Gallery Walk Chart #1

ELA Content Module 1, Session 2

Grades 3-5

Excerpt from Lesson 8: "George vs. George"

Card 8 of 11

Let's Work With Words!

"London's residents were proud of their long history and high level of cultural achievement. [. . .] The English were **convinced** that the rest of the British Empire was backward and **uncivilized.**"

uncivilized: un+civ+ile+ize+ed

Let's Work With Words!

Suggested Pacing: ~6 minutes

Directions:

- Say to students: "There are many ways to determine the meaning of words. One way is by using context clues--we just did that. Now let's break a word into its parts to determine the meaning of the word. How can we use these word parts to understand the meaning of uncivilized?"

- As a class, review a list of roots that contain “un” (not), “civ” (citizen), “ile” (to be), “ize” (make), “ed” (to make an adjective). A list is available digitally at http://membean.com/treelist.
- Instruct students to identify the meaning of each word part. Write the meaning so the whole class can see: not + citizen + to be + make + part of speech.
- Ask students: “What is the meaning of *uncivilized* based on its parts?”
- Then provide students with the parts for *convinced*: "con" (throughly) and "vince" (conquer).
- Then instruct students to complete columns 3-5 on their vocabulary chart for *convinced* and *uncivilized.*

Student Look-Fors:

- Access a completed vocabulary chart under the Additional Materials tab.

Gallery Walk Chart #2
ELA Content Module 1, Session 1

Excerpt from Lesson 20: Compare different versions of Paul Revere's ride

Let's Express Our Understanding

- How are the events of Paul Revere's ride portrayed similarly and differently in the three texts?
  - In your reading log, write a main idea sentence.
  - Then create a graphic organizer to compare and contrast how each text portrays Paul Revere's ride.
  - Be sure to locate and include examples from the texts.

Let's Express Our Understanding!

Suggested Pacing: ~20 minutes

Directions

- Say to students: "We are going to write a response in answer to the prompt on the slide."
- Instruct students to identify their writing task by describing what they are being asked to do and what resources they can use to help them write their response, such as the texts, their evidence chart, and their notes.

Guiding Questions and Prompts

- As needed, provide students with a specific graphic organizer, such as a three-circle Venn diagram, to compare and contrast the three texts.
- As needed, review how to write a main idea sentence/thesis statement, using the main idea sentences handout from Section 3.
- Monitor students as they are brainstorming, locating evidence, and writing a main idea sentence to determine which students need additional support in completing the first steps of the writing process. Use this time to work individually with students or pull together small groups of students to conduct a writing or grammar mini-lesson. This can also be done as a whole class if additional writing support is needed for all students. Choose an approach that matches the level of support your students need. Possible approaches for mini-lessons:
    - Engage in shared writing
    - Model using student examples or mentor texts
    - Revise a portion of writing together focused on a specific skill
    - Consult the ELA Guidebook Grammar Guideand the WriteAlong lessons to target a skill or concept

Student Look-Fors

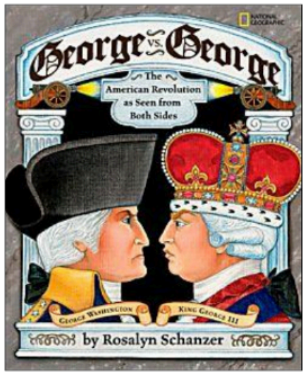
- Access an exemplar student response under the Additional Materials tab.
- Possible main idea sentences:
    - We read three texts, which tell the same story in a different way.
    - Three texts about Paul Revere's ride have similarlities and differences.
    - There are similarities and differences among the three texts we read in class.
    - Paul Revere's ride is told by three authors similarly and differently.

Gallery Walk Chart #3

ELA Content Module 1, Session 1

Excerpt from Lesson 9: Summarize a text using academic vocabulary

Let's Read!



- Listen as I read aloud a portion of *George vs. George* by Rosalyn Schanzer.

Let's Read!

Suggested Pacing: ~16 minutes

Directions:

- Say to students: "Listen as I read a portion of this text aloud. As I read, if you hear details or information you can add to your three-column chart or post-reading questions, be sure to add that information to your notes."
- Read aloud pages 15, 18, 20, 23-27.

Guiding Questions and Prompts:

- Ensure students are actively listening and taking notes. As needed, stop at various points for think alouds to support their notetaking. For example, on page 15, stop and reread the last paragraph ending with "They poured into the west anyway."
- "Ask students: "What information does this provide about the American colonists?

Card 6 of 8

Let's Work With Words!

What are the colonists' arguments against Great Britain?

Quotation 1	Quotation 2	Quotation 3
"London thought it was fairest and safest to reserve these lands for the Native Americans who had always lived and hunted there. George Washington [. . .] thought the law unfairly **limited** their **rights**."	"Though many colonists would stay loyal to the crown and obey its laws no matter what, others argued that Parliament might make them pay even more taxes without their **consent**."	"Lots of colonists **resented** paying *any* British taxes, no matter how tiny."

Let's Work With Words!

Suggested Pacing: ~10 minutes

Directions:

- Divide the class into thirds and assign each third a different quotation.
- Ask each third to answer the following question using their assigned quotation as evidence/support: "What is the colonists' argument against Great Britain?"
- Have each third share their answer.
- Then ask the whole class: "What is the colonists' main argument against Great Britain?"
- Following the discussion, ask students to write down in their reading log the main reason many of the colonists rebelled against British rule.

Guiding Questions and Prompts:

- Prompt students to use the conversation stems as they are discussing. As needed during the discussion, model how to use the stems. The goal is to get students to use these prompts as statements when they discuss with their peers.
    - "So you're saying [restatement of the student's comment]. Do I have that right?"
    - "Y, restate or rephrase what X said."
    - "How do you know? What evidence from the text supports your thinking?"
    - "Who agrees/disagrees with X? Why?"

- "Can someone add to what X said?"
- "Take your time. We'll wait."
- "Who wants to change their thinking after listening to X's explanation/comment/question? How did it change your thinking?"

Student Look-Fors:

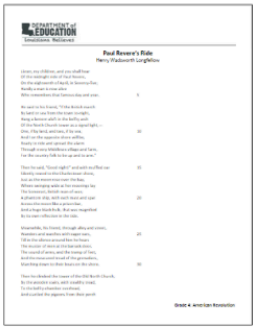
- Students should understand that the main argument the colonists had against Great Britain was the lack of freedom/limited rights or unfair treatment. The other issues of taxation, controlling the colonists' land, and housing the British soldiers are ways that they British took away the colonists' freedom/limited their rights and treated them unfairly.

Gallery Walk Chart #4

ELA Content Module 1, Session 1

Excerpt from Lesson 18: Analyze a Poem

Let's Read!



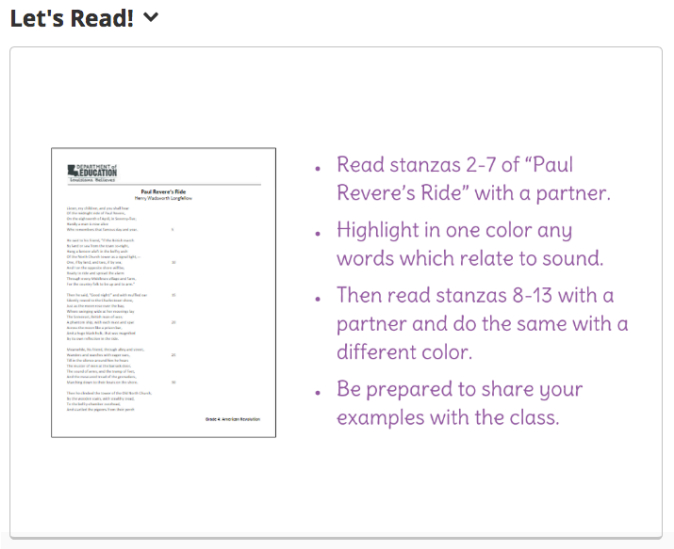
- Read aloud "Paul Revere's Ride" by Henry Wadsworth Longfellow with me.

Let's Read!

Suggested Pacing: ~5 minutes

Directions:

- Engage in a choral reading of "Paul Revere's Ride."
- Read aloud the poem while students read aloud the poem simultaneously with similar expression and pacing.



Suggested Pacing: ~5 minutes

Directions:

- Ask students to follow the directions on the slide.
- Stanzas 2-7 start with line 6 and end with line 72. Stanzas 8-13 start with line 73 and end with the end of the poem.
- Once students have finished their work, instruct students to share their examples with the class.
- Record their responses on a two-column class chart using chart paper or some other collection method.

Guiding Questions and Prompts

- As needed, provide an example to help students understand the task: "For example on line 15, you might circle or highlight muffled. Why?"

Student Look-Fors

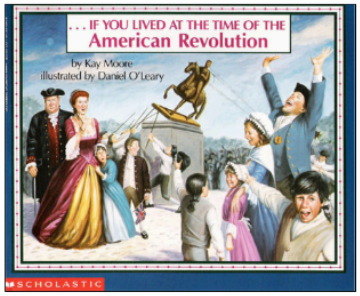
- Students should highlight the following words for stanzas 2-7: *muffled, silence, stealthy, somber, tranquil, silently, whisper*
- Students should highlight the following words for stanzas 8-13: *crowing, barking, bleating, twitter, blowing, fire, knock, echo*, *hoof-beats*
- There is a shift in this poem in line 68 when it says, "And lo! as he looks on the belfry's height/A glimmer, and then a gleam of light!"

Gallery Walk Chart #5

ELA Content Module 1, Session 1

Excerpt from Lesson 7: Learn About Patriots and Loyalists

Let's Read!



- Read the text in pairs.
- As you read, complete the three-column chart.

GUIDEBOOKS 2.0 ELA

American Revolution Student Materials

Three-Column Chart

Complete this three-column chart as you read sections five through ten of ...*If You Lived at the Time of the American Revolution* by Kay Moore.

Loyalist	Neutral	Patriot
List descriptions, details, examples, and the challenges Loyalists faced. *Include synonyms for Loyalist and related words from your vocabulary chart.*	*List descriptions, details, examples and the challenges those remained neutral faced.* *Include related words from your vocabulary chart.*	*List descriptions, details, examples, and challenges Patriots faced.* *Include synonyms for Patriots and related words from your vocabulary chart.*

Suggested Pacing: ~30 minutes

Directions:

- Divide the class into pairs using an established classroom routine.

- Direct pairs to review the events from 1765-1776 on their American Revolution timeline before reading the text.
- Ask students to follow the directions on the slide.

Guiding Questions and Prompts:

- If students have difficulty reading these sections, provide additional support, such as helping students decode unfamiliar words or grouping students of different abilities together to engage in partner reading. If there is a larger group of students who need support, consider pulling together a small group and engaging in choral reading so students can hear a fluent reader reading the material while following along with the printed text.
- If students have difficulty taking notes on the three-column chart, consider reading aloud sections five ("What Started the Revolution?") and six ("Who were the Loyalists?"). Stop at various points, such as after reading "About one-third of the people living in the colonies wanted to remain as citizens of England." Then ask students: "Looking at my three-column chart, where should I record this information? What should I write down?" Model for students how to take notes on the chart. Repeat as needed through the end of section six. Then have students read in pairs and repeat the process for the remaining sections on the chart.

Student Look-Fors:

- Access a completed three-column chart under the Additional Materials tab.

Additional Notes:

- Sections five through ten include “What started the Revolution?” “Who were the Loyalists?” “Who were the Patriots?” “Did everyone in the colonies take sides?” “How would life have changed after the Declaration of Independence?” “What happened to Loyalist families after the Declaration?”

Gallery Walk Chart #6

ELA Content Module 1, Session 1

Excerpt from Lesson 24: Determine a Theme

Let's Discuss!

Who had a harder time during the American Revolution, the Patriots or the Loyalists?

Suggested Pacing: ~15 minutes

Directions

- Conduct a brief philosophical chairs debate.
- Read the question on the slide and ask students to pick a side.
- Split the class into the two sides based on their responses.
- Provide each side 5 minutes to write a one-sentence opening statement in which they present their group opinion in answer to the question with at least 2 reasons to support their opinion. Groups should also locate details from Katie's Trunk or other texts in the unit to support their reasons.
- Ask each side to line up facing each other in 2 parallel lines.
- Have a student from each line/side present the group's opening statement.
- Each side should then engage in a conversation for approximately 5 minutes in response to the question on the slide.
- Remind students to use the conversation stems for debate to ensure they are engaging in accountable talk.

- During the philosophical chairs debate, as students hear something they agree with or disagree with, which causes them to change their opinion, ask the students to switch sides and move to the other line to represent a change in their opinion.
- Conclude the debate by asking students for 1-2 minutes to list information from Katie's Trunk that helped them to understand the decisions the colonists faced during the American Revolution.
- Record their thoughts on chart paper or some other collection method.

Student Look-Fors

- Since this question invites students' opinions, there is no right or wrong answer. However, students should demonstrate the ability to provide reasons and textual details to support their opinions and acknowledge when they are presented with compelling reasons, which change their opinions.