Lesson 3: At a Glance

AGENDA

Welcome (5 min.)

Sort Notes

Launch (5 min.)

Learn (50 min.)

Read and Recount Details (45 min.)

Understand a Focus Statement (5 min.)

Land (10 min.)

Answer the Content Framing Question

Wrap (5 min.)

Assign Homework

Vocabulary Deep Dive: Content Vocabulary: *Greathearted* (15 min.)

STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

Reading

- RI.4.3

Writing

- W.4.8

Speaking and Listening

- SL.4.1

Language

- L.4.4
- ⬇ L.4.4.c, L.4.5.c

MATERIALS

- Sticky notes (three different colors)
- Chart paper
- Exemplar Essay (from previous lesson)
- Handout 2C: Fluency Homework
- Frayer Model on chart paper
- Handout 3A: Frayer Model

Learning Goals

Recount the key achievements from the biography of Clara Barton, Helen Keller, or Anne Frank. (RI.4.3)

✔ Identify the main achievements of Clara Barton, Helen Keller, or Anne Frank.

⬇ Clarify the precise meaning of the word *greathearted*. (L.4.4.c, L.4.5.c)

✔ Identify one meaning of *greathearted* that could be used to describe Clara Barton, Helen Keller, and Anne Frank.

TEKS 4.9.D.i
Central Idea

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✔ Checks for Understanding

Prepare

FOCUSING QUESTION: Lessons 1–6

How does someone show a great heart, figuratively?

CONTENT FRAMING QUESTION: Lesson 3

Organize: *What is happening in each biography?*

The exit ticket question will focus on Clara Barton's reading passage.

CRAFT QUESTION: Lesson 3

Examine: *How does a focus statement work?*

In this lesson, students read biographies about Clara Barton, Helen Keller, and Anne Frank to learn about their achievements. The purpose of this lesson is to build background knowledge so students can understand how the achievements of these influential people connect to the quotations that were analyzed in the previous lesson. Collaborative groups identify actions within the biographies that show great heart. In the next lesson, students analyze how knowing about a person's life reveals deeper meaning about his or her great heart.

Welcome 5 MIN.

5 minutes

SORT NOTES

Ask students to post their homework sticky notes for display, grouping their notes with similar stickies from other students. Prompt students to notice the groupings that emerge.

Launch 5 MIN.

5 minutes

Students explain their thinking to the whole group about the groupings of the sticky notes and the labels. Ask: "What characteristics emerge of someone who could be described as having a great heart?" If more guidance is needed, generate a list of adjectives like *kind*, *brave*, *generous*, or *loving*.

Post the Focusing Question and Content Framing Question. Have a volunteer read them aloud. Explain that today's lesson will build background knowledge about three famous women whose quotations were studied in the previous lesson.

To review the quotations, students volunteer to read a quotation aloud to the class based on what they practiced in the fluency homework from the previous lesson.

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Learn 50 MIN.

50 minutes

CFS:
Determine who the biography is mostly about?
Determine why that person is famous?

READ AND RECOUNT DETAILS 45 MIN.

45 minutes

Small Groups

Independently, students scan the biographies of Clara Barton, Helen Keller, and Anne Frank. Each student decides which person he or she would like to focus on in today's lesson and reads that biography.

LAP 1: Monitor students as they read the text and engage write what they notice and wonder. Question: What do you notice about the person as you read the text?

Create small groups of three or four students who are all interested in the same biography. You may have multiple groups that are studying each person, but make sure there is at least one group focusing on each person. Groups discuss why they want to focus on the person they selected.

Refer to the Content Framing Question. Explain that in this lesson, students focus on defining a figurative great heart and supporting this definition with evidence from their chosen biography. Share that this process will help students prepare for Focusing Question Task 1, in which they will write a paragraph about how Clara Barton, Helen Keller, or Anne Frank demonstrated a figurative great heart.

Students create a Notice and Wonder Chart on a page in their Response Journals. Display the chart for students to copy:

Students would need to notice and wonder about how each person should great heart and why they are an important figure. .

I Notice	I Wonder
I noticed that from Clara Barton served others from a young age.	I wonder how did Helen Keller learn to write books.

Provide sentence stems for: AG, TN, HY

Silently, students reread the biography they chose and record what they notice and wonder about the passage. Work with a small group if some students need more support to read the passage again.

Encourage students to record words from the biographies in their Vocabulary Journals if they needed to define them using the glossary. This will help students remember the meanings of these unfamiliar words.

Distribute a set of sticky notes to each group so that each famous person is represented by one color (e.g., the groups working with the Clara Barton biography all have yellow sticky notes, the groups working with the Anne Frank biography all have blue sticky notes).

Possible words: branch, tended, combat

LAP 2: Monitor students as they discuss each figure and why they are important.
Question: How did you determine what they are famous for?

Groups read through their selected biography to identify words and actions of the person they are studying that show why she is famous. Students write one example per sticky note. Below are some examples from the biographies that show actions that made each person famous. Remind students to refer to the glossary of the biographies and to their Vocabulary Journals to define any unfamiliar words or to choose specific words for sticky notes.

Means of participation
Student should - Think, Write, Turn & Talk in their groups to discuss why the person they read about is famous before writing on their sticky note.

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STUDENT EXEMPLARS Students would have to know how the passage was about and understand why that person is important.

Provide sentence stems for: AG, TN, HY.

Clara Barton	Helen Keller	Anne Frank
▪ *Was a teacher and a nurse* ▪ *Was the founder of the American Red Cross, which helps people in need* ▪ *As a child, helped care for her brother who was injured in an accident* ▪ *At age 15, opened a free public school and became a teacher* ▪ *Helped injured soldiers on the battlefield during the Civil War* ▪ *Earned the nickname "angel of the battlefield"*	▪ *Overcame frustrations and challenges of being deaf and blind* ▪ *Worked hard to learn to read Braille and speak* ▪ *Wrote many books to teach others about how she overcame obstacles* ▪ *Did research and raised money to help others with blindness* ▪ *Spoke about rights of blind people all around the world* ▪ *Received Presidential Medal of Freedom for her work*	▪ *Holocaust victim during World War II* ▪ *Jewish teenager who went into hiding with her family to keep safe from the Nazis* ▪ *Wrote a diary during her time in hiding* ▪ *Through her diary, showed her gifts as a writer and showed she persevered through very difficult times, keeping her hope and love alive* ▪ *Was discovered by the Nazis and sent to a concentration camp in Poland and separated from her family*

Place several sheets of chart paper around the room. Draw a box in the center of each and label it "Focus." Explain that each chart represents a focus or main idea, but students must determine what the focus is by how they group their sticky notes.

LAP 3: Monitor as the students post their central idea for each person the chart paper. Question: How did you determine the central idea?

The whole group works together to sort the sticky notes into groups of similar actions. Each chart will have sticky notes of different colors.

Students will continue with this activity in the next lesson. If they need support, you might suggest that they think of words and phrases like *bravery* or *courage*, *generosity*, *inspiring actions*, or *helping others* to sort their sticky notes.

Identify students are groups who did come up with correct central idea. Bring them to the small group table and work on biography with them using the CFS.

UNDERSTAND A FOCUS STATEMENT 5 MIN.

Note: This part of the lesson will be omitted.

Small Groups

To transition to writing, post the Craft Question: *How does a focus statement work?* Read it aloud, and ask groups to discuss the purpose of a focus statement when writing. Call on students who give accurate explanations to share their responses with the whole group.

Display the Exemplar Essay from the previous lesson.

> [Start color RED] Have you ever really thought about what your coach or piano teacher means when they say, "Come on! I want to see you put your heart into it!?" [Start color GREEN] The word *heart* is an interesting word because it can be used both literally and figuratively when we speak, when we read, or when we write. [Start color YELLOW] When the word is used literally, it refers to the human heart, that organ that beats as it pumps blood to all of your other body parts.

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[Start color BLUE] When the word is used figuratively, it refers to the emotion that shows caring, effort, and involvement in other people's lives and your own.

Remind students that a focus statement explains the writer's purpose for an essay. It also helps the writer organize all the main ideas in the essay. Have students identify the focus statement in the Exemplar Essay and explain why they think that is the focus statement.

Land

10 MIN.

10 minutes - Students will omit this part and complete the exit ticket below using the Clara Barton story.

ANSWER THE CONTENT FRAMING QUESTION

Organize: *What is happening in each biography?*

Tell students they will work in groups to come up with one sentence to describe the accomplishments of the person they read about in the lesson. Explain that this process of narrowing down information into a small piece that tells only the most important information is called distilling. For example, we could distill the information about Confucius into the following sentence: "Confucius believed people should use their hearts in everything they do." This sentence distills what we know about Confucius, or tells us the most important point about him that we learned from his quotation.

Organize the class into three groups based on which biography students read.

✔ Each group crafts one sentence to distill the achievements of Clara Barton, Helen Keller, or Anne Frank.

Groups take turns presenting their distillation sentences of each person.

Inform students that the next lesson will connect each biography to the Focusing Question.

Exit Ticket Question:
What is the central idea of the biography?

A. Clara Barton, the founder of the American Red Cross, dedicated her life to helping people in need.

B. Clara Barton, the founder of the American Red Cross, was born on December 25th.

C. Clara Barton, the founder of the American Red Cross, helped soldiers during the Civil War.

D. Clara Barton was a part of the International Red Cross.

Ideal Response: The correct answer choice is A. because the passage is mostly about Clara Barton and how she helped people in need. In order to answer this question I would need to know the meaning of central idea. I would also need to know who and what the passage was mostly about.

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