they write their own drafts.

Week 2: Lesson 1

Informational (Science Focus) | 4th Grade

Mini-Lesson Overview

Mini-Lesson Script:

- "Last week we spent some time using topics we know about to teach others. This type of writing is called 'Informational' writing. Today we will look at a mentor text to see what is unique about informational writing."
- *[Read the mentor text and discuss any elements that students notice are different from other types of writing they've done.]*
- "Take a look at the 'Elements of Informational' student page. The elements of informational writing are listed on the left side. Are there similarities to what you have already noticed?" *[Allow students to share.]*
- "Now we are going to find these elements within the mentor text. You could be highlighting and underlining just as I am on my page. Let's see what we can find."
- *[Use the Teacher Model to guide this discussion. You may use the code/key as the Teacher Model or develop one with your students. If your students have more independence in this area, you may want to read the examples that have been discussed so they can do the explanation on their own. However, if students are not as confident, you may want to provide scaffolding and go through.]*

For each element, ask questions like:

- "How did the author include this element in their writing?"
- "Why do you think it is important to make sure that this element exists in your own informational writing?"

Check or highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<input type="checkbox"/> Provide opportunity for further research on a related topic <input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece <input type="checkbox"/> Use of advanced supplementary/reading materials <input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest	<input type="checkbox"/> Pre-Teach/Re-Teach concepts <input type="checkbox"/> Provide additional examples <input type="checkbox"/> Provide additional work time <input type="checkbox"/> Allow for differentiated product <input type="checkbox"/> Chunk Tasks <input type="checkbox"/> Take Student's Dictation/Provide Recording Equipment for Student Dictation <input type="checkbox"/> Language Scaffolds (i.e.: sentence frames) <input type="checkbox"/> Peer Mentor

Elements of Informational (Science Focus)

Chemical Vs. Physical Changes

Did you know that when you bake a cake, a chemical change takes place? Both chemical and physical changes happen all around us. There are some key differences between chemical and physical changes.

Namely, chemical changes are special because they make something new. One example is when you eat, the food mixes with juices in your stomach. It then makes a new substance that turns into energy. According to our science textbook, another chemical change is “when metal interacts with air and it rusts”.

On the contrary, physical changes are different because they don’t make new substances. Instead, different items might change shape or state. An example of a physical change is when ice melts into water. Another example is ripping paper. Paper changes shape, but it's still paper.

Both physical and chemical changes are important in our world. Without them, we couldn’t eat, and substances might not change state! What other chemical and physical changes do you notice in your life?

Explain.

- ✓ Introduces a topic clearly. Gives a 1-sentence statement that summarizes the topic (thesis). **(purple)**

The author states, “There are some key differences between chemical and physical changes.”

- ✓ Groups information on the topic by category. **(yellow)**

Each body paragraph describes one type of change. The first sentence tells the type of change, and how it relates to the overall topic.

- ✓ Uses transitions words and phrases clearly showing the relationship between ideas. **(bold)**

The author uses transition words and phrases like “Namely,” and “On the contrary,” to transition between different categories within the same topic.

- ✓ Develops the topic with facts, definitions, examples, quotes, and other details (elaborations). **(green)**

The author gives elaborations that further develop the topic. For example, they give an example of how ice melting into water is a physical change.

- ✓ Includes quotation(s) from other texts to develop the topic. **(underlined)**

The writer gives a quote from the science textbook.

- ✓ Provides a concluding paragraph that ties the entire writing piece together. **(red/pink)**

The writer ends with a conclusion paragraph that summarizes the piece and restates the topic.

Elements of Informational (Science Focus)

Chemical Vs. Physical Changes

Did you know that when you bake a cake, a chemical change takes place? Both chemical and physical changes happen all around us. There are some key differences between chemical and physical changes.

Namely, chemical changes are special because they make something new. One example is when you eat, the food mixes with juices in your stomach. It then makes a new substance that turns into energy. According to our science textbook, another chemical change is “when metal interacts with air and it rusts”.

On the contrary, physical changes are different because they don’t make new substances. Instead, different items might change shape or state. An example of a physical change is when ice melts into water. Another example is ripping paper. Paper changes shape, but it's still paper.

Both physical and chemical changes are important in our world. Without them, we couldn’t eat, and substances might not change state! What other chemical and physical changes do you notice in your life?

Explain.

✓ Introduces a topic clearly. Gives a 1-sentence statement that summarizes the topic (thesis). (purple)

✓ Groups information on the page by category. (yellow)

✓ Uses transitions and parallel structure to clearly show the relationship between ideas. (**bold**)

✓ Develops the topic with facts, definitions, examples, quotes, and other details (elaborations). (green)

✓ Includes quotation(s) from other texts to develop the topic. (underlined)

✓ Provides a concluding paragraph that ties the entire writing piece together. (red/pink)

Chemical Vs. Physical Changes

Did you know that when you bake a cake, a chemical change takes place? Both chemical and physical changes happen all around us. There are some key differences between chemical and physical changes.

Namely, chemical changes are special because they make something new. One example is when you eat, the food mixes with juices in your stomach. It then makes a new substance that turns into energy. According to our science textbook, another chemical change is “when metal interacts with air and it rusts”.

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Both physical and chemical changes are important in our world. Without them, you wouldn't eat, and substances might not change state! What other chemical and physical changes do you notice in your life?

Elements of Informational (Science Focus)

Use the mentor text *Chemical Vs. Physical Changes* to fill in the following table.

Explain.

✓ Introduces a topic clearly. Gives a 1-sentence statement that summarizes the topic (thesis).	
✓ Groups information on the topic by category.	
✓ Uses transitions words and phrases to clearly show the relationship between ideas.	
✓ Develops the topic with facts, definitions, examples, quotes, and other details (elaborations).	
✓ Includes quotations from other texts to develop the topic.	
✓ Provides a concluding paragraph that leaves the reader that ties the entire writing piece together.	

Week 2: Lesson 2

Informational (Science Focus) | 4th Grade

Purpose: I can use what I know, along with information I read, to begin brainstorming about a topic in response to a prompt.

I can brainstorm questions I will need to research in order to build my knowledge on the topic and answer questions I may have.

Standard(s):

- **CCSS.ELA-LITERACY.W.4.7**--Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Materials

Print

- Teacher model (pg. 14)
- Student page (pg. 15)

Digital

- Student Pages

Learning Goal

The student will determine a topic to pursue in response to the prompt and begin to brainstorm what information will need to be gathered in order to answer the prompt.

Success Criteria

- **Criteria 1:** The student is able to determine a topic to pursue in response to the prompt.
- **Criteria 2:** The student is able to brainstorm at least two items for each category of the graphic organizer (facts they already know, questions they still have, and resources they can use).

Mini-Lesson Steps (15 min.):

1. Read the Reference Text as a class. (Students should listen the first time through just with interest.)
2. Introduce the prompt to the class. Discuss the prompt and answer any questions students may have.
3. Have students reread the Reference Text. This time the focus should be on choosing a topic to pursue in response to the prompt.
4. Discuss some possible topics as a class.
5. Model choosing a topic on the board. Use the Teacher Model (Brainstorming: Informational) to model and think aloud about filling out the graphic organizer.
6. Display the Teacher Model for students to reference during their own work.

Student Work Portfolios (15-30 min.):

1. Students work in partners to reread the Reference Text if necessary. Partners will work together to help each other choose a topic to pursue.
2. Once partnerships have chosen topics, they may choose to work independently or continue to work in a partnership. Students will fill out their own graphic organizer (Brainstorming: Informational) using the teacher's model as a guide.

Closure (5-7 min.):

1. Partners try to help each other think of at least one more question to try to answer with their research.
2. If time allows, have students share their topics and at least one question they will research.

Before Lessons 3 and 4, gather sources for students to use. Visit the school library and have the librarian pull books for you. Gather 4-5 student friendly websites for students to use.

Week 2: Lesson 2

Informational (Science Focus) | 4th Grade

Mini-Lesson Overview

Mini-Lesson Script:

- "Today we will begin thinking about what we will be doing for our own informational writing. Our topic will be on Natural Hazards. First, we will read this Reference Text on the topic. I want your focus to just be on what you find interesting. Then I will introduce you to the prompt. We will read the Reference text again at that point and your focus will change. The second time, I'd like you to be reading to try to decide what specific topic you might want to write about."
- *[Read the Reference Text. Then introduce the prompt and the Brainstorming organizer. Explain that they will be reading the text a second time, but they are to read while thinking about which natural hazard they'd like to learn more about. You may choose whether to have students read on their own or read it whole group again.]*
- "Wow! There are a lot of topics to choose from! What are some of the topics you heard?"
- *[Allow students to share possible topics.]*
- "It's time to choose our topics. I will model for you how to choose a topic and how to brainstorm about how I am going to find enough information to teach someone else about it."
- *[Model choosing "Landslides" as your topic. Students will NOT be choosing a topic from the organizer with you this time. Their student pages are for their own topics.]*
- "Because I just read the Reference Text, I already know a few things about landslides. I am going to write what I learned in my graphic organizer."
- *[Model paraphrasing the information into the "I already know" column.]*
- "The reference text was not only about landslides, but it also gave me a lot of questions that I will need to research. I will write my questions here."
- *[Think aloud about questions you have. Use the Teacher Model as a guide, but you may add your own questions as well. Make sure to point out that the prompt pretty much gives you a question to ask by requiring you to explain how humans have taken steps to reduce the impact of the hazard.]*
- "There are several places in the text that answer these questions. I will write my ideas here."
- *[Use the Teacher Model to add your ideas to the final column of the organizer. You may have access to other resources that you can add to the organizer.]*
- "Now it is your turn to choose a topic and think about how you are going to teach someone about it."
- *[Release students to the independent portion of the lesson.]*
- Be sure to gather some resources for students to use in the next lesson. Visit the school library and have the librarian pull books for you. Gather 4-5 student friendly websites for students to use.

Check or highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunity for further research on a related topic <input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece <input type="checkbox"/> Use of advanced supplementary/reading materials <input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest 	<ul style="list-style-type: none"> <input type="checkbox"/> Pre-Teach/Re-Teach concepts <input type="checkbox"/> Provide additional examples <input type="checkbox"/> Provide additional work time <input type="checkbox"/> Allow for differentiated product <input type="checkbox"/> Chunk Tasks <input type="checkbox"/> Take Student's Dictation/Provide Recording Equipment for Student Dictation <input type="checkbox"/> Language Scaffolds (i.e.: sentence frames) <input type="checkbox"/> Peer Mentor

Brainstorming: Informational (Science Focus)

Prompt: Natural hazards are events that take place in nature that cause harm to us. Choose one natural hazard to write an informational essay about. Also explain how humans have taken steps to reduce the impact of the hazard.

My Topic: Landslides		
What I Already Know	Questions I Still Have	Resources I Can Use to Learn More
<p>Landslides are when land slides down a slope.</p> <p>Landslides happen after a lot of rain.</p> <p>Volcanic eruptions and earthquakes can also cause landslides.</p>	<p>What areas experience a lot of landslides?</p> <p>Are there other causes for landslides?</p> <p>Why do we have to take steps to reduce the impact of landslides? (The prompt wants us to answer this.)</p>	<p>Books in the school library</p> <p>Credible online resources like FEMA and National Geographic</p> <p>Ask an expert</p>

Brainstorming: Informational (Science Focus)

Prompt: Natural hazards are events that take place in nature that cause harm to us. Choose one natural hazard to write an informational essay about. Also explain how humans have taken steps to reduce the impact of the hazard.

My Topic:		
What I Already Know	Questions I Still Have	Resources I Can Use to Learn More
Sample		

Week 2: Lesson 3-4

Informational (Science Focus) | 4th Grade

Purpose: I can elaborate on the topic of my informational essay by paraphrasing and writing direct quotations from my research.

Standard(s):

- **CCSS.ELA-LITERACY.W.4.2--**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **CCSS.ELA-LITERACY.W.4.2.B--**Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- **CCSS.ELA-LITERACY.W.4.7--**Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Materials

Print

- Teacher model (pg. 18)
- Student page (pg. 19)

Digital

- Student Pages

Learning Goal

The student will use several sources to add information to their topic using paraphrasing and direct quotations.

Success Criteria

- **Criteria 1:** The student uses at least two sources.
- **Criteria 2:** There is at least one quotation and one paraphrase from each source (where possible).
- **Criteria 3:** Paraphrases maintain domain-specific vocabulary but is mostly in the author's own words.

Mini-Lesson Steps (15 min.):

This lesson is set to take place over two days. This mini-lesson is meant to be a little longer than usual on the first day of this lesson. The student portion the first day will be highly scaffolded. The second day will be primarily student research with scaffolding (as needed). The mini-lesson on the second day could be a simple recap of the mini-lesson from the first day plus hiccups students may have run into and what to do about them.

1. Review the prompt and read over your brainstorming graphic organizer.
2. Model and think aloud as you paraphrase information from the Natural Hazards Reference Text. Be sure to point out where the information came from in the Reference Text and how you put it in your own words using the Teacher Model (Research) as a guide. Be sure to mention maintaining the domain-specific vocabulary.
3. Model and think aloud about using sources when you intend to use a direct quote. Use the Teacher Model (Research) for direct quotes. Do the same for the paraphrased information. Make sure students know they can use more than two sources. They should not want to use the Reference Text as a source as the information is limited. (The Reference Text will not be available for students to look at. This is simply meant to be an example for you to use before sending students off to do their own work.)

Student Portion (40-90 min.):

- Students will struggle to write quotes, refer back to the sentence starter lesson from the previous opinion unit.
1. Students with the same or similar topics may work in partnerships or groups of 3 to support each other in research.
 2. Students will use teacher-provided sources (along with safe searching if you are comfortable with it) to begin answering questions from their brainstorming graphic organizer. They will take notes on the Research graphic organizer. (Be sure to make several copies of this as many students may use more than two sources.)
 3. Partners/group members will support each other in making sure to take complete notes and persist in looking for answers to their questions.

Closure (5-7 min.):

1. On the first day, gather students together and discuss difficulties and successes. Be ready to include these in the next day's mini-lesson.
2. On the second day, have partnerships/groups share questions they started with and how they were answered. Partners/group members should make sure questions are answered completely and clearly.

Week 2: Lesson 3-4

Informational (Science Focus) | 4th Grade

Mini-Lesson Overview

Mini-Lesson Script:

- "Today we begin our research. You all have great topics and there is a lot of great information out there about them. We will be using our Brainstorming graphic organizers to help us think about what information we need in order to answer our questions. We may not find an answer to **every** question we have, but we will do our best! Let's remind ourselves of the prompt and get started."
- *[Review the prompt with students and revisit your Brainstorming graphic organizer.]*
- "I am going to use the Reference Text as my first source. I paraphrased the information when I put it into my 'What I Already Know' column of my Brainstorming graphic organizer, and I am also paraphrasing here. Paraphrasing is when you summarize what you have learned. You want to keep any important vocabulary, but most of it will be put into your own words."
- *[Model paraphrasing the Reference Text information. Use the Reference Text to point out words you are using are different than what the author of the Reference Text used.]*
- "Sometimes an author does such a good job saying something that it just makes sense to use a direct quotation. I have some great quotations from a National Geographic website, so I am going to use that as my next source. Remember when we did opinion writing, and we used other people's ideas in our writing? We used some quotations in that piece of writing, and we focused on how to start a sentence to introduce the quotation. Can anyone remember any of the sentence starters?"
- *[Spend as little or as much time on this as you need to. If your students are rushing they may need more scaffolding. You can always use the sentence starter lesson from the Opinion unit to scaffold the start of the mini-lesson. Model using sentence starters to introduce quotations from the National Geographic website.]*
- "Sometimes articles can use a lot of words to explain something. I don't need to use all of those words. That is why paraphrasing is so helpful. I can read all of their information and then summarize it into my own words without getting too detailed for the type of writing I am doing. The National Geographic website had all kinds of information about landslides that happen under water. However, I only want to include a little about what they are in my writing, so I am going to paraphrase."
- *[Model paraphrasing the last two pieces of information in the graphic organizer. Make sure to point out that the vocabulary is still there, but not every word.]*
- "Now it is your turn to do some research. We are going to look at the questions you asked in your Brainstorming organizer. Think about what resources you want to look at. The Reference Text may not be a great source for all of you because it does not give a lot of information. It is your choice whether to use it or not. There are plenty of Research graphic organizers. Remember, you need to stick to two sources."
- *[Release students to work on their own. You may need to stop them along the way as students run into things you want to share with the rest of the class. This portion should be heavily scaffolded at first.]*

Check or highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<input type="checkbox"/> Provide opportunity for further research on a related topic <input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece <input type="checkbox"/> Use of advanced supplementary/reading materials <input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest	<input type="checkbox"/> Pre-Teach/Re-Teach concepts <input type="checkbox"/> Provide additional examples <input type="checkbox"/> Provide additional work time <input type="checkbox"/> Allow for differentiated product <input type="checkbox"/> Chunk Tasks <input type="checkbox"/> Take Student's Dictation/Provide Recording Equipment for Student Dictation <input type="checkbox"/> Language Scaffolds (i.e.: sentence frames) <input type="checkbox"/> Peer Mentor

Research

My topic: Landslides	
Source	Facts, definitions, details, quotations, examples, or other information:
Natural Hazards (Reference Text) Source:	<p>Landslides occur when land slides down a slope. paraphrase</p> <p>Volcanic eruptions and earthquakes sometimes cause landslides. paraphrase</p>
Nat Geo's Website Source:	<p>According to National Geographic's website, "Weather scientists can issue warnings to warn people in areas where a landslide is likely to happen." direct quotation</p> <p>Let's see what "Scientists can predict rainfall which can help them tell if there might be a landslide." direct quotation</p> <p>Submarine landslides are landslides that happen underwater. paraphrase</p> <p>People can cause landslides by disturbing the earth in some way. paraphrase</p>

Research

My topic:

Source

Facts, definitions, details, quotations, examples, or other information:

Source:

Source:

Sample

Week 2: Lesson 5

Informational (Science Focus) | 4th Grade

Purpose: I can sort information I have gathered into categories I have created.

Standard(s):

- **CCSS.ELA-LITERACY.W.4.7**--Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **CCSS.ELA-LITERACY.W.4.8**--Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

Materials

Print

- Teacher model (pg. 22)
- Student page (pg. 23)

Digital

- Student Pages

Learning Goal

The student will create categories from their research and sort the information they have gathered into those categories.

Success Criteria

- **Criteria 1:** Student creates at least 3 categories of information.
- **Criteria 2:** Information in each category fits there and does not overlap with another category.
- **Criteria 3:** There is enough information in each category to write a paragraph.

Mini-Lesson Steps (15 min.):

1. Refer students back to the Brainstorming organizers and the Research organizers. They will need both for this lesson.
2. Model and think aloud as you create your categories. Use the Teacher Model (Planning: Organization) to guide you. This is going to be very difficult for students so take some modeling and think aloud often. Information is coming from both the Brainstorming organizer and the Research organizer.
3. Explain to students that a category does not have enough information to write a paragraph. They will either need to do more research to add information, eliminate that category, or merge two categories together. Model how to do this if possible.

Student Work (15-20 min.):

1. Students will work to create their own categories from the information in their Brainstorming and Research organizers.
2. Once they are comfortable with their categories, they should start sorting their information into the categories.

Closure (5-7 min.):

1. Have students return to their groups/partnerships from lessons 3-4. Students will read over their partner's/group members' graphic organizers to make sure categories don't overlap.
2. Students should make adjustments to categories and information as needed.

Week 2: Lesson 5

Informational (Science Focus) | 4th Grade

Mini-Lesson Overview

Mini-Lesson Script:

- "You have spent a lot of time finding great information on your topics over the last two days! Today we will be organizing all of that information into categories that you will use to write the paragraphs in your essay. You will need both your Brainstorming organizer **and** your Research organizer for this lesson."
- *[Spend some time looking over both of these organizers and allow students to get out theirs.]*
- "Coming up with categories is **not easy work**. Be prepared to make changes to the categories as you go. It seldom works out perfect on the first try, and that is okay! I've already given some thought to my categories to make things go a little more quickly today."
- *[As you begin to make your categories, you can go ahead as written, or you may want to start out with more categories that need to be combined. It depends on your comfort level. For example, you may want to have "Landslides from Volcanoes" and "Landslides from Earthquakes" as separate categories and then later combine them to form "Landslides Happen Naturally" to model what students did naturally when creating categories.]*
- "When I looked at the information I had in my graphic organizers, I saw where there were different causes of landslides, so I made the main causes—natural causes and people—two original categories. I remembered that the prompt requires me to write about how humans have taken steps to reduce the impact of natural hazards, so I added that as a category as well. My final category was "Underground Water"—came from my research when I found a really interesting type of landslide."
- *[Show students where this information is in your graphic organizers. You may want to circle the information for one category, underline information for another, or highlight information for different categories with different colors. It is important that students see how categories are formed from information that happens to be together in their notes. Also mention that categories should be flexible and that you get confused about which category a piece of information should go into.]*
- "Now that I have my categories, it is time to sort my notes and information into those categories. As I go, if I am confused about which category a piece of information should go into, I may need to combine two categories because they may be too similar."
- *[Model how to sort out the information. Read aloud when you do this. You will notice that there is more information in the "Planning: Organizing" organizer than the "Research" organizer. You may want to use this as an opportunity to think aloud about finding enough information in some of your categories and how you needed to go back to your notes to add information to the categories.]*
- "Now it is your turn to make your own categories. Be okay with making changes as you go. It is a process, and it doesn't need to be perfect right away. Don't try to do your categories exactly like mine. We have different topics and found different information, so trying to copy mine will only make your job more difficult."
- *[Release students to work on their own categories but be available to help students as needed.]*

Check or highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunity for further research on a related topic <input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece <input type="checkbox"/> Use of advanced supplementary/reading materials <input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest 	<ul style="list-style-type: none"> <input type="checkbox"/> Pre-Teach/Re-Teach concepts <input type="checkbox"/> Provide additional examples <input type="checkbox"/> Provide additional work time <input type="checkbox"/> Allow for differentiated product <input type="checkbox"/> Chunk Tasks <input type="checkbox"/> Take Student's Dictation/Provide Recording Equipment for Student Dictation <input type="checkbox"/> Language Scaffolds (i.e.: sentence frames) <input type="checkbox"/> Peer Mentor

Planning: Organization

Categorize the facts, definitions, examples, quotes, and other details you have gathered to create an organized outline of your writing. Four rows are provided for up to four reasons, but you can use less or more depending on your ideas.

Category	Elaborations: facts, definitions, examples, and quotes
Landslides Happen Naturally	<ul style="list-style-type: none"> - Natural causes <ul style="list-style-type: none"> - Large rain - Earthquake - Volcanic eruption
People Can Cause Landslides	<ul style="list-style-type: none"> - For example, people may build a road along a mountain that disturbs the earth. - It's important to be careful when building on mountains and hills.
Landslides Under Water	<ul style="list-style-type: none"> - Submarine landslides <ul style="list-style-type: none"> - Caused by earthquakes - Can cause tsunamis
We Can Reduce the Damage Landslides Cause	<ul style="list-style-type: none"> - Scientists can predict rainfall which can help them tell if there might be a landslide." <ul style="list-style-type: none"> - According to National Geographic's website, "Weather scientists can issue warnings to warn people in areas where a landslide is likely to happen." <ul style="list-style-type: none"> - Gives people time to leave the area. - People can also direct water sources away from landslides and cover the land with membranes that prevent the water from seeping in.

Planning: Organization

Categorize the facts, definitions, examples, quotes, and other details you have gathered to create an organized outline of your writing. Four rows are provided for up to four reasons, but you can use less or more depending on your ideas.

Main Reasons	Elaborations: facts, definitions, examples, and quotes

Sample