

**University of Mary Division of Education****Instructional Sequence****Grade Level:** 4**Subject Areas:** Social Studies and Language Arts**Materials Needed:** North Dakota map on the ActivBoard, pencils, Post-it/sticky notes or notecards, *Geology, Geography, and Climate* books, *This State of Ours: North Dakota* books, various North Dakota brochures, *ND Heritage Center and Museum Visitor Guide*, list of North Dakota destinations.**Standards:**

4.5.3 Identify the location and characteristics of significant features of North Dakota (e.g., landforms, river systems, climate, regions, and major cities).

4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**Objectives:**

- TLW research on a specific place for a one page article in a travel brochure they will create.
- TLW write descriptive adjectives on sticky notes or notecards to clearly remind them of the information they are researching.

**Learning Activities:****1. Introduction**

- Explain to the students that they will be starting a project to create a travel brochure of the best places in North Dakota and tell them the points they will be assessed on. Present the *ND Heritage Center and Museum Visitor Guide* and teach the model example to them.

**Focus Questions:**

1. How did the author describe the place?

2. What made the writing persuasive? What specific words did the author use that persuades us to visit the place?
3. Why do you think the author writes like this? Who is he writing for? Does he use difficult vocabulary?

#### 1. **Brochure Activity**

- Ask students to individually research information on a specific and unique place in North Dakota. Model taking notes using an uninteresting or boring place to use descriptive adjectives that will clearly remind them of the information but help them develop persuasive language. Write notes based on personal experience. Model and question: “Can we take notes on information of personal experiences?” (*Yes! We can do it to help us remember what we are going to write. Another term for this can be outlining.*) Pass out the books. Direct them to specific pages in the book with information on specific North Dakota attractions. Then ask one person to read a short passage from one of the books, so you can have them practice as a class how to take notes. Remind them to use their own words. Tell them they can ask for help from their fellow members of their pods. Ask a few of them to suggest some North Dakota attractions. Then present the list of North Dakota destinations that they can choose from.
- Supplement by having North Dakota brochures available for them on a table to use for research too.

#### **Assessment:**

- Please see attached rubric.

#### **Reflection:**

I was really excited to teach this lesson. I thought it would be so much fun to get them excited about a research project. I started the lesson by stating that this would be a research article. I realize that I should have started the lesson by asking the students some of their favorite trips to places in North Dakota. That would have built the anticipation and gotten them ready for what we were going to do. By starting the way I did, I lost half of the class because they heard the word research paper and tuned out. Marianne and I modeled a few examples of persuasive articles. I think we should have picked better, shorter articles and asked the students to pick out the persuasive words from those articles. We had read 2 articles and one of them was really long

and you could see that we had lost some students. I really enjoyed this lesson and was excited for it but I can tell that we definitely needed more preparation than what we had. We can composed a list of ND places and our cooperating teachers added some cities and cites to that list. We had brochures that my cooperating teacher had gotten from rest stops and places she had visited. We also had some North Dakota books that were located in the classroom. All of these were great resources but the majority of places the students chose we did not have information on. Luckily there were computers in the class for the students to use. By the time we had made sure everyone had picked a place and circulated the information and computers, the students only had 10 minutes to start their research. We definitely went over our time limit and weren't as organized as I would have like to have been. It was a fun lesson but I know many things I would do differently next time around. I love getting students excited for an assignment but I felt as though we lost most of them during this assignment. I would use a better attention getter, make sure the students all picked different places (many students picked NDSU as their topic, too many), have more information on the locations in ND, and prepared and modeled an exciting article on North Dakota. One thing I liked that we did was use information from a previous lesson on persuasive writing. It was great having the students connect that lesson with the one we were teaching.

**4<sup>th</sup> Grade Student Informative Rubric**

Name \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

	4	3	2	1
<b>Focus on Topic</b> <i>Circle a Score</i> 4 3 2 1	I can introduce a topic clearly and stay exceptionally/logically focused throughout my entire paper.	I can introduce a topic clearly and stay focused throughout my paper.	I can write about a topic.	I need to have a topic that is clear.
<b>Support/Details</b> <i>Circle a Score</i> 4 3 2 1	I can develop topic with many detailed and specific facts, definitions, concrete details, quotations, or other information and examples related to the topic.	I can develop topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	I can develop a topic with few facts, definitions, concrete details, quotations or other information and examples.	I need to include facts, definitions, details, quotations or other information and examples.
<b>Word Choice</b> <i>Circle a Score</i> 4 3 2 1	I can link ideas within categories of information using a variety of words and phrases. I can use specific words and descriptors that relate to my topic.	I can use words like: also, because, first, and next to link categories of information. I can use specific words that relate to my topic.	I sometimes use words like: also, because, first, and next to link categories of information. I use some specific words that relate to my topic.	I need the linking of ideas. I need to use words that relate to my topic.
<b>Conclusion</b> <i>Circle a Score</i> 4 3 2 1	I can write a concluding paragraph.	I can write a conclusion with one or more sentences.	My conclusion is unclear.	I need to have a conclusion.
<b>Conventions</b> <i>Circle a Score</i> 4 3 2 1	I can write with no errors in capitalization, punctuation and spelling. My paper is exceptionally easy to read.	I can write with minimal errors in capitalization, punctuation or spelling. My paper is easy to read.	I can write with a few errors in capitalization, punctuation or spelling. The errors I made may make it difficult for a reader.	I need to remember to use capitalization, punctuation and check my spelling. A reader would find it difficult to read my paper.

**4<sup>th</sup> Grade Teacher Informative Rubric**

Name \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

	4	3	2	1
<b>Focus on Topic</b> 4.W.2a	<input type="checkbox"/> Focuses the reader by introducing a topic clearly and stays exceptionally/logically focused throughout the entire paper.	<input type="checkbox"/> Focuses the reader by introducing a topic clearly and stays focused throughout the entire paper.	<input type="checkbox"/> Introduces a topic but loses focus.	<input type="checkbox"/> Topic is unclear.
<b>Support/Details</b> 4.W.2b	<input type="checkbox"/> Develop topic with many detailed and specific facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<input type="checkbox"/> Develop topic with many facts, definitions, concrete details, quotations, or other information and examples related to the topic	<input type="checkbox"/> Develop topic with few facts, definitions, concrete details, quotations or other information and examples.	<input type="checkbox"/> Use little or no facts, definitions, details, quotations or other information and examples.
<b>Word Choice</b> 4.W.2c & d	<input type="checkbox"/> Link ideas within categories of information using a variety of words and phrases. (W3c) <input type="checkbox"/> Uses content specific vocabulary as well as rich descriptors to enhance, explain, or inform about the topic. (W3d)	<input type="checkbox"/> Link ideas within categories of information using words and phrases. (For example: also, because, first, next) (W3c) <input type="checkbox"/> Uses content specific vocabulary to explain or inform about the topic. (W3d)	<input type="checkbox"/> Minimally link ideas within categories of information using words and phrases. (W3c) <input type="checkbox"/> Uses some content specific vocabulary to explain or inform about the topic. (W3d)	<input type="checkbox"/> Use little or no linking of ideas within categories using words and phrases. (W3c) <input type="checkbox"/> Uses little or no content specific vocabulary to explain or inform about the topic. (W3d)
<b>Conclusion</b> 4.W.2e	<input type="checkbox"/> Provides a concluding paragraph.	<input type="checkbox"/> Provides a concluding statement.	<input type="checkbox"/> Weak concluding statement.	<input type="checkbox"/> No conclusion
<b>Conventions</b> 4.L.2	<input type="checkbox"/> Writer makes no errors in capitalization <input type="checkbox"/> Writer makes no errors in punctuation <input type="checkbox"/> Writer makes no errors in spelling <input type="checkbox"/> The paper is exceptionally easy to read	<input type="checkbox"/> Writer makes no errors in grade appropriate capitalization <input type="checkbox"/> Writer makes no errors in grade appropriate punctuation <input type="checkbox"/> Writer makes no errors in grade appropriate spelling <input type="checkbox"/> The paper is easy to read	<input type="checkbox"/> Writer makes a few errors in capitalization <input type="checkbox"/> Writer makes a few errors in spelling <input type="checkbox"/> Writer makes a few errors in punctuation <input type="checkbox"/> The errors are noticeable and interrupt the flow	<input type="checkbox"/> Writer makes many errors in capitalization <input type="checkbox"/> Writer makes many errors in spelling <input type="checkbox"/> Writer makes many errors in punctuation <input type="checkbox"/> The errors are noticeable and greatly interrupt the flow

**Bismarck**

**Mandan**

**Fargo**

**Grand Forks**

**Minot**

**Dickinson**

**Devils Lake**

**Williston**

**Valley City**

**Jamestown – home of world’s largest buffalo statue**

**Watford City**

**Medora**

**Wahpeton**

**Theodore Roosevelt National Park**

**Rugby – Geographical Center of North America**

**New Salem – home of Salem Sue, world’s largest cow statue**

**Fort Abraham Lincoln State Park**

**North Dakota Heritage Center**

**North Dakota State Capital**

**Lewis and Clark Center**

**Knife River Indian Villages**

**Bonanzaville, USA**

**Plains Art Museum**

**Enchanted Highway**

**Lake Sakakawea**

**Garrison Dam**