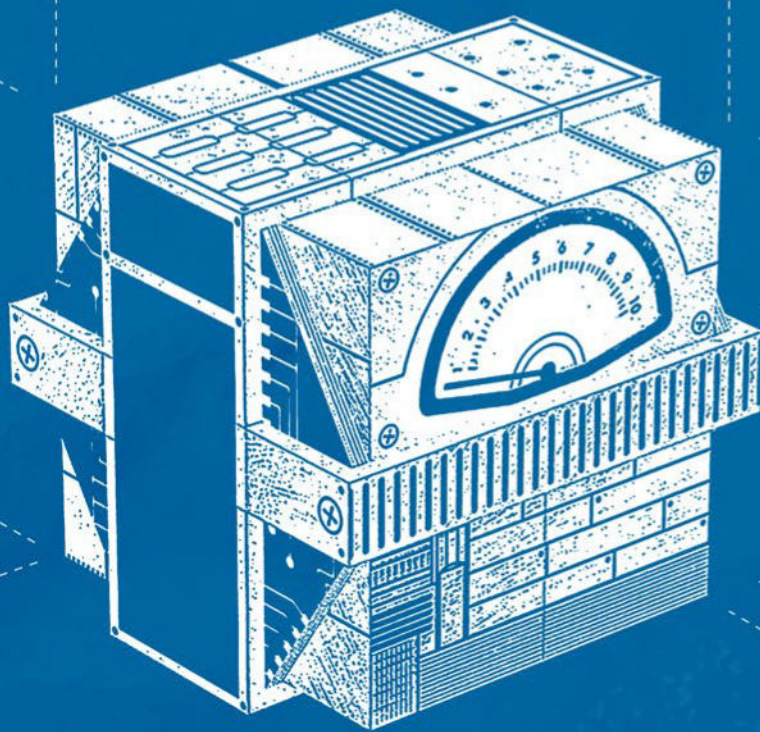


# CONTRAPTION G4-2000

## Technical Manual

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Grade 4

Quest

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# The Contraption

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## Teacher Guide

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# Grade 4 | The Contraption

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# Common Core Alignment Chart

## READING STANDARDS FOR INFORMATIONAL TEXT

### Key Ideas and Details

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **[RI.4.1]**

Unit 3 Lesson	1	2	3	4	5	6	7	8	9
---------------	---	---	---	---	---	---	---	---	---

## READING STANDARDS FOR FOUNDATIONAL SKILLS

### Phonics and Word Recognition

Read with sufficient accuracy and fluency to support comprehension. **[RF.4.4]**

Unit 1 Lesson	1	2	3	4	5	6	7	8	9
Unit 2 Lesson	1	2	3	4	5	6	7	8	9
Unit 3 Lesson	1	2	3	4	5	6	7	8	9
Unit 4 Lesson	1	2	3	4	5	6	7	8	9

## WRITING STANDARDS

### Text Types and Purposes

Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **[W.4.1]**

Unit 3 Lesson	1	2	3	4	5	6	7	8	9
---------------	---	---	---	---	---	---	---	---	---

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **[W.4.3]**

Unit 1 Lesson	1	2	3	4	5	6	7	8	9
---------------	---	---	---	---	---	---	---	---	---

Use a variety of transitional words and phrases to manage the sequence of events. **[W.4.3c]**

Unit 2 Lesson	1	2	3	4	5	6	7	8	9
---------------	---	---	---	---	---	---	---	---	---

Use concrete words and phrases and sensory details to convey experiences and events precisely. **[W.4.3d]**

Unit 2 Lesson	1	2	3	4	5	6	7	8	9
---------------	---	---	---	---	---	---	---	---	---

## Production and Distribution of Writing

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. [W.4.4]

Unit 1 Lesson	1	2	3	4	5	6	7	8	9
Unit 2 Lesson	1	2	3	4	5	6	7	8	9
Unit 3 Lesson	1	2	3	4	5	6	7	8	9
Unit 4 Lesson	1	2	3	4	5	6	7	8	9

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.) [W.4.5]

Unit 1 Lesson	1	2	3	4	5	6	7	8	9
---------------	---	---	---	---	---	---	---	---	---

## Research to Build and Present Knowledge

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. [W.4.8]

Unit 1 Lesson	1	2	3	4	5	6	7	8	9
Unit 2 Lesson	1	2	3	4	5	6	7	8	9
Unit 3 Lesson	1	2	3	4	5	6	7	8	9
Unit 4 Lesson	1	2	3	4	5	6	7	8	9

## Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences. [W.4.10]

Unit 1 Lesson	1	2	3	4	5	6	7	8	9
Unit 2 Lesson	1	2	3	4	5	6	7	8	9
Unit 3 Lesson	1	2	3	4	5	6	7	8	9
Unit 4 Lesson	1	2	3	4	5	6	7	8	9



## SPEAKING & LISTENING STANDARDS

### Comprehension and Collaboration

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. **[SL.4.1]**

Unit 1 Lesson	1	2	3	4	5	6	7	8	9
Unit 2 Lesson	1	2	3	4	5	6	7	8	9
Unit 3 Lesson	1	2	3	4	5	6	7	8	9
Unit 4 Lesson	1	2	3	4	5	6	7	8	9

Follow agreed-upon rules for discussions and carry out assigned roles. **[SL.4.1b]**

Unit 1 Lesson	1	2	3	4	5	6	7	8	9
Unit 2 Lesson	1	2	3	4	5	6	7	8	9
Unit 3 Lesson	1	2	3	4	5	6	7	8	9
Unit 4 Lesson	1	2	3	4	5	6	7	8	9

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. **[SL.4.1d]**

Unit 1 Lesson	1	2	3	4	5	6	7	8	9
Unit 2 Lesson	1	2	3	4	5	6	7	8	9
Unit 3 Lesson	1	2	3	4	5	6	7	8	9
Unit 4 Lesson	1	2	3	4	5	6	7	8	9

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **[SL.4.2]**

Unit 1 Lesson	1	2	3	4	5	6	7	8	9
---------------	---	---	---	---	---	---	---	---	---

### Presentation of Knowledge and Ideas

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **[SL.4.4]**

Unit 3 Lesson	1	2	3	4	5	6	7	8	9
---------------	---	---	---	---	---	---	---	---	---

## LANGUAGE STANDARDS

### Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [L.4.1]

Unit 1 Lesson	1	2	3	4	5	6	7	8	9
Unit 2 Lesson	1	2	3	4	5	6	7	8	9
Unit 3 Lesson	1	2	3	4	5	6	7	8	9
Unit 4 Lesson	1	2	3	4	5	6	7	8	9

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [L.4.2]

Unit 1 Lesson	1	2	3	4	5	6	7	8	9
Unit 2 Lesson	1	2	3	4	5	6	7	8	9
Unit 3 Lesson	1	2	3	4	5	6	7	8	9
Unit 4 Lesson	1	2	3	4	5	6	7	8	9

### Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.4.3]

Unit 1 Lesson	1	2	3	4	5	6	7	8	9
Unit 2 Lesson	1	2	3	4	5	6	7	8	9
Unit 3 Lesson	1	2	3	4	5	6	7	8	9
Unit 4 Lesson	1	2	3	4	5	6	7	8	9

# Introduction

## THE CONTRAPTION

The Contraption Quest is a fun and immersive learning experience that uses mystery and narrative to create frequent opportunities to develop and practice writing skills. During the Quest your students will observe, interact with, and follow the exploits of the Contraption, a mechanical device that appears one day in the classroom (projected on a screen.) In each lesson, students create pieces of writing that they can use to interact with the Contraption and solve its puzzles.

The Quest narrative organically supports many of the topics your students will write about. It also creates a sense of mystery and excitement that helps get students motivated for their regular writing practice, and creates an alternate writing environment for students. When the Contraption is on the screen, students know that what's expected of them as writers has changed. In this way, the Quest introduces a new writing routine in your classroom. Students will also share their work every day, and by doing so will take part in creating a writing community.

Students will learn and practice writing skills through verbal exercises, skill drills, and responding to writing prompts. These prompts are meant to be done in one sitting without revision, in contrast to much of the writing in the CKLA curriculum. In addition, they are designed to help the student practice and integrate skills rather than being an opportunity to give the students a grade.

The main writing skills that students will practice during this Quest are focus and showing. In order to support students practicing these skills, students will often write about moments from their lives that are fairly mundane and familiar. This will give the students the chance to develop topics that matter to them and where they will have plenty of details to describe the moments that they choose to write about.

The frequent opportunities to write, share their writing, and get feedback on the writing are key routines in this Quest and motivate students to push themselves socially and academically as they “build their writing muscles” and immerse themselves in the world of the Contraption.

The Quest has 4 units, with nine lessons each. It is designed to be implemented three times per week in sessions that total roughly 2 hours per week. This quest is meant to supplement the writing that your class is already doing as part of your implementation of the CKLA curriculum. A brief overview of the Units follows:

## **Unit 1**

### **Narrative Overview**

- Students figure out how to power up the Contraption, and solve its first puzzle.

### **Skill Overview**

- Students will learn and practice the skills of showing and focus.

## **Unit 2**

### **Narrative Overview**

- Students fix the Contraption after an explosive malfunction; they also unlock and experiment with its camera.

### **Skill Overview**

- Students practice using strong verbs and describing sequences of events.

## **Unit 3**

### **Narrative Overview**

- The Contraption has teleported to another part of the world. Students read fictional web pages to track it down and bring it back home.

### **Skill Overview**

- Students practice identifying and using evidence.

## **Unit 4**

### **Narrative Overview**

- The Contraption powers up to reveal its ultimate purpose.

### **Skill Overview**

- Students practice creating setting and creating mood.

# Materials

The following are materials that you will need to implement the quest. With the exception of the sentence frames poster, the rest of these items have been provided to you in the Quest box.

## 1. Teacher Guide

- This teacher guide contains everything you need to successfully implement this quest in your classroom apart from the actual materials, which were also included in the Quest box.
- In this guide you will find all of the daily lesson plans, Common Core State Standard alignment information, as well as other teacher resources to support you in your implementation.

## 2. Contraption Notepads

- In your materials you will find a classroom set of student notepads to be used for all writing that your students will do during the quest.
- The Notepad pages are designed with space for students to title and date each entry, There is a checkbox on each page to indicate whether the writing on the page is a response to a prompt or skill drill (brief skill practice exercises that students will respond to at different points in the Quest).
- The pages of the Contraption Notepad are designed to be easily ripped out either for you to collect the writing on a particular day or for those moments during the quest when students are submitting writing to the Contraption.

## 3. Contraption Folders

- Students can use these folders to store their Contraption Notepads and any completed work.

## 4. Posters (2)

- In your quest kit you will find two posters to hang in your classroom that accompany the Quest.
- The first poster is called Kinds of Showing Details and will help remind your students of the different kinds of details that they can add to their writing to make it more interesting and more clearly communicate the experiences they are writing about.
- The other poster is called Guidelines for Sharing. It outlines the structure of the sharing sessions. This will be used initially to introduce sharing sessions and will also serve as an ongoing reference to maintain a consistent sharing structure.

## 5. Controller Box

- In your quest box you will find a prop called the Controller Box. In the context of the Quest story, the controller is meant to be a device that the students use to interact with and control the Contraption in different ways. It has a button which students are asked to press at different times and a slot for inserting student writing for moments during the quest when students share their writing with the Contraption. The Controller Box can be easily opened to remove the writing afterwards.
- Incorporating the use of the controller into the implementation of the quest in your classroom will add an element of fun and playfulness to the interactions that your class will have as they try to control the contraption.

## 6. Unit 3 Handouts

- In Unit 3, students will be doing some readings as they practice using evidence. We've provided copies of these texts for students to use when reading closely and highlighting evidence.

## 7. Sentence Frame Poster (teacher-made)

- The use of sentence frames helps establish a clear structure for giving feedback. This supports ongoing skill growth and clear expectations for feedback. Students will quickly learn how to give feedback that goes beyond whether they liked or disliked a particular piece of writing. Instead, the frames will help students to focus on the use of writing skills and to learn to identify particular strategies or skills that a writer is using AND be able to notice and explain the impact on them as a listener or reader. This supports building a solid context in your class where students feel comfortable sharing their writing and giving constructive feedback.
- We recommend the following 2 sentence frames be posted on a chart in your classroom during this Quest. Be sure to write the text large enough so it is easily visible to all your students. Introduce the sentence frames chart on day one and refer to it as needed.
  1. I liked when you use the word(s)\_\_\_\_\_ because\_\_\_\_\_. (You should explain the impact of a particular word choice)
  2. You created a clear picture of the moment when you wrote\_\_\_\_\_.
- Though we recommend starting with the sentence frames that we provide, we definitely encourage you to guide your students beyond those frames to notice the application of any skills or strategies in a particular piece of writing and how the use of those skills or strategies strengthen a piece of writing and have an impact on them as a listener or reader.

# How to Use the App

In this section you will find information on general setup and use of the Contraption App in your classroom as well as an explanation of how to use the Contraption App to personalize the learning experience by displaying examples of your students' writing.

## Before Class: How to get the Contraption Ready

Before class, you will use the Teacher Dashboard to get set up for the day's lesson. To get to the Teacher Dashboard, log in to the Contraption App. This will bring you to the title screen, where you will see the Contraption logo.

Click on the logo to go to the Teacher Dashboard.

To get ready for class, choose the Unit you are currently in from the top row. Then choose the lesson you are in from the bottom row. (In the lessons panel, not all 9 of the lessons may be visible on the screen at once. The rest of the lessons can be found by scrolling the lessons panel to the right or left.)

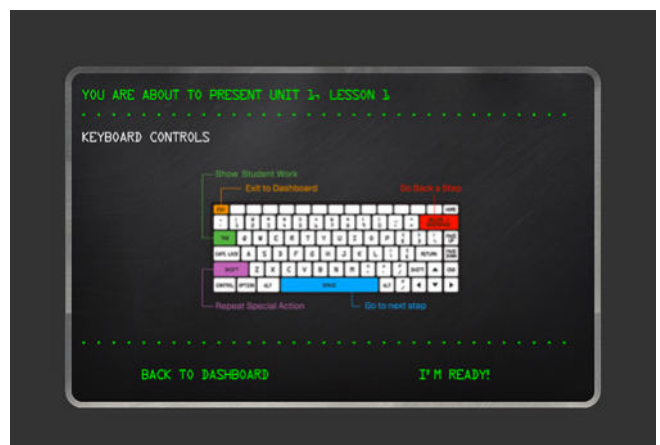


Once you've selected the day's Unit and Lesson, click the **Start** button at the bottom of the screen.

Each lesson begins with a screen reminding you of the app's controls. Click **I'm ready** to proceed into presentation mode.

## During Class: How to Use the App's Presentation Mode

Once in presentation mode, there are only a few controls to keep in mind. The controls are different depending on whether you're using a keyboard or a touch screen.



## Keyboard



**Pressing space bar** will advance the storyline one step. The teacher guide will always make it clear exactly when to do this.



**Pressing backspace or delete** will return the storyline to the previous step. Use this if you advance too far accidentally.



**Pressing shift** will repeat special actions. Often, students will need to see part of the story repeated in order to write about it or solve a puzzle. This control will make the action repeat on the screen without advancing you in the storyline. The teacher guide will always make it clear when there is a repeatable action.



**Pressing tab** will open up the Student Work screen. Use this to display student work that you want the class to read together as an example. From the Teacher Dashboard, you can enter in any information that you want the Contraption to display.



**Pressing esc** will take you out of presentation mode and back to the Teacher Dashboard.

## Touch Screen

**Swiping left** will advance the storyline one step. The teacher guide will always make it clear exactly when to do this.

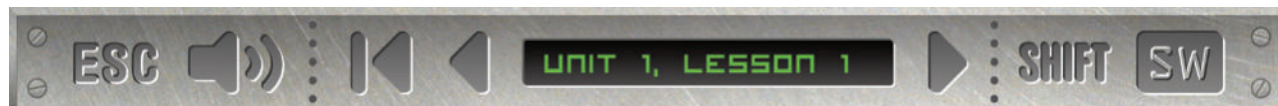
**Swiping right** will return the storyline to the previous step. Use this if you advance too far accidentally.

**Tapping the center of the screen** will repeat special actions. Often, students will need to see part of the story repeated in order to write about it or solve a puzzle. This control will make the action repeat on the screen without advancing you in the storyline. The teacher guide will always make it clear when there is a repeatable action.





**The Control Panel:** Whether you are using a computer or tablet, there is also a control panel available which includes the full set of controls. To access, click or tap on the downward facing triangle at the bottom of the screen.



**From left to right, the control panel buttons do the following:**

- Press **ESC button** to take you out of presentation mode and back to the Teacher Dashboard.
- Press **speaker button** to turn the audio on or off.
- Press **vertical line/left facing triangle (rewind) button** to return to the start of the storyline.
- Press **left facing triangle button** to go to the previous step in the storyline.
- **Center Panel:** Displays the unit # and lesson #.
- Press **right facing triangle button** to go to the next step in the storyline.
- Press **SHIFT button** to repeat special actions.
- Press **SW button** to open and close the Student Work Display screen.\*

Note: If you are using a keyboard, the **SHIFT** and **ESC** keys on the keyboard may be used to initiate the same actions as they do in the control panel.

\*Use the Student Work Display screen to project student work that you want the class to read together as an example. (See the section below on Projecting Student Writing for a detailed explanation of how to add student work to the App for display.)

## Using the Contraption App to Project Student Writing

Projecting student work is a powerful way to showcase strong examples of student writing that demonstrate the use of the different skills your students are learning and practicing. In addition to the pedagogical benefits of posting and sharing your students' writing and integrating it into your instruction, doing so is highly motivating to your students and helps to support creating a safe and dynamic writing community in your classroom.



## To add Student Writing to the App for In-Class Projection

1. From the Teacher Dashboard, click on the button **Student Work Editor** above the unit selector panel. This brings you to the Student Work Editor.
2. Once you have opened the Student Work Editor, select the **+** at the top of the left-hand column. This will create a new file that will appear as “untitled” both in the left-hand column and at the top of the right hand panel.
3. Give the file a name at the top of the right-hand panel. Once you’ve done this, the name will also appear in the file list in the left-hand column.
4. Type or copy and paste text into the right-hand panel to add text to this file. The file will save automatically. You may add as many files as you would like by repeating this process.
5. When you are done, exit the Student Work Editor by pressing the **Dashboard** button at the upper left of your screen.



## To Display Student Work

1. From presentation mode, once you are in a lesson, select **TAB** on your keyboard or tap the **SW** button on the control panel to display the list of files you’ve entered. Choose the file name of the file you would like to display, then press **GO**.
2. When you have finished displaying the file, press the **X** to return to the file selector window. If you wish to display another file, select it and press **GO**.
3. To return to the presentation mode, press the **TAB** button again to exit the student work display mode.

# Tips For Running the Quest

## **Timing is Important**

The main challenge of conducting this Quest is pressing the space bar or swiping left on your touch screen at the right time. At each moment where you need to advance the app to the next position, there will be a hard-to-miss info box in the teacher guide. That box will contain a description of when to advance, and also a screen shot showing what the Contraption should look like after you advance (so you know what to expect). Usually, you will be timing your button press to match up with a student's press of the Controller button. Tell the student to press the button slowly to make your job easier.

## **Let Students Enjoy Sharing Their Work**

We find that once a routine of writing and sharing is established, the sharing session becomes an even greater motivator than the mystery of the Contraption. Make sure students follow the rules on the Guidelines for Sharing poster, and be sure the atmosphere remains a positive one.

## **You Don't Have to be a Great Actor**

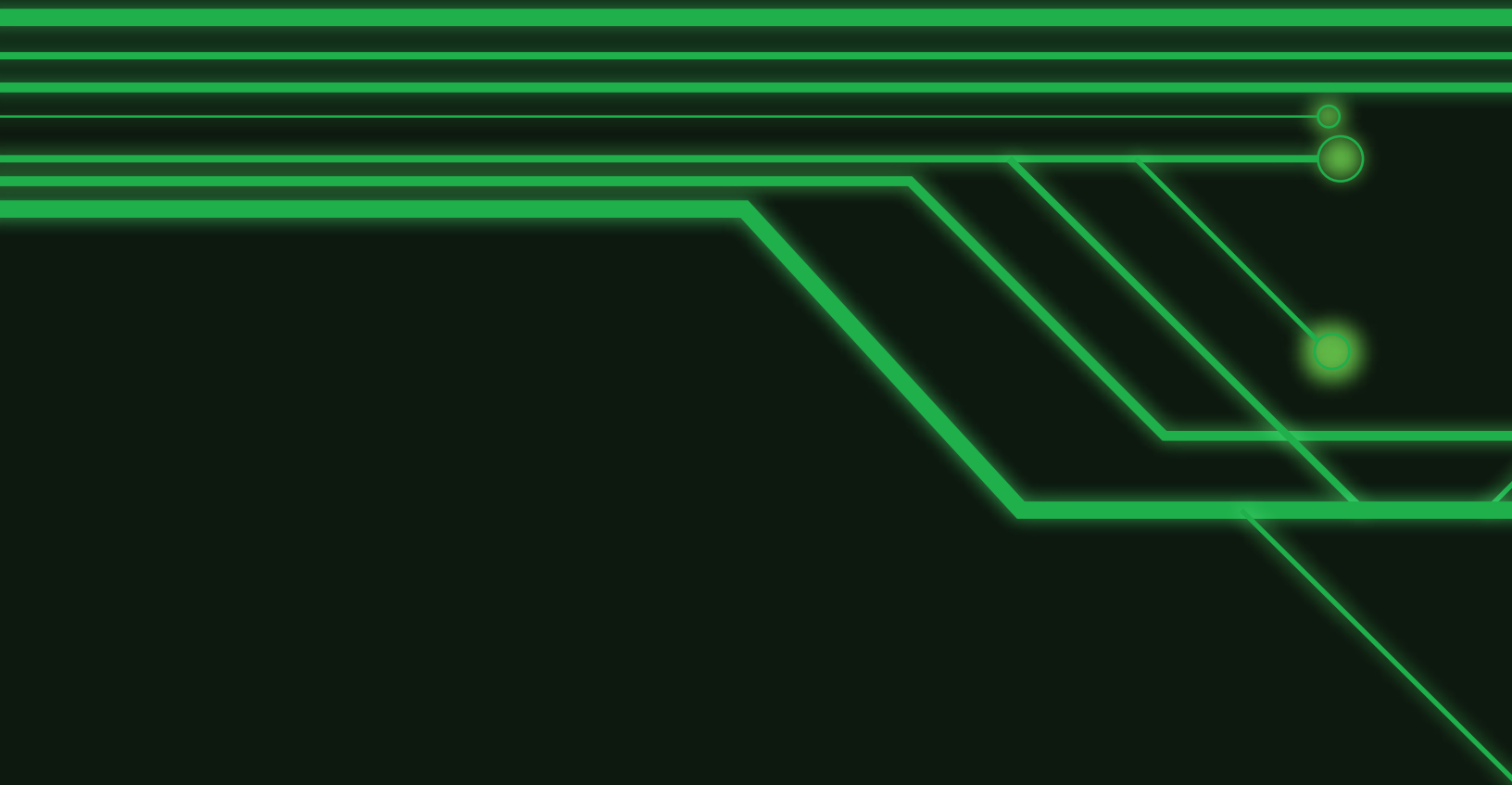
During this Quest, you'll be leading students through a narrative experience, but don't feel like you have to sell it. Students will become interested in the mystery on their own. And anyway, within the logic of the narrative, you're learning about the Contraption alongside the students. You don't need to know what's coming, or to pretend to. Follow the script, and allow their imaginations to take over.

## **Setting up the Classroom**

When setting up the classroom, we recommend standing with your device on one side of the projection, and placing the Controller on the other side. This will help ensure that when you're trying to press space bar or swipe at the right time, students are looking elsewhere.

## **Be Honest with Students**

On the first day, some students might believe that the Contraption is more real than it actually is. If you're crafty, you can make your button presses subtle enough that students will believe they can really control the Contraption on their own. Inevitably, they will start to question the reality of it. If you simply admit that it's a game being projected on the board, students will quit their skepticism and enjoy the Quest for what it is. Trying to convince them that the Contraption is real will likely result in some stubborn students refusing to play along.



UNIT

1



# Discovering the Contraption

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students identify effective details from spoken narratives and practice sharing original details with a peer. [SL.4.1, SL.4.2, ELD.PI.4.1, ELD.PI.4.5]

### Writing

Students compose original narratives about visiting a relative, using specific and varied detail to enhance their work. [W.4.3, ELD.PI.4.10a]

### Speaking and Listening

Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## FORMATIVE ASSESSMENT

### Contraption Notepad

#### Recording Detail

Students identify details of a narrative shared aloud. [SL.4.2, ELD.PI.4.5]

### Teacher Resources

#### Speaking and Listening Observational Checklist

Students craft effective details to share with a peer. [SL.4.1, ELD.PI.4.1]

### Contraption Notepad

#### Visiting a Relative

Students write a narrative description that incorporates effective details. [W.4.3, ELD.PI.4.10a]

### Teacher Resources

#### Speaking and Listening Observational Checklist

Students share original work and offer peer feedback. [SL.4.1, ELD.PI.4.1]

## LESSON AT A GLANCE

	Grouping	Materials
<b>Speaking and Listening (30 min.)</b>		
Introducing the Strange Objects	Whole Class	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing Poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist
The Note	Whole Class	
Sharing a Personal Narrative	Whole Class	
Students’ Original Details	Partner	
<b>Writing (20 min.)</b>		
Verbal Warm-Up	Whole Class	
Writing Prompt—Visiting a Relative	Independent	
<b>Speaking and Listening (10 min.)</b>		
Sharing	Whole Class	
Wrap-Up	Whole Class	

## ADVANCE PREPARATION

- Before class open the Contraption app, select Unit 1, Lesson 1, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.
- Be sure that the Controller is set up in a different part of the room from where you’re standing with your device.
- For more information about setting up your classroom, consult the “Presenting the Contraption” section of the Introduction.
- Prepare to display the “Kinds of Showing Details” poster.
- Prepare to arrange students into pairs.
- Prepare the Speaking and Listening Observational Checklist.
- Prepare a personal narrative to share during the first Speaking and Listening component.

During the first lesson, you’ll tell the students a true personal narrative about a visit to one of your relatives’ homes. Use the prompt that students will be writing to later in this lesson to focus your narrative.

Sharing your own narrative is important because it indicates to students that your class is a safe place to tell stories about your own life and that it is okay to be proud of those stories. It’s important that you prepare this narrative before class, as you should ensure that it includes each kind of detail mentioned on the “Kinds of Showing Details” poster. Put a heavy emphasis on sensory details like colors, smells, and noises.

- Prepare to write out and display the sentence frame for students to use when providing feedback.

*I liked when you used the word(s) \_\_\_ because \_\_\_ . (Use the second blank to explain the way a word choice made you feel).*

## UNIVERSAL ACCESS

- Prepare a speaking guide with the following information for the second Speaking and Listening activity. You will refer to this speaking guide throughout this sub-unit.



---

## Speaking Guide

When speaking aloud, follow these steps.

1. Speak in a voice that is loud enough for everyone to hear, but don't shout.
  2. Don't rush your words. Read at a good pace so that listeners can understand what you are saying.
  3. Look at your audience every few sentences.
- 

- Prepare the following sentence frames for the Writing activity.

### Emerging

*I visited my relative \_\_\_ in \_\_\_. I had a \_\_\_ time because \_\_\_.*

### Expanding

*I visited my relative \_\_\_ in \_\_\_. I had a \_\_\_ time because \_\_\_.*

*My favorite thing we did was \_\_\_.*

### Bridging

*I visited my relative \_\_\_ in \_\_\_. I had a \_\_\_ time because \_\_\_.*

*My favorite thing we did was \_\_\_. The most memorable part of the trip was when \_\_\_.*

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Start Lesson

## Lesson 1: Discovering the Contraption

# Speaking and Listening



**Primary Focus:** Students identify effective details from spoken narratives and practice sharing original details with a peer. [SL.4.1, SL.4.2, ELD.PI.4.1, ELD.PI.4.5]

### INTRODUCING THE STRANGE OBJECTS

- Tell students that you had an unusual experience when you arrived at school this morning. You received a large package in the mail. Explain that the package contained three strange things.



First, I found this Contraption. I don't know what it's for. Do you want to see it?

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to reveal the Contraption.



What do you think it does?

- Answers will vary, but encourage students to give a reason for their guess. At this stage, students should not know what the Contraption does, so the goal is to get them thinking about making predictions based on available evidence.



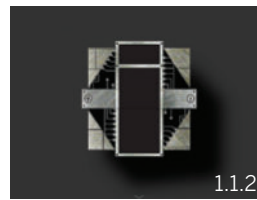
I also found a mysterious Controller and a Manual.

- Show students the Controller and ask volunteers to describe it. Students should notice the slot on the side and the button on top.
- Choose a volunteer to press the Controller button. Have the student stand next to the Controller, but tell him or her not to press it yet.



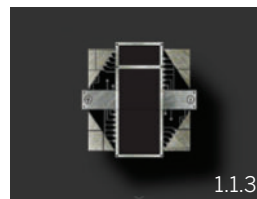
The Manual says that there's a very specific way to press the Controller's button. First, raise your hand high above your head, keeping it flat and open. Then lower your hand slowly and press the button very gently. We'll watch the Contraption while you press the button. That way we can see if the button does anything.

- As the student presses the Controller button, **press the space bar** on your keyboard or **swipe left** on your touch screen to make the Contraption try to turn on.



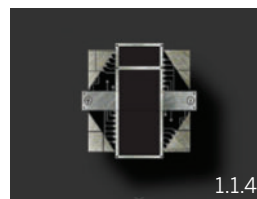
- Ask students to describe what they saw, then ask if another student wants to try pressing the button.

- As the student presses the Controller button, **press the space bar** on your keyboard or **swipe left** on your touch screen to make the Contraption try to turn on.



- Ask for one more volunteer. Tell them maybe they should press it a little differently. Tell them to try to press the button very delicately.

- As the student presses the Controller button, **press the space bar** on your keyboard or **swipe left** on your touch screen to make the Contraption try to turn on.



## THE NOTE

- Tell students that the Manual has handwritten notes and that you want to share the first one in it. Instruct them to listen for details that help them picture the person described in the note.



## Speaking and Listening

### Listening Actively [ELD.PI.4.5]

**Emerging**—Reread the passage aloud, pausing after each sentence for students to write down details as they listen.

**Expanding**—Reread the passage aloud, pausing after each paragraph for students to write down details as they listen.

**Bridging**—Reread the passage aloud, pausing once for students to write down details as they listen.

## Support

If students struggle to identify a detail from each category, reread the story, allowing students to raise their hand when they hear a detail from the missing categories.

Ask one or two volunteers to share which detail they found most effective and the reason for their choice.



*To Whoever Finds This Contraption:*

*A month ago I saw my aunt running down the street, just a block away from where I live. I was surprised to see her in my neighborhood, but there was no mistaking her. She was wearing clothes that were not well suited for running. Her flowery purple outfit, the one she always wears, was loose on her and puffed up like a cloud all around her. Her gigantic turquoise glasses bounced up and down on her nose, going click click click as she ran. She was wearing heavy red boots with untied laces that clomped loudly. And she was running with her feet spread wide, as though she didn't want her boots to touch. Then she disappeared around the corner.*

- Hand out the Contraption Notepads and folders to students.
- Direct students to the Contraption Notepad and have them record the details they remember best.
- Ask a few volunteers to share a detail they recorded.
- Remind students that the best stories are ones with details that help readers and listeners visualize the story.
- Display the “Kinds of Showing Details” poster, review the examples, and ask students to link the details in their notes to the kinds of detail named in the poster.
- Answers may vary, but possibilities follow.
  - » What something looks like  
The aunt’s outfit was flowery and purple.
  - » What something sounds like  
The aunt’s glasses went “click click click.”
  - » A physical action  
The aunt runs.



The note goes on:

*I followed the sound of those big, loud boots and when I finally caught up I found her sitting on a bench, by herself, looking around as if to see if anyone was watching. She bent over in her seat and reached toward her boots. She took one red lace from one boot and one red lace from the other and tied her boots together—while she was still wearing them. And then I saw her disappear into thin air!*



*The next day I got an email from her. She told me that she had rented a new apartment and needed help moving out of her old one. I woke up early this morning and went to the address she gave me. It was dark when I first walked in, but my nose filled up with the smells of fresh-baked bread and gasoline. I heard my aunt say, “Don’t touch the curtains! I haven’t fed them yet today.”*



*She turned on a light, and I saw many strange things. I saw little statues of hands that looked like they were made of clay. But when I touched them they felt warm and soft, and they wiggled like real hands. I saw a snow globe sitting on a shelf with a snowman inside. I picked it up to shake it, and it was actually cold—as cold as ice! And there were boxes everywhere. Most of them were plain brown boxes, but in the corner was a special one, made of metal and covered in strange lights.*

- Have students recall what details stood out to them. Again, have students connect these details to the “Kinds of Showing Details” poster.
- Answers may vary, but possibilities follow.
  - » What something feels like  
The statues felt warm and soft.
  - » What something smells or tastes like  
The speaker smells fresh-baked bread and gasoline.
  - » A quotation of something someone said  
The aunt says, “Don’t touch the curtains! I haven’t fed them yet today.”

### Challenge

Ask students to define the phrase *personal narrative*.

Answer: A personal narrative is a true story told in the first person by someone who was involved in the events being described.

## SHARING A PERSONAL NARRATIVE

- Tell students that you have a personal narrative to share with them and that just as before, they should listen for details.
- Share the personal narrative you prepared about arriving at a relative’s house. Be sure to use the sorts of details outlined in the Advance Preparation section. You’ll be asking students to use the “Kinds of Showing Details” poster to tell narratives like yours in the coming weeks.



### Check for Understanding

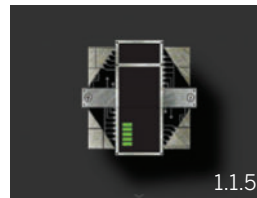
Ask one or two volunteers to share a memorable detail from the personal narrative and to use the “Kinds of Showing Details” poster to name the category in which they fit.

- Ask students to review why using detail is important.
- Tell students that when they write or tell a story from now on, they should try to include at least three different kinds of details. They may consult the poster for help.

## STUDENTS' ORIGINAL DETAILS

- Arrange students into pairs and ask them to share details about their own relatives. Each student should take turns sharing a detail that fits each category on the “Kinds of Showing Details” poster.
- As students work, circulate around the room, offering support as needed and using the Speaking and Observational Checklist to assess student work.
- Ask three volunteers to share details about their relatives using the types of details you’ve described.

- When the first student shares a strong, specific detail, **press the space bar** on your keyboard or **swipe left** on your touch screen.



- This will show the meters rising on the front of the Contraption.
- Direct students' attention to the Contraption as its meters rise.



What were we doing before it started activating like that?



We were giving details. That's right. We should keep doing that!

- Have the first student give two more strong details, then have two other students provide three details each.



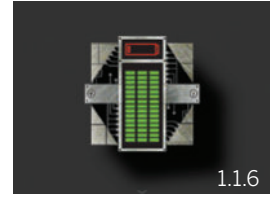
**Speaking and Listening**  
Exchanging Information  
and Ideas  
[ELD.PI.4.1]

**Emerging**—Ask students yes/no questions about their relatives. (Do your relatives live near you?)

**Expanding**—Ask students wh- questions. (What are your relatives' hobbies?)

**Bridging**—Ask students open-ended questions. (How would you describe your favorite relative?)

- Each time a student shares a strong, specific detail, **press the space bar** on your keyboard or **swipe left** on your touch screen.



- Each student should fill up one of the tall green bars.
- Each bar will take three presses to fill. There are three bars. Stop pressing space when the third green bar is full.



The Manual note keeps going. Should I read more?



*After I had helped my aunt pack, she told me she wanted to give me a gift. She handed me the strange metal box I'd seen in the corner of the room. She called it her "Contraption." She said she had discovered all of its many mysteries and that it was my turn to do the same. She told me that, in order to power up the Contraption, I would need to write stories on scannable paper and feed that paper into the Contraption's Controller. She handed me a small box with a button on top and a slot on the side.*

- Tell students that their notepads are made up of pieces of scannable paper that can be fed into the Controller. Tell them that if they filled up their paper with a narrative, we might be able to use it to charge or even turn on the Contraption.



# Writing



**Primary Focus:** Students compose original narratives about visiting a relative, using specific and varied detail to enhance their work. [W.4.3, ELD.PI.4.10a]

## VERBAL WARM-UP



Before we write, I want to introduce you to a few new habits. Usually, when we plan to write, we do a little brainstorming first. You might have written things down when you brainstormed in the past. But this kind of brainstorming is a little different. It's called a verbal warm-up, and we are going to do a verbal warm-up right now. I'm going to ask you a few questions, and all I need you to do is to listen carefully and raise your hand to answer the questions. This will not be an opportunity for us to tell any stories—you will have that chance in a minute, once you start writing. This is just a quick way to get your ideas flowing and to get you started thinking about the specific moment that you want to write about today.



Raise your hand if you've visited a relative

- who was cooking when you arrived.
- who has a special way of welcoming you.
- whose house has a big yard in front of it.
- whose house is really pretty.
- who likes to decorate their house for special holidays or occasions.

## WRITING PROMPT—VISITING A RELATIVE

- Tell students to take out their Contraption Notepads. Tell them that each time they do a piece of writing that might be fed into the Controller, they should fill out all of the details the notepad asks for: their name, the date, and the title of the piece of writing. They should also fill in a little bubble that says whether the piece of writing is part of a "Writing Prompt" or a "Skill Drill."



## Writing Writing [ELD.PI.4.10a]

**Emerging**—Provide sentence frames and individual support.

**Expanding**—Provide sentence frames and moderate support.

**Bridging**—Provide sentence frames and light support.

## Support

If students struggle to write for the entire time, encourage them to include at least one of every kind of detail listed on the “Kinds of Showing Details” poster.

## Challenge

If students successfully incorporate a variety of detail into their arrival scenes, encourage them to continue the narrative by describing later portions of the visit.

- Tell them that the title of this piece of writing is “Visiting a Relative,” and that it is a Writing Prompt.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to display the following prompt. Read it aloud for the class.



**Think about a time you walked into a relatives’ house. Write about that moment and show what was happening.**

- Direct students to the Contraption Notepad and ask them to record the title. Tell students that they may use an idea from the warm-up or a new idea.
- Give students 12 minutes to write. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- As students write, circulate to give them feedback on their writing. Your comments should be concise and encouraging and they should reinforce a writing skill. For today, you should mainly remind them of the types of detail introduced throughout the lesson and described in the “Kinds of Showing Details” poster.
- When time elapses, ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.



## Check for Understanding

As you circulate, make sure students are writing about an arrival at a relative’s home and that they are incorporating details. If students need support, have them review the “Kinds of Showing Details” poster again.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the writing prompt.

# Speaking and Listening



**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## SHARING

- Explain that students will continue to practice this kind of writing whenever they work with the Contraption and that they will always share examples of their writing after each session.
- Explain that the way they share may develop over time, but there are some important sharing practices that will always be true:
  - two or three students will share each day
  - every student will get the opportunity to share work a few times while working on the Contraption
  - the class will give positive feedback about the works that are shared
- Display and review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame. In future sharing sessions, only model as needed, as students will learn quickly how to use the sentence frame to give feedback.



Speaking and Listening  
Exchanging Information  
and Ideas  
[ELD.PI.4.1]

**Emerging**—Provide students with a speaking guide. Review the guide with students before they share; model how to successfully implement each component while speaking aloud.

**Expanding**—Provide a speaking guide for students to review in groups before they share; model how to successfully implement each component while speaking aloud.

**Bridging**—Provide a speaking guide; model how to successfully implement each component while speaking aloud.

## Support

Remind students of the sentence frame and encourage them to use it.

## Challenge

Ask students to identify another strong detail in the writing.



I think there's enough detail in those examples to get the machine to react. Let's try it!

- Have the two or three volunteers who read their work feed their writing into the Controller. The papers will fit into the Controller if they fold them twice, into quarters. Then have one of them press the button on the Controller. Remind the student to keep his or her hand flat and bring it down gently and slowly onto the button.

- When the student presses the button, **press the space bar** on your keyboard or **swipe left** on your touch screen, and the Contraption will turn, revealing a big power gauge on its side.



- Ask students to speculate on what's happening with the Contraption.
- Answers will vary, but the general idea is that the excellent details are powering up the Contraption.

## WRAP-UP



The note goes on a little more; this is how it ends:  
*My aunt gave me this Contraption a year ago, and I too have discovered many of its mysteries, including what its purpose is. I think it's time for somebody else to see what it can do. Maybe you will discover things even I couldn't. Good luck!*

- Tell students that the class will return to the Contraption in another lesson to see if they can learn even more things about it. In the meantime, they should practice using details so they can help keep the Contraption powered when they come back to it.



# Focus

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students define the word *focus* and identify its proper use in context. [SL.4.1, ELD.PI.4.1]

### Writing

Students compose original paragraphs focusing on a single moment. [W.4.4, ELD.PI.4.10a]

### Speaking and Listening

Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## FORMATIVE ASSESSMENT

### Teacher Resources

#### Speaking and Listening Observational Checklist

Students define the word *focus* and identify its proper use in context. [SL.4.1, ELD.PI.4.1]

### Contraption Notepad

#### Focus

Students compose paragraphs focusing on a single moment. [W.4.4, ELD.PI.4.10a]

### Teacher Resources

#### Speaking and Listening Observational Checklist

Students share original work and offer peer feedback. [SL.4.1, ELD.PI.4.1]

## LESSON AT A GLANCE

	Grouping	Materials	
<b>Speaking and Listening (10 min.)</b>			
Introducing <i>Focus</i>	Partner	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing Poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist	
<b>Writing (10 min.)</b>			
Choosing a Moment	Whole Class		
Skill Drill—Focus	Independent		
<b>Speaking and Listening (10 min.)</b>			
Sharing	Whole Class		
Wrap-Up	Whole Class		

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 1, Lesson 2, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



- Prepare to write out and display the sentence frame for students to use when providing feedback.

*I liked when you used the word(s) \_\_\_ because \_\_\_ . (Use the second blank to explain the way a word choice made you feel).*

- Prepare the Speaking and Listening Observational Checklist.
- Prepare to write the definition of *focus* on the board:

*“To focus is to write exclusively about one moment or idea.”*

## UNIVERSAL ACCESS

- Prepare to display the speaking guide introduced in Lesson 1.

Start Lesson

### Lesson 2: Focus

# Speaking and Listening



**Primary Focus:** Students define the word *focus* and identify its proper use in context. [SL.4.1, ELD.PI.4.1]

## INTRODUCING FOCUS

- Ask students to review what happened in the previous Contraption lesson.



- Answers will vary, but students should recognize that the machine responded to detail at the end of the lesson.



We need to put more details to paper in order to charge up the meter and get the Contraption to turn on. In order to make our writing more potent and more powerful, we're going to learn a new skill called *focus*.

- Ask students if they have heard the word *focus* previously and what it might mean in that context.
- Answers will vary, but students might mention that they can focus a camera or that it means paying attention.



What happens when you focus a camera?

- » You can see more detail, and the picture is clearer.



What happens when you don't focus a camera?

- » The picture is blurry.
  - Explain that something similar happens to writing when it is unfocused. Just as an unfocused picture can be hard to see, an unfocused piece of writing can be difficult to read or understand.
  - Display the definition of focus, read it aloud, and review it with the class.



### Check for Understanding

Have students explain *focus* to a partner in their own words.



## Speaking and Listening

Exchanging Information  
and Ideas  
[ELD.PI.4.1]

**Emerging**—Review the definition of *focus* with individual pairs and encourage students to act out the scenario in each sentence to determine if it demonstrates focus or not.

**Expanding**—Ask students to review the definition of *focus* and to act out the scenario in each sentence to determine if it demonstrates focus or not.

**Bridging**—Direct students to the definition of *focus*.

### Support

If students struggle, direct them to the definition of *focus* and have them compare it to the number of moments referenced in the paragraph.

### Challenge

Encourage students to write a paragraph that focuses on one moment mentioned in the paragraph. They may use their imaginations to create details for their paragraph.

- Arrange students in pairs and ask them to discuss briefly whether or not each of the following things is an example of focus:
- The puppy ran to the water bowl, looked at the sky, then sat down to scratch his ear.
- Rosa worked on her spelling test without stopping or looking up.
- The deer froze when it heard the hikers.
- James read the newspaper while checking his phone and listening to the television.
- Use the Speaking and Listening Observational Checklist to assess student performance.
- Allow volunteers to share answers to each of the above scenarios.



When you focus on a single experience, image, or subject, you can show your readers how a place really looked, what you were really thinking, or how you really felt. You can focus in different ways: on an event, a moment in time, a place, or an idea.



When you don't focus, writing can be confusing and less interesting to read. Let's look at this example.

- Read the following paragraph aloud.



One time that I had trouble working with tools was in art class. I had a tough time with the paintbrush and watercolors. Lunch was more fun for me because I had grape juice. At recess we were feeding the birds bread. Tonight, if I'm lucky, I'll get to go to the movies. I like Saturdays best.

- Ask students to name different moments described in this paragraph.
- Answers may include art class, recess, lunch, or working with tools.
- Ask students whether or not this paragraph is focused.

# Writing



**Primary Focus:** Students compose original paragraphs focusing on a single moment. [W.4.4, ELD.PI.4.10a]

## CHOOSING A MOMENT

- Ask students if they think they can do a better job of showing focus in their writing.



Now we're going to practice the skill of focus. Think about all the different single little moments you've experienced today. Let's be really detailed and focused. For example, instead of saying that you ate lunch, let's break it down into tiny parts. You got in the back of the line, you inched your way forward slowly, you got to the food and looked over all of your choices, you chose your food, you smelled your food, you got to the register, you took out your money, you looked for a place to sit. Let's make a list right now of really small moments like these.

- Ask students for their suggestions of small moments and write them on the board. After a few minutes, or when you have at least a dozen items on the list, explain that each of these small moments could be the topic of a single notepad entry. Let students know that they're now going to have the opportunity to practice using the skill of focus.

## SKILL DRILL—FOCUS

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to bring up the Skill Drill, then read it aloud.



Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Provide individual support and yes/no questions to help students choose their topic. (Did you eat breakfast this morning?)

**Expanding**—Provide moderate support and wh- questions to help students choose their topic. (What did you eat for breakfast today?)

**Bridging**—Provide light support and open-ended questions to help students choose their topic. (Would eating breakfast be a good moment to describe? Why or why not?)

### Support

If students struggle to find a starting point, suggest that they write about when they first entered the classroom this morning. What did they see, hear, and do? If an alien needed to understand how the school day began, how would they explain it?

### Challenge

Challenge students to describe the moment in focused detail but not include any details about something they saw.



4. Think of a single moment in time today, maybe when you were in class.
5. Write at least five sentences about what happened during that one small moment. Your goal is to focus on only that moment.

- Give students 5–7 minutes to complete the drill. Remind them that you expect them to keep writing until you tell them to stop.
- Circulate to give feedback. Highlight ways in which the students are focusing on small details that are unique to them.



### Check for Understanding

As you circulate, ask students to explain how they are using focus in their writing.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the Skill Drill.

# Speaking and Listening



**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## SHARING

- Review the guidelines for sharing positive feedback.
- Display and review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.
- Have a volunteer come up to the Controller and feed their Skill Drill into it. Then have them press the button.

- As the student presses the button, **press the space bar** or **swipe left** on your touch screen to fill the power gauge half way.



- Tell students that it looks like they might need one more piece of writing to completely charge up the Contraption.



Speaking and Listening  
Exchanging Information  
and Ideas  
[ELD.PI.4.1]

**Emerging**—Provide students with a speaking guide. Review the guide with students before they share; model how to successfully implement each component while speaking aloud.

**Expanding**—Provide a speaking guide for students to review in groups before they share; model how to successfully implement each component while speaking aloud.

**Bridging**—Provide a speaking guide; model how to successfully implement each component while speaking aloud.

## Support

Remind students of the sentence frame and encourage them to use it.

## Challenge

Ask students to identify another strong detail in the writing.

## WRAP-UP

- Give students positive feedback about something specific that occurred in class. For example, point out something related to writing skill development.
- Do a closing poll to create connections among students and to point out the surprising things that can happen in writing. Make sure the students are looking around the room after each question that you ask. This helps them see the ways in which they connect with their classmates.



Raise your hand if you

- had ideas right away.
- had to think a bit.
- remembered more details than you thought you would.
- heard one of your classmates describe a moment in a unique way.



We put together a lot of great writing to fuel the Contraption.  
Next time we'll build up even more.



# Powering Up the Contraption

## PRIMARY FOCUS OF LESSON

### Writing

Students compose original paragraphs focusing on a single moment.  
[W.4.4, ELD.PI.4.10a]

### Speaking and Listening

Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## FORMATIVE ASSESSMENT

### Contraption Notepad

### A Moment In My Day

Students compose paragraphs focusing on a single moment. [W.4.4, ELD.PI.4.10a]

### Teacher Resources

### Speaking and Listening Observational Checklist

Students share original work and offer peer feedback. [SL.4.1, ELD.PI.4.1]



## LESSON AT A GLANCE

	Grouping	Materials	
<b>Writing (20 min.)</b>			
Recap	Whole Class	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing Poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist	
Verbal Warm-Up	Whole Class		
Writing Prompt—A Moment In My Day	Independent		
<b>Speaking and Listening (10 min.)</b>			
Sharing	Whole Class		
Wrap-Up	Whole Class		

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 1, Lesson 3, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



- Prepare to write out and display the sentence frame for students to use when providing feedback.

*I liked when you used the word(s) \_\_\_ because \_\_\_ . (Use the second blank to explain the way a word choice made you feel).*

- Prepare the Speaking and Listening Observational Checklist.

## UNIVERSAL ACCESS

- Prepare yes/no, wh-, and open-ended questions for support in the Writing activity.
- Prepare to display the speaking guide introduced in Lesson 1.

Start Lesson

### Lesson 3: Powering Up the Contraption

# Writing



**Primary Focus:** Students compose original paragraphs focusing on a single moment. [W.4.4, ELD.PI.4.10a]

## RECAP

- Ask students to review what happened in the previous lesson.
  - » Students generated focused writing that incorporated effective details to feed the Contraption.

- Tell students that you believe that after this lesson, there will be enough good writing to power up the Contraption. Ask students to predict what might happen when the Contraption turns all the way on.

## VERBAL WARM-UP



- Raise your hand if today you
- saw something funny happen.
  - took a bus to school.
  - woke up late.
  - ate something you like for breakfast.
  - talked with a friend.

If you have raised your hand to any of these, can you picture in your head what you might see or hear?

## WRITING PROMPT—A MOMENT IN MY DAY

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to display the following prompt. Read it aloud for the class.



**Describe one moment in your day—before school, in school, or after school. Use details and descriptions to focus on just that single moment.**

- Direct students to the Contraption Notepad and ask them to record the title, date and type of prompt.
- Give students 12 minutes to write.
- Tell students that they may use an idea from the warm-up or a new idea.



Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Ask yes/no questions such as “Did you have a good time when riding the bus? Do you usually ride the bus?” to prompt students further.

**Expanding**—Ask wh- questions such as “What do you like most about riding the bus?” to prompt students further.

**Bridging**—Ask open-ended questions such as “How would you describe the scenery you see on the bus during the ride to school?” to prompt students further.

## Support

If students struggle to write for the entire time, review the “Kinds of Showing Details” poster with them.

- Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- As students write, walk around the room and circulate to offer supportive feedback.
- When time elapses, ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.

## Challenge

If students successfully focus on a single moment, challenge them to build on the narrative by describing the next moment in their day.



### Check for Understanding

As you circulate, make sure students are demonstrating focus and using effective details. If students need support, ask them how the elements of their writing connect to the main point of focus or encourage them to add one kind of each detail from the “Kinds of Showing Details” poster.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the writing prompt.

# Speaking and Listening



**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## SHARING

- Review the guidelines for sharing positive feedback.

- Review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- Invite a few students to come to the front of the class with an example of their best work. Have each student read the sentence that he or she thinks is a good example of *showing*. Then have each student feed his or her work into the Controller.



### Speaking and Listening Exchanging Information and Ideas [ELD.PI.4.1]

**Emerging**—Provide students with a speaking guide. Review the guide with students before they share; model how to successfully implement each component while speaking aloud.

**Expanding**—Provide a speaking guide for students to review in groups before they share; model how to successfully implement each component while speaking aloud.

**Bridging**—Provide a speaking guide; model how to successfully implement each component while speaking aloud.

### Support

Remind students of the sentence frame and encourage them to use it.

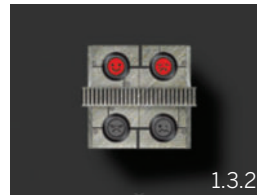
### Challenge

Ask students to identify another strong detail in the writing.



One of you stand behind the button. Now, when you're ready, bring your hand slowly down and press that button!

- As the student presses the button, **press the space bar** on your keyboard or **swipe left** on your touch screen to fully charge the Contraption.



The meter will fill up, and the Contraption will turn on and reveal its first puzzle: a series of lights with different symbols on them.

### WRAP-UP

- Ask students to suggest what the class should do in the next lesson to solve this puzzle.



Those are some great ideas. I'm excited to come back and try those ideas out next time.

## 4

# The First Puzzle

## PRIMARY FOCUS OF LESSON

### Writing

Students craft descriptive sentences that use detail to reveal character emotion. [W.4.4, ELD.PI.4.10a]

### Speaking and Listening

Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## FORMATIVE ASSESSMENT

### Contraption Notepad

### Showing Happiness

Students compose sentences that use detail to show a character's happiness. [W.4.4, ELD.PI.4.10a]

### Teacher Resources

### Speaking and Listening Observational Checklist

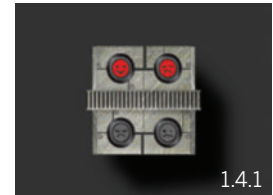
Students share original work and offer peer feedback. [SL.4.1, ELD.PI.4.1]

## LESSON AT A GLANCE

	Grouping	Materials	
<b>Writing (25 min.)</b>			
Introducing Showing	Partner	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing Poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist	
Verbal Warm-Up	Partner		
Skill Drill—Showing Happiness	Independent		
<b>Speaking and Listening (5 min.)</b>			
Sharing	Whole Class		
Wrap-Up	Whole Class		

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 1, Lesson 4, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



- Prepare to write out and display the sentence frame for students to use when providing feedback.

*I liked when you used the word(s) \_\_\_ because \_\_\_ . (Use the second blank to explain the way a word choice made you feel).*

- Prepare the Speaking and Listening Observational Checklist.

## UNIVERSAL ACCESS

- Prepare to display the speaking guide introduced in Lesson 1.
- Prepare yes/no, wh-. and open-ended questions for support in the writing activity.

Start Lesson

### Lesson 4: The First Puzzle

# Writing



**Primary Focus:** Students craft descriptive sentences that use detail to reveal character emotion. [W.4.4, ELD.PI.4.10a]

## INTRODUCING SHOWING

- Display the Contraption and ask students to describe what they see.

They will see two lights. The one on the left has a happy face on it. The one on the right has a sad face on it.



- Have a student come up and press the Controller button. Nothing should happen.



Maybe there's a special way we need to activate the light. We know that the Contraption likes when we use detail, right? When we use descriptive details in our writing, they help us to show the reader what we are trying to communicate

- Display the definition of *showing* and review it with students.



Showing is another important thing to do in your writing. It means you are using different kinds of details that help the reader picture what you are describing.

- Write the following sentence on the board and read it aloud.

She is cold.

- Ask students to close their eyes and focus on the sentence as you read it aloud once more.
- Ask students if the sentence has any details to help them picture the scene.



Right, there's not really any detail at all. The sentence only tells us that someone is cold. It doesn't help us picture anything.

- If students offer details from their imagination, ask them to find a place in the sentence that includes them. Point out that those details may be great, but they came from the student rather than the author.



Now I want you to close your eyes again and picture someone who's really cold. Then give me an example of how you could show me that she was cold without ever saying directly that she was cold. What are the things she might do when she's cold?

## Challenge

Ask students to name one example of each kind of detail on the "Kinds of Showing Details" poster.

- Ask students to volunteer different details that would show that someone was cold.
- Answers will vary but could include that she was shivering, putting her hands in her pockets, or had chattering teeth.
- Ask two or three volunteers to put their details into a showing sentence that can describe this moment. Write those sentences on the board.
- Have students compare the original sentences with the new sentences and determine which group does a better job of showing how the character feels.
- Explain that this character had a physical feeling; she was cold. But many times characters have emotional feelings such as happiness or sadness. Good writers can also show those emotions without having to name them directly.

---

### VERBAL WARM-UP



Think of a specific time that you can remember seeing somebody who was happy. What did this person do? How could you tell that he or she was happy?

- Have students discuss this in pairs, then invite a few students to share their ideas with the class.

---

### SKILL DRILL—SHOWING HAPPINESS

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to display the Skill Drill, then read it aloud.



1. Read the following sample sentence: *He is happy.*
2. Write at least three more sentences adding details that show what is stated in the sentence. Do not use the word happy in your sentences.

- Give students several minutes to compose their sentences.
- Direct students to the Contraption Notepad and ask them to record the title, date and type of prompt.



### Check for Understanding

As you circulate, ask students to point out a showing detail. Ask them to explain how it fits the definition of showing detail you discussed earlier.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the Skill Drill.



Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Ask yes/no questions such as “Can you tell he is happy by looking at his face?” to prompt students further.

**Expanding**—Ask wh-questions such as “When you listen to him talk, how can you tell he is happy?” to prompt students further.

**Bridging**—Ask open-ended questions such as “Can you describe other ways to tell if he is happy?” to prompt students further.

### Support

Tell students to begin by describing what the happy person’s face and body are doing.

### Challenge

Tell students to include a description of how the person does something mundane (like eat a sandwich) in a way that shows he or she is happy.



Speaking and Listening  
Exchanging Information  
and Ideas  
[ELD.PI.4.1]

**Emerging**—Provide students with a speaking guide. Review the guide with students before they share; model how to successfully implement each component while speaking aloud.

**Expanding**—Provide a speaking guide for students to review in groups before they share; model how to successfully implement each component while speaking aloud.

**Bridging**—Provide a speaking guide; model how to successfully implement each component while speaking aloud.

### Support

Remind students of the sentence frame and encourage them to use it.

### Challenge

Ask students to identify another strong detail in the writing.

# Speaking and Listening



**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## SHARING

- Review the guidelines for sharing positive feedback.
- Review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.



Do you think there's a way we can show happiness while pressing the Controller button?

- Let students share their ideas.



What if we had one of you come up here and act out happiness, using the types of details we just came up with?

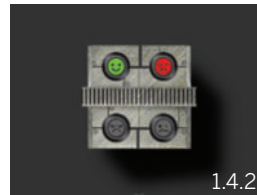
- Have the volunteer stand next to where the Contraption is being projected so students can see both the volunteer and the Contraption. Have the student act out being happy.



Do you think that was an accurate way to show happiness using our bodies? Me too. Maybe if we tried pressing the button on the Controller while acting happy, it would activate the button on the Contraption. Do you want to try it?

- Have the student act out happiness again, but this time press the button right after the acting concludes.

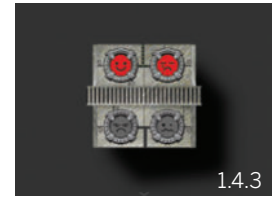
- As the volunteer presses the button, **press the space bar** on your keyboard or **swipe left** on your touch screen. The happiness light will activate.



Great! So how should we activate the sadness light?

- Let students share their ideas. Guide them to an understanding that they should develop good showing descriptions of a character's sadness, then act that sadness out for the Contraption.
- Have students work in small groups to generate ideas of showing sadness.
- Have students give examples.
- Answers will vary but include
  - » crying, pouting, and putting one's head in one's hands.
- Ask a volunteer to come to the front and act out sadness.
- Make sure the class approves and then have the student act it out again, this time pressing the Controller button after he or she does it.

- As the volunteer presses the button, **press the space bar** on your keyboard or **swipe left** on your touch screen.



- The sadness light will activate.
- When the second light activates, the Contraption will begin to shift and change. It will reveal two new lights, these looking more bulky and reinforced. These are called the MegaLights.

## WRAP-UP



Whoa! I've seen these in the Manual. These aren't any ordinary lights. These are MegaLights. I think we'll need to do something more than just playing out emotions to activate the lights on this side. Let's think about how we can activate these lights for next time.

- Allow students to suggest a few ideas about the kind of writing they might need to practice in order to continue activating the Contraption.



# Activating the First MegaLight

## PRIMARY FOCUS OF LESSON

### Writing

Students compose original paragraphs showing a hilarious moment.

[W.4.4, ELD.PI.4.10a]

### Speaking and Listening

Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## FORMATIVE ASSESSMENT

### Contraption Notepad

### Funny Haha

Students compose paragraphs focusing on a hilarious moment. [W.4.4, ELD.PI.4.10a]

### Teacher Resources

### Speaking and Listening Observational Checklist

Students share original work and offer peer feedback. [SL.4.1, ELD.PI.4.1]

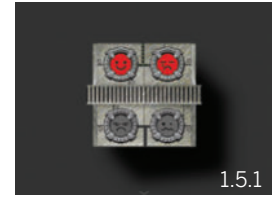


## LESSON AT A GLANCE

	Grouping	Materials
<b>Writing (20 min.)</b>		
Verbal Warm-Up	Whole Class	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing Poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist
Writing Prompt—Funny Haha	Independent	
<b>Speaking and Listening (10 min.)</b>		
Sharing	Whole Class	
Wrap-Up	Whole Class	

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 1, Lesson 5, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



- Prepare to write out and display the sentence frame for students to use when providing feedback.

*I liked when you used the word(s) \_\_\_ because \_\_\_ . (Use the second blank to explain the way a word choice made you feel).*

- Prepare the Speaking and Listening Observational Checklist.

## UNIVERSAL ACCESS

- Prepare to display the speaking guide introduced in Lesson 1.

Start Lesson

### Lesson 5: Activating the First MegaLight

# Writing



**Primary Focus:** Students compose original paragraphs showing a hilarious moment. [W.4.4, ELD.PI.4.10a]

## VERBAL WARM-UP

- Ask students to recap where the Contraption lessons left off.



We have two new lights to activate on our Contraption, but according to this Manual, we won't be able to activate these lights just by acting out emotions. These are MegaLights, and they will take some serious pieces of writing to activate.



Raise your hand if you

- can remember laughing in the past week
- were alone watching someone or something when you were laughing.
- were laughing along with others.
- were laughing at yourself.



If you have raised your hand to any of these, can you picture in your head what you might see or hear?

## WRITING PROMPT—FUNNY HAHA

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to bring up the writing prompt, then read it aloud.



**Think about a hilarious moment—one that made you laugh harder than you’ve ever laughed before. Write about that moment and show what was happening. Make sure you use details and description to focus on just that single moment.**

- Direct students to the Contraption Notepad and ask them to record the title, date and type of prompt. Tell students that they may use an idea from the warm-up or a new idea.
- Give students 12 minutes to write. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- As students write, circulate to give them feedback on their writing. Your comments should be concise and encouraging, and they should reinforce a writing skill. For today, you should mainly remind them of the types of detail introduced throughout the lesson and described in the “Kinds of Showing Details” poster.



Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Provide students individual support and a bank of descriptive words (giggled, chuckled, cackled) to use as they write.

**Expanding**—Provide students moderate support and a bank of descriptive words (giggled, chuckled, cackled) to use as they write.

**Bridging**—Provide students light support and a bank of descriptive words (giggled, chuckled, cackled) to use as they write.

### Support

If students struggle to write for the entire time, encourage them to include at least one of every kind of detail listed on the “Kinds of Showing Details” poster.

### Challenge

If students successfully incorporate a variety of detail into their hilarious moments, encourage them to continue developing their work by adding an introductory sentence or a concluding sentence.

- When time elapses, ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.



### Check for Understanding

As you circulate, make sure students are writing about a hilarious moment and that they are incorporating details. If students need support, have them review the “Kinds of Showing Details” poster again.



## Speaking and Listening Exchanging Information and Ideas [ELD.PI.4.1]

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the writing prompt.

**Emerging**—Provide students with a speaking guide. Review the guide with students before they share; model how to successfully implement each component while speaking aloud.

**Expanding**—Provide a speaking guide for students to review in groups before they share; model how to successfully implement each component while speaking aloud.

**Bridging**—Provide a speaking guide; model how to successfully implement each component while speaking aloud.

# Speaking and Listening



**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## SHARING

- Review the guidelines for sharing positive feedback.
- Display and review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.

- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.
- Then have those volunteers feed their writing into the Controller.

## Support

Remind students of the sentence frame and encourage them to use it.

## Challenge

Ask students to identify another strong detail in the writing.



This light is going to take a lot of power to activate. I'm going to need the whole class to come up here together and circle around the Controller. Nobody should be pushing or shoving; just get as close as you can comfortably.

- Have the class come together around the Controller.

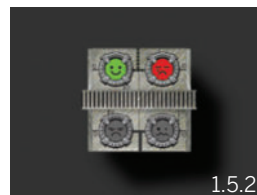


I need as many of you who can to touch the Controller, and those of you who can't, I need you to reach out toward it.

On the count of three, we're all going to focus on our hilarious moments as much as we can and try to send our laughter through the Controller. Hopefully, with our writing about hilarious moments in there, it will be enough. Are you all ready? On the count of three, laugh!

- Count to three.

- When students are laughing and touching the Controller, **press the space bar** on your keyboard or **swipe left** on your touch screen to activate the Happy MegaLight.



## WRAP-UP

- Point out the effect students' work had on the Contraption. Congratulate them and tell them they will work more with the Contraption in another lesson.

## 6

# Activating the Sadness MegaLight

## PRIMARY FOCUS OF LESSON

### Writing

Students compose original paragraphs showing a sad moment.

[W.4.4, ELD.PI.4.10a]

### Speaking and Listening

Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## FORMATIVE ASSESSMENT

### Contraption Notepad

#### A Sad Moment

Students compose paragraphs focusing on a sad moment. [W.4.4, ELD.PI.4.10a]

### Teacher Resources

#### Speaking and Listening Observational Checklist

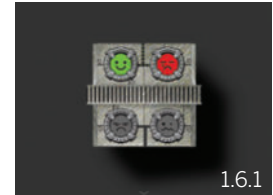
Students share original work and offer peer feedback. [SL.4.1, ELD.PI.4.1]

## LESSON AT A GLANCE

	Grouping	Materials
<b>Writing (20 min.)</b>		
Verbal Warm-Up	Whole Class	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing Poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist
Writing Prompt—A Sad Moment	Independent	
<b>Speaking and Listening (10 min.)</b>		
Sharing	Whole Class	
Wrap-Up	Whole Class	

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 1, Lesson 6, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



- Prepare to write out and display the sentence frame for students to use when providing feedback.

*I liked when you used the word(s) \_\_\_\_ because \_\_\_\_ . (Use the second blank to explain the way a word choice made you feel).*

- Prepare the Speaking and Listening Observational Checklist.

## UNIVERSAL ACCESS

- Prepare to display the speaking guide introduced in Lesson 1.

Start Lesson

## Lesson 6: Activating the Sadness MegaLight Writing



**Primary Focus:** Students compose original paragraphs showing a sad moment. [W.4.4, ELD.PI.4.10a]

## VERBAL WARM-UP

- Have a student recap what the Contraption did in the last lesson.
- Tell students that in this lesson they will try to activate the Sadness MegaLight by feeding the Contraption writing that shows sadness really well.





Raise your hand if you

- can remember a time when you hadn't seen someone you cared about for a long time.
- have ever lost something you knew you couldn't get back.
- have ever wanted to go somewhere but found out you couldn't.
- have ever wanted to make someone feel happier but couldn't.



If you have raised your hand to any of these, can you picture in your head what you might see or hear?

## WRITING PROMPT—A SAD MOMENT

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to bring up the writing prompt, then read it aloud.



**Describe one of the sad moments that made you raise your hand. Make sure you use details and description to focus on just that single moment and show readers how sad you felt.**

- Direct students to the Contraption Notepad and ask them to record the title, date and type of prompt. Tell students that they may use an idea from the warm-up or a new idea.
- Give students 12 minutes to write. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- As students write, circulate to give them feedback on their writing. Your comments should be concise and encouraging, and they should reinforce a writing skill. For today, you should mainly remind them of the types of detail introduced throughout the lesson and described in the “Kinds of Showing Details” poster.



Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Ask students to pantomime how they felt when they experienced the moment for which they raised their hand and point out details they might add to their writing.

**Expanding**—Ask students to pantomime their reaction and have a peer point out details they might add to their writing.

**Bridging**—Ask students to pantomime their reaction and think about details they might add to their writing.

### Support

If students struggle to write for the entire time, encourage them to include at least one of every kind of detail listed on the “Kinds of Showing Details” poster.

### Challenge

If students successfully incorporate a variety of good details into their sad moments, encourage them to continue developing their work by adding an introductory sentence or a concluding sentence.

- When time elapses, ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.



### Check for Understanding

As you circulate, make sure students are writing about a sad moment and that they are incorporating details. If students need support, have them review the “Kinds of Showing Details” poster again.



### Speaking and Listening Exchanging Information and Ideas [ELD.PI.4.1]

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the writing prompt.

**Emerging**—Provide students with a speaking guide. Review the guide with students before they share; model how to successfully implement each component while speaking aloud.

**Expanding**—Provide a speaking guide for students to review in groups before they share; model how to successfully implement each component while speaking aloud.

**Bridging**—Provide a speaking guide; model how to successfully implement each component while speaking aloud.

# Speaking and Listening



**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## SHARING

- Review the guidelines for sharing positive feedback.
- Display and review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.

- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.
- Then have those volunteers feed their writing into the Controller.

## Support

Remind students of the sentence frame and encourage them to use it.

## Challenge

Ask students to identify another strong detail in the writing.



This light is going to take a lot of power to activate. I'm going to need the whole class to come up here together and circle around the Controller. Nobody should be pushing or shoving; just get as close as you can comfortably.

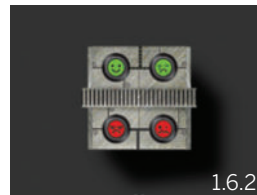
- Have the class come together around the Controller.



I need as many of you who can to touch the Controller, and those of you who can't, I need you to reach out toward it.

- Tell students to act as sad as they can and try to send their sadness through the Controller.
- Count to three.

- When students are acting sad and touching the Controller, **press the space bar** on your keyboard or **swipe left** on your touch screen to activate the Sadness MegaLight.



- When the Sadness MegaLight is activated, the opposite side of the Contraption will reveal two new normal lights, representing anger and sickness.

## WRAP-UP

- Ask students to describe the changes in the Contraption.
- Ask for ideas about what they should do to learn about these new lights.



It looks like we have some more work cut out for us. Next time we'll see what to do with these new lights. I think we're getting somewhere.



# Activating the Anger MegaLight

## PRIMARY FOCUS OF LESSON

### Writing

Students draft sentences showing a character's anger. [W.4.4, ELD.PI.4.10a]

### Speaking and Listening

Students offer and receive feedback to strengthen their drafts. [SL.4.1, ELD.PI.4.1]

### Writing

Students develop their drafts into original paragraphs showing a character's anger moment. [W.4.4, W.4.5, ELD.PI.4.10a]

### Speaking and Listening

Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## FORMATIVE ASSESSMENT

### Contraption Notepad

#### Showing Anger

Students draft sentences that use strong detail to show a character's anger. [W.4.4, ELD.PI.4.10a]

### Teacher Resources

#### Speaking and Listening Observational Checklist

Students offer peer feedback to a partner. [SL.4.1, ELD.PI.4.1]

### Contraption Notepad

#### A Moment of Anger

Students use peer feedback to develop their sentences into paragraphs. [W.4.4, W.4.5, ELD.PI.4.10a]

### Teacher Resources

#### Speaking and Listening Observational Checklist

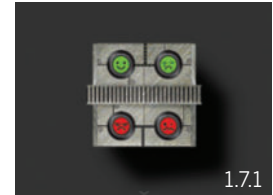
Students share their work and offer peer feedback. [SL.4.1, ELD.PI.4.1]

## LESSON AT A GLANCE

	Grouping	Materials	
<b>Writing (10 min.)</b>			
Review	Whole Class	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing Poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist	
Skill Drill—Showing Anger	Independent		
<b>Speaking and Listening (5 min.)</b>			
Sharing	Whole Class		
<b>Writing (15 min.)</b>			
Verbal Warm-Up	Whole Class		
Writing Prompt—A Moment of Anger	Independent		
<b>Speaking and Listening (5 min.)</b>			
Sharing	Whole Class		
Wrap-Up	Whole Class		

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 1, Lesson 7, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



- Prepare to write out and display the sentence frame for students to use when providing feedback.

*I liked when you used the word(s) \_\_\_ because \_\_\_ . (Use the second blank to explain the way a word choice made you feel).*

- Prepare the Speaking and Listening Observational Checklist.

## UNIVERSAL ACCESS

- Prepare to display the speaking guide introduced in Lesson 1.
- Prepare the following questions for support in the second writing activity.

**Emerging**—Do you ever use your actions to show how you feel?

**Expanding**—What do you do when you feel angry?

**Bridging**—How do you express your own anger in appropriate ways?



## Lesson 7: Activating the Anger MegaLight

## Writing



**Primary Focus:** Students draft sentences showing a character's anger.  
[W.4.4, ELD.PI.4.10a]

## REVIEW

- Ask students to review what happened in the last Contraption lesson.
- There are two new normal lights. The one on the left has an angry face on it. The one on the right has a sick face on it. Ask students to speculate on what the first one represents.
- Ask students to volunteer an idea on how someone might show his or her anger.

## SKILL DRILL—SHOWING ANGER

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to display the Skill Drill.



1. Read the following sample sentence: *She is angry.*
2. Write at least three more sentences adding details that show what is stated in the sentence. Do not use the word **angry** in your sentences.

- Give students several minutes to compose their sentences.
- Direct students to the Contraption Notepad and ask them to record the title, date and type of prompt.



Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Provide students with individual support and facilitate a discussion about ways people can demonstrate anger.

**Expanding**—Provide students with moderate support and facilitate a small group discussion about ways people can demonstrate anger.

**Bridging**—Provide students with light support and allow them to speak with a partner about ways people can demonstrate anger.

## Support

Remind students to consult the “Kinds of Showing Details” poster.

## Challenge

Ask students to describe the subject doing something mundane, like doing math homework, when angry.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the Skill Drill.



Speaking and Listening  
Exchanging Information  
and Ideas  
[ELD.PI.4.1]

**Emerging**—Offer 1:1 teacher:pair support as students respond to the sentence frame.

**Expanding**—Offer moderate support as students respond to the sentence frame.

**Bridging**—Offer light support as students respond to the sentence frame.

### Support

Remind students of the sentence frame and encourage them to use it.

### Challenge

Ask students to identify another strong detail in the writing.

# Speaking and Listening



**Primary Focus:** Students offer and receive feedback to strengthen their drafts.  
[SL.4.1, ELD.PI.4.1]

## SHARING

- Review the guidelines for sharing positive feedback.
- Display and review the sentence frame for students to use when giving feedback in this lesson.
- Arrange students into pairs. Have them share their work then offer positive feedback to a peer using the sentence frame provided.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.



Do you think there's a way we can show anger while pressing the Controller button?

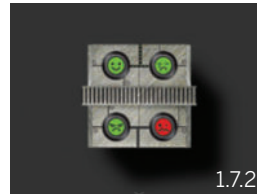
- Let students share their ideas. Steer them towards having a student act out anger appropriately based on the examples in the writing shared.
- You may wish to help students decide which examples of anger might be suitable for acting out in class. For example, students might stomp their feet, cross their arms across their chest, and frown.
- Have a volunteer stand next to where the Contraption is being projected so students can see both the volunteer and the Contraption. Have the student act out being angry.



Do you think that was an accurate way to show anger using our bodies? Me too. Maybe, if we tried pressing the button on the Controller while acting angry, it would make the light activate. Do you want to try it?

- Have the student act out anger again, but this time the student should press the button right after the acting concludes.

- As the volunteer presses the button, **press the space bar** on your keyboard or **swipe left** on your touch screen. The anger light will activate.



- Direct students to the other light and ask them to suggest what it might represent. Based on what they've seen so far, they'll suggest a number of emotions they might need to play out to activate the light. If no one guesses "sickness," tell them that according to your Manual, the symbol on the light represents "sickness."



Great! So how should we activate the sickness light?

- Let students share their ideas. Steer them toward the idea of writing strong descriptions of sickness to help power the Contraption.



Exactly. If I gave you the sentence "He is sick," is that a good showing sentence?



No, of course not! Once again, close your eyes and picture someone being sick. What do they do, or say, or look like? Let's get a bunch of examples.

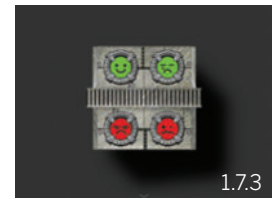
- Have students give examples.



Wonderful! Can I have a volunteer to come up and act out being sick?

- Have a student come up and act out being sick. Make sure the class approves and then have the student act it out again, this time pressing the Controller button after he or she does it.

- As the volunteer presses the button, **press the space bar** on your keyboard or **swipe left** on your touch screen. The sickness light will activate.



- When the sickness light is activated, the Contraption will turn and reveal the anger and sickness MegaLights.



I think today we need to do a piece of writing that we can use to activate the anger MegaLight. Let's get to it.

## Writing



**Primary Focus:** Students develop their drafts into original paragraphs showing a character's anger moment. [W.4.4, W.4.5, ELD.PI.4.10a]

### VERBAL WARM-UP



Raise your hand if

- someone has ever broken something that belonged to you.
- you have ever broken something that belonged to someone else.
- a friend has ever yelled at you.
- you have ever yelled at a friend or stranger
- someone has ever asked you to do something and you haven't done it.



If you have raised your hand to any of these, can you picture in your head what you might see or hear?



Writing  
Writing  
[ELD.PI.4.10a]

## WRITING PROMPT—A MOMENT OF ANGER

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to bring up the writing prompt, then read it aloud.

**Emerging**—Ask students yes/no questions to help develop their writing. (Could you tell this person felt angry?)

**Expanding**—Ask students wh- questions to help develop their writing. (What helped you see the anger?)

**Bridging**—Ask students open-ended questions to help develop their writing. (How did the angry person act?)

### Support

If students struggle to write for the entire time, encourage them to include at least one of every kind of detail listed on the “Kinds of Showing Details” poster.

### Challenge

If students successfully incorporate a variety of good details into their angry moments, encourage them to continue developing their work by adding an introductory sentence or a concluding sentence.



**Think about a time when you or someone you know was angry. Use the details from the Skill Drill sentences and your peers’ feedback to describe this moment and use strong details to show that person’s anger.**

- Direct students to the Contraption Notepad and ask them to record the title, date, and type of prompt. Tell students that they may use an idea from the warm-up or a new idea.
- Give students 12 minutes to write. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- As students write, circulate to give feedback on their writing. Your comments should be concise and encouraging, and they should reinforce a writing skill. For today, you should mainly remind them of the types of detail introduced throughout the lesson and described in the “Kinds of Showing Details” poster.
- When time elapses, ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.



### Check for Understanding

As you circulate, make sure students are writing about a moment of anger, and that they are incorporating showing details. If students need support, have them review the “Kinds of Showing Details” poster again.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the writing prompt.



Speaking and Listening  
Exchanging Information  
and Ideas  
[ELD.PI.4.1]

**Emerging**—Provide students with a speaking guide. Review the guide with students before they share; model how to successfully implement each component while speaking aloud.

**Expanding**—Provide a speaking guide for students to review in groups before they share; model how to successfully implement each component while speaking aloud.

**Bridging**—Provide a speaking guide; model how to successfully implement each component while speaking aloud.



# Speaking and Listening

**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## SHARING

- Review the guidelines for sharing positive feedback.
- Display and review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.
- Then have those volunteers feed their writing about anger into the Controller and press the Controller button.



This light is going to take a lot of power to activate. I'm going to need the whole class to come up here together and circle around the Controller. Nobody should be pushing or shoving; just get as close as you can comfortably.

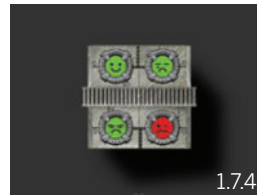
- Have the class come together around the Controller.



I need as many of you who can to touch the Controller, and those of you who can't, I need you to reach out toward it.

- Remind the class of appropriate ways to demonstrate anger, then tell them to act angry.
- Count to three.

- When students are acting angry and touching the Controller, **press the space bar** on your keyboard or **swipe left** on your touch screen to activate the anger MegaLight.



## Support

Remind students of the sentence frame and encourage them to use it.

## Challenge

Ask students to identify another strong detail in the writing.

## WRAP-UP

- Ask students to describe the changes in the Contraption.



It looks like we have just one more light to activate. I can't wait to see what happens when we press it.

# Activating the Sickness MegaLight

## PRIMARY FOCUS OF LESSON

### Writing

Students compose original paragraphs showing sickness. [W.4.4, ELD.PI.4.10a]

### Speaking and Listening

Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## FORMATIVE ASSESSMENT

### Contraption Notepad

### Feeling Sick

Students compose paragraphs focusing on a single moment during an illness. [W.4.4, ELD.PI.4.10a]

### Teacher Resources

### Speaking and Listening Observational Checklist

Students share original work and offer peer feedback. [SL.4.1, ELD.PI.4.1]

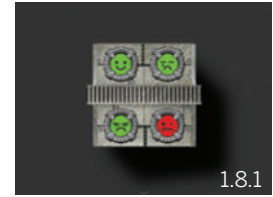


## LESSON AT A GLANCE

	Grouping	Materials
<b>Writing (20 min.)</b>		
Verbal Warm-Up	Whole Class	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing Poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist
Writing Prompt—Feeling Sick	Independent	
<b>Speaking and Listening (10 min.)</b>		
Sharing	Whole Class	
Wrap-Up	Whole Class	

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 1, Lesson 8, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



- Prepare to write out and display the sentence frame for students to use when providing feedback.

*I liked when you used the word(s) \_\_\_ because \_\_\_ . (Use the second blank to explain the way a word choice made you feel).*

- Prepare the Speaking and Listening Observational Checklist.

## UNIVERSAL ACCESS

- Prepare to display the speaking guide introduced in Lesson 1.
- Prepare an image of the human body for support during the writing activity.

Start Lesson

### Lesson 8: Activating the Sickness MegaLight

# Writing



**Primary Focus:** Students compose original paragraphs showing sickness.  
[W.4.4, ELD.PI.4.10a]

## VERBAL WARM-UP

- Have a student recap what the Contraption did in the last lesson.
- Tell students that in this lesson they will try to activate the sickness MegaLight, the last of the emotion lights, by feeding the Contraption writing that shows sickness really well.



Raise your hand if

- you can remember a time when you were so tired you couldn't get out of bed.
- your stomach ever felt really strange.
- you ever had a runny nose that wouldn't quit.
- you ever couldn't stop sneezing.

## WRITING PROMPT—FEELING SICK

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to bring up the writing prompt, then read it aloud.



**Describe a time when you or someone you know was sick. Make sure you use details and description to focus on just a single moment of the sickness.**

- Direct students to the Contraption Notepad and ask them to record the title, date and type of prompt. Tell students that they may use an idea from the warm-up or a new idea.
- Give students 12 minutes to write. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- As students write, circulate to give them feedback on their writing. Your comments should be concise and encouraging, and they should reinforce a writing skill. For today, you should mainly remind them of the types of detail introduced throughout the lesson and described in the “Kinds of Showing Details” poster.
- When time elapses, ask students to stop writing.



Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Use an image of the body to facilitate a 1:1 discussion about how different parts of the body are affected by illness. (For example, when you're sick, your throat might be sore.)

**Expanding**—Use an image to facilitate a small group discussion about how different parts of the body are affected by illness.

**Bridging**—Use an image for pairs to discuss how different parts of the body are affected by illness.

## Support

If students struggle to write for the entire time, review the “Kinds of Showing Details” poster with them.

## Challenge

If students successfully incorporate a variety of detail into their sickly moments, encourage them to continue developing their work by adding an introductory sentence or a concluding sentence.



### Check for Understanding

As you circulate, make sure students are demonstrating focus and using effective details. If students need support, ask them how the elements of their writing connect to the main point of focus or encourage them to add one kind of each detail from the “Kinds of Showing Details” poster.



## Speaking and Listening Exchanging Information and Ideas [ELD.PI.4.1]

**Emerging**—Provide students with a speaking guide. Review the guide with students before they share; model how to successfully implement each component while speaking aloud.

**Expanding**—Provide a speaking guide for students to review in groups before they share; model how to successfully implement each component while speaking aloud.

**Bridging**—Provide a speaking guide; model how to successfully implement each component while speaking aloud.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the writing prompt.

# Speaking and Listening



**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## SHARING

- Review the guidelines for sharing positive feedback.
- Display and review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.
- Have the volunteers feed their writing into the Controller.

## Support

Remind students of the sentence frame and encourage them to use it.

## Challenge

Ask students to identify another strong detail in the writing.



This light is going to take a lot of power to activate. I'm going to need the whole class to come up here together and circle around the Controller. Nobody should be pushing or shoving; just get as close as you can comfortably.

- Have the class come together around the Controller.



I need as many of you who can touch the Controller, and those of you who can't, I need you to reach out toward it.

On the count of three we're all going to act as sick as we can and try to send our sickness through the Controller. Hopefully, with our writing about sickness in there, it will be enough. Are you all ready? On the count of three, act sick!

- Count to three. When students are acting sick and touching the Controller, **press the space bar** on your keyboard or **swipe left** on your touch screen to activate the sickness MegaLight.



- When the sickness MegaLight is activated, all of the emotion lights will be activated, and a big red button will appear on the top of the Contraption.

## WRAP-UP

- Ask students to describe the changes in the Contraption and predict what the new button might do.



Let's take a break for now and see what it does next time.

## 9

# The Mysterious New Button

## PRIMARY FOCUS OF LESSON

### Writing

Students compose original paragraphs that use strong detail and description to depict a single moment. [W.4.4, ELD.PI.4.10a]

### Speaking and Listening

Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## FORMATIVE ASSESSMENT

### Contraption Notepad

#### Very Nervous

Students use details to describe a time when they were nervous. [W.4.4, ELD.PI.4.10a]

### Teacher Resources

#### Speaking and Listening Observational Checklist

Students share original work and offer peer feedback. [SL.4.1, ELD.PI.4.1]

## LESSON AT A GLANCE

	Grouping	Materials
<b>Writing (20 min.)</b>		
Verbal Warm-Up	Whole Class	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing Poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist
Writing Prompt—Very Nervous	Independent	
<b>Speaking and Listening (10 min.)</b>		
Sharing	Whole Class	
Wrap-Up	Whole Class	

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 1, Lesson 9, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



- Prepare to write out and display the sentence frame for students to use when providing feedback.

*I liked when you used the word(s) \_\_\_ because \_\_\_ . (Use the second blank to explain the way a word choice made you feel).*

- Prepare the Speaking and Listening Observational Checklist.

## UNIVERSAL ACCESS

- Prepare to display the speaking guide introduced in Lesson 1.

Start Lesson

### Lesson 9: The Mysterious New Button

# Writing



**Primary Focus:** Students compose original paragraphs that use strong detail and description to depict a single moment. [W.4.4, ELD.PI.4.10a]

## VERBAL WARM-UP



At the end of the last class we had this button pop up. It says here in the Manual that if we press this button, we’ll unlock a whole new feature on the Contraption. Do you want to press this button?





Okay, as usual we're going to need to charge up the Contraption before we can press the button. So let's get to work.



Raise your hand if

- you've ever been stuck in the dark.
- someone has ever jumped out to try to scare you.
- you've ever watched a movie that was so scary it made you nervous.
- you've ever been lost.
- you've ever been near a very angry animal.



If you have raised your hand to any of these, can you picture in your head what you might see or hear?

## WRITING PROMPT—VERY NERVOUS

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to bring up the writing prompt, then read it aloud.



**Think about a time that you've been very scared or nervous. Describe that moment and show what was happening.**

- Direct students to the Contraption Notepad and ask them to record the title, date and type of prompt. Tell students that they may use an idea from the warm-up or a new idea.
- Give students 12 minutes to write. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.



Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Ask students yes/no questions about fear. (If you feel scared, do parts of your body show it?)

**Expanding**—Ask students wh- questions. (What does your voice do when you feel scared?)

**Bridging**—Ask students open-ended questions. (How would someone watching know if you were scared?)

## Support

If students struggle to write for the entire time, encourage them to include at least one of every kind of detail listed on the “Kinds of Showing Details” poster.

## Challenge

If students successfully incorporate a variety of good details into their moments, ask them to add a few sentences explaining why this moment stuck out in their heads. Why was it important or interesting to write about?

- As students write, circulate to give feedback on their writing. Your comments should be concise and encouraging, and they should reinforce a writing skill. For today, you should mainly remind them of the types of detail introduced throughout the lesson and described in the “Kinds of Showing Details” poster.
- When time elapses, ask students to stop writing.



### Check for Understanding

As you circulate, make sure students are writing about a moment when they were scared or nervous. Ask students what kinds of showing details they’re using to describe the moment, and make sure their details relate to the moment.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the writing prompt.

# Speaking and Listening



**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## SHARING

- Review the guidelines for sharing positive feedback.
- Display and review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.

- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.
- Point out all of the ways that students have been doing a great job with sharing. Let them know that you appreciate when they volunteer to read their work aloud, read loudly and clearly, respond positively, and listen attentively and quietly. Every aspect of the sharing session is important, and everyone in the class has a part in making sure it goes the way it should. Emphasize that you expect them to continue doing all of these great things.



### Speaking and Listening Exchanging Information and Ideas [ELD.PI.4.1]

**Emerging**—Provide students with a speaking guide. Review the guide with students before they share; model how to successfully implement each component while speaking aloud.

**Expanding**—Provide a speaking guide for students to review in groups before they share; model how to successfully implement each component while speaking aloud.

**Bridging**—Provide a speaking guide; model how to successfully implement each component while speaking aloud.

### Support

Remind students of the sentence frame and encourage them to use it.

### Challenge

Ask students to identify another strong detail in the writing.

## WRAP-UP



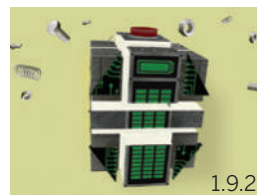
All right, guys, let's see what happens when we press this button. I'm a little nervous, to be honest. What do you think might happen?

- Let students theorize.
- Ask two volunteers to come put their work into the Controller to power the Contraption.



All right, I want both of you to press the button together. We'll do it on the count of three, okay?

- As the students hit the button, **press the space bar** on your keyboard or **swipe left** on your touch screen, and the button will depress. When it does, the Contraption will explode theatrically.





Whoa! What just happened? I don't think that was supposed to happen. I think that's a malfunction. Do you want to try pressing the button again?

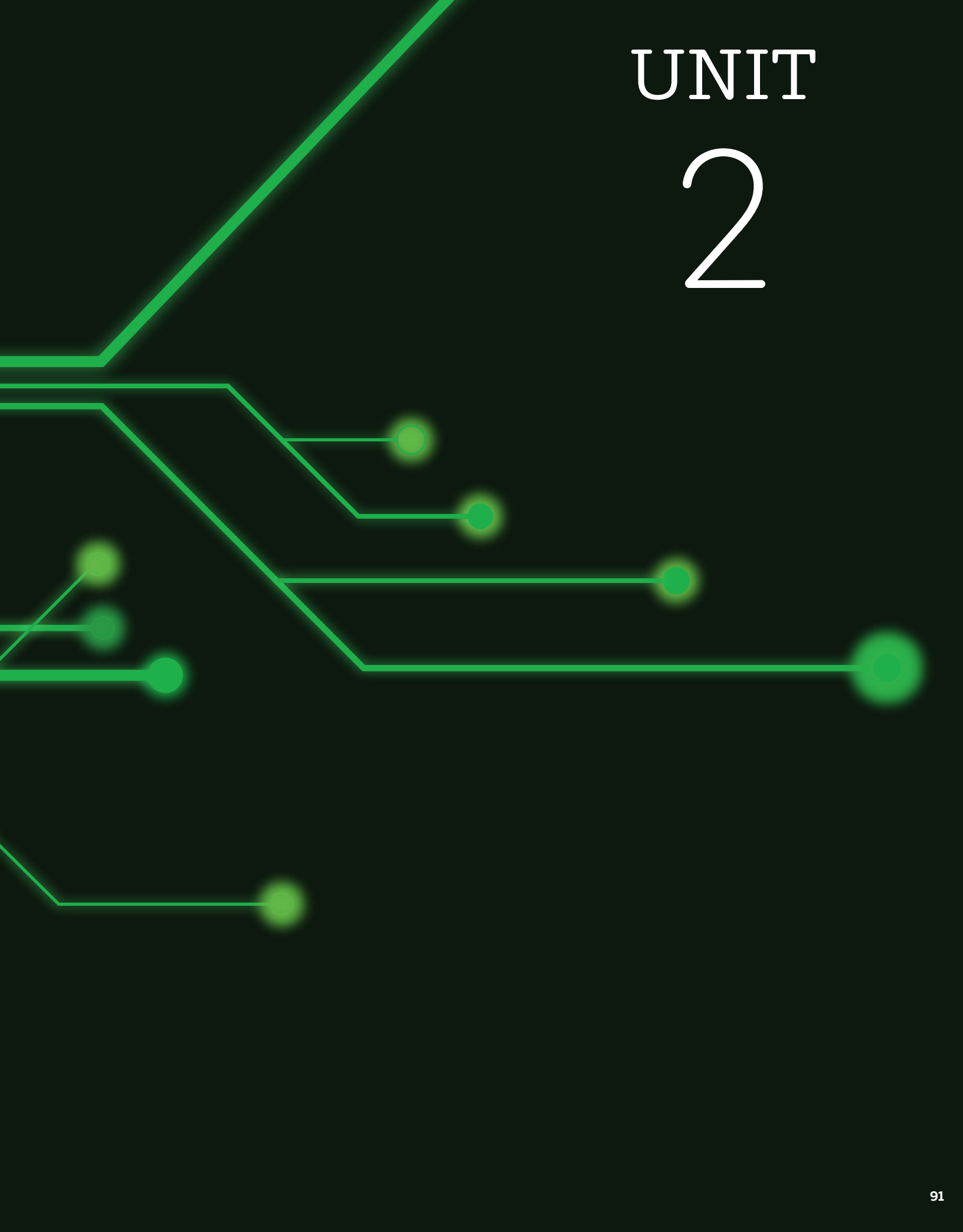
- When a student presses the button again, **press shift** or **tap the center** of your touch screen, and the button will depress. When it does, the Contraption will malfunction again.

- Allow students to suggest what might have gone wrong or how they might try to fix the Contraption.



Oof. Well, maybe we can think of a way to fix it. I'll read deeply into this Manual. You put on your thinking caps, okay? We'll come back to the Contraption after we've had some time to think over all these great ideas.

# UNIT 2



# Verbs Explode!

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will be introduced to showing verbs and practice generating them orally. [SL.4.1, ELD.PI.4.1]

### Writing

Students will write a paragraph describing a clumsy action using showing verbs. [W.4.3d, ELD.PI.4.10a]

### Speaking and Listening

Students will read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## FORMATIVE ASSESSMENT

### Teacher Resources

#### Speaking and Listening Observational Checklist

Students will work in pairs to brainstorm showing verbs. [SL.4.1, ELD.PI.4.1]

### Contraption Notepad

#### Clumsy Moment

Students will write a paragraph describing a clumsy action using showing verbs. [W.4.3d, ELD.PI.4.10a]

### Teacher Resources

#### Speaking and Listening Observational Checklist

Students will share original work and offer peer feedback. [SL.4.1, ELD.PI.4.1]

## LESSON AT A GLANCE

	Grouping	Materials
<b>Speaking and Listening (30 min.)</b>		
Introducing Showing Verbs	Whole Group	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing Poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist.
Initiating the Troubleshooter	Whole Group	
Students’ Showing Verbs	Partner	
<b>Writing (20 min.)</b>		
Verbal Warm-Up	Whole Group	
Writing Prompt—Clumsy Moment	Independent	
<b>Speaking and Listening (10 min.)</b>		
Sharing	Whole Class	
Wrap-Up	Whole Class	

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 2, Lesson 1, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



- Be sure that the Controller is set up in a different part of the room than where you’re standing with your device.
- Prepare a personal narrative about a time that you were clumsy. Be sure to include a large amount of showing verbs.
- Prepare to arrange students into pairs.
- Prepare the Speaking and Listening Observational Checklist.

## UNIVERSAL ACCESS

- Prepare a word bank of showing verbs for support.

Start Lesson

### Lesson 1: Verbs Explode!

# Speaking and Listening



**Primary Focus:** Students will be introduced to showing verbs and practice generating them orally. [SL.4.1, ELD.PI.4.1]

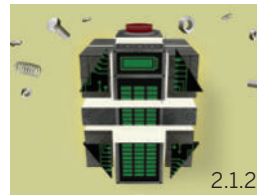
## INTRODUCING SHOWING VERBS

- At the end of the last session, the students revealed a new button on the top of the Contraption. We will begin this unit by focusing on the possible purpose of this new button and on showing verbs.



- Tell students that you spent the weekend reading the Manual, looking for clues as to what the button might do. You found that the Manual mentioned something about the real purpose of the Contraption. Pressing this button will add a new feature to the Contraption that will bring us one step closer to finding out what it was made for.
- Ask students what they think the Contraption was made for.
- Then have a volunteer press the Controller button.

- When he or she presses the button, **press the space bar** on your keyboard, or **swipe left** on your touch screen, to press the button on the Contraption.



When the button is pressed, the Contraption will malfunction theatrically.

The Contraption will shoot out sparks, smoke will pour from it, it will burst with light, and nuts and bolts will scatter from it.

- If the students want to press the button again, **press shift** on your keyboard or **tap the center** of your touch screen to show the explosion again.



This Contraption sure does have a lot of problems. It's like it's accident prone or something. I'm that way too, sometimes.

- Describe a time that you did something clumsy, using showing verbs to make it clear and exciting. Refer to the "Advance Preparation" section for more details.



What details do you remember about my story? What details did you like best?

- Remind students of the “Kinds of Showing Details” poster and how you used examples from it. When students comment on physical actions that you described, talk about the verbs you used to make them pop.
- Ask students to remind you what the word *verb* means.



Sometimes verbs can be really boring. The word *is*, for example, is a verb.

But a lot of verbs help you see a moment or an action very clearly. We call these “showing verbs.” Let’s think of an example from my story.

- Take a sentence in which you used a showing verb and replace it with a weak verb. For example, change a sentence where you “dashed across a room” to one where you “went across a room.” Have students describe how the sentence has changed. Emphasize that it’s harder to picture you going across the room without the word “dash.”



So *dashed* is a showing verb, but *went* isn’t.



Do any of you want to tell a story about a time that you were clumsy or had a small accident? Remember to use showing verbs like I did.

- Have one or two students share stories. Call out when they use showing verbs and look for places where they could improve verbs.

## INITIATING THE TROUBLESHOOTER



Oh, look, here in the Manual it says that there is a troubleshooting mode. In fact, there are two paragraphs about it! But it seems like each paragraph was written by a different person.



Let me read you the first one:

*If you think that the Contraption is not doing what it should be doing, there are actions you can take to make it function better. Once you understand the problem, you can access the troubleshooting feature. To do so, take a napkin and put it into the Controller. This will cause the troubleshooting feature to turn on.*



What verbs did you notice in that paragraph?

- Students will likely have trouble remembering any specific verbs. Point out that must mean the verbs were not very interesting or specific. If students do identify any verbs, ask if those verbs help them to picture anything. Point out that the verbs in the first paragraph are not really showing verbs.



There are telling verbs and showing verbs. A telling verb can tell you what somebody thought, or they can tell you that somebody did something, but they don't show you anything. Could you picture anything reading that paragraph?



But now listen to this next paragraph:

*If you accidentally smash, crack, or dismantle your Contraption, you probably need help fixing it. This Manual can teach you how to reconstruct any broken parts of the machine. To summon the troubleshooting feature, crumple up a napkin and shove it into the Controller. This will cause the Contraption to whirl around and the troubleshooting screens to light up.*



How are the verbs different from those in the paragraph before it?

- Answers will vary, but students should notice that the verbs in the second paragraph are showing verbs that allow them to picture what will happen.



Which of those paragraphs was more interesting?



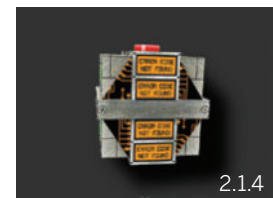
So, if we want to fix the Contraption, what do we have to do? Should we try it?

- As the student hits the button, **press the space bar** on your keyboard, or **swipe left** on your touch screen, to bring up the troubleshooting mode.



- Tell students that now that the Troubleshooter mode is open, the next step is to tell the Troubleshooter what problem the Contraption is having.
- Write down *The Contraption is not working*. Show what you did to the class, and then feed the piece of paper into the Controller, and have a volunteer hit the button.

- As the student presses the button, **press the space bar** on your keyboard, or **swipe left** on your touch screen, to start the troubleshooting process.



- On the board write the sentence you originally wrote on the piece of paper: "The Contraption is not working."



What can we do to make this description better? How can we help the Troubleshooter better understand what the problem is?

- The problem is that your description told the Troubleshooter what the problem was but didn't show it. Tell students to use showing verbs to show the Troubleshooter all the different parts of the malfunction.

- **Press shift** on your keyboard or **tap the center** of your touch screen to show the explosion again.

- Ask students for some verbs. Those verbs will vary, and they should include several moments in the Contraption's destruction.



Those are a lot of different verbs! Maybe we should try to focus a bit so that we can make a clear picture. Does anyone remember what *focus* means from earlier?

- To *focus* is to select one specific moment, object, or idea and present it in great detail.
- Explain to students that just one detail or one sentence won't be enough to show this malfunction. There are all sorts of different elements that you could describe using showing verbs.



Okay, let's choose one moment and choose a good verb for what happens during that moment. We could say that smoke comes out. But when we say, "comes out," can we picture very clearly how it comes out? No. What verb can we use that describes the way in which smoke comes out of the Contraption?

## Support

If students have trouble with the question, direct them to two sets of phrases to compare:

"take a napkin and put it into the Controller" vs. "crumple up a napkin and shove it into the Controller"; "This will cause the troubleshooting feature to turn on." vs. "This will cause the Contraption to whirl around and the troubleshooting screens to light up."

## Challenge

If students successfully incorporate a variety of good details into their moments, ask them to add a few sentences explaining why this moment stuck out in their heads. Why was it important or interesting to write about?



Speaking and Listening  
Exchanging Information  
and Ideas  
[ELD.PI.4.1]

**Emerging**—Provide students with a word bank of showing verbs; define unfamiliar words; offer individual pairs strong support.

**Expanding**—Provide students with a word bank of showing verbs; define unfamiliar words; offer moderate support.

**Bridging**—Provide students with a word bank of showing verbs; define unfamiliar words; offer light support.

## STUDENTS' SHOWING VERBS

- Divide students into pairs and ask them to make a list of showing verbs that describe how the smoke comes out of the Contraption. For example, the smoke “pours out,” it “shoots out,” it “steams out,” it “jets out,” or it “billows out.”
- As students work, circulate around the room, offering support as needed and using the Speaking and Listening Observational Checklist to assess student work.
- Bring the class back together and, as a group, brainstorm good sentences using those verbs to describe the explosion.



We'll have time later on to return to this Troubleshooter and see if we can fix the Contraption.

## Writing



**Primary Focus:** Students will write a paragraph describing a clumsy action using showing verbs. [W.4.3d, ELD.PI.4.10a]

## VERBAL WARM-UP



Raise your hand if you have ever

- tripped over untied shoelaces.
- slipped on ice.
- bumped into somebody else by mistake.
- fallen out of a chair.
- dropped something unexpectedly and it broke.



If you have raised your hand to any of these, can you picture in your head what you might see or hear?

## WRITING PROMPT—CLUMSY MOMENT

- **Press the space bar** on your keyboard, or **swipe left** on your touch screen to bring up the writing prompt, then read it aloud.



**Think of one moment of physical action when you remember doing or seeing someone else do something clumsy. Describe that moment in detail and use showing verbs to show the actions.**

- Direct students to the Contraption Notepad and ask them to record the title. Tell students that they may use an idea from the warm-up or a new idea.
- Give students 20 minutes to write. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- As students write circulate to give them feedback on their writing. Your comments should be concise, and encouraging, and they should reinforce a writing skill.
- When time expires, ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.

- **Press the space bar** on your keyboard, or **swipe left** on your touch screen, to close the writing prompt.



Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Review the definition of physical action; ask yes/no questions to help students generate ideas about a moment of clumsiness.

**Expanding**—Review the definition of physical action; ask wh- questions to help students generate ideas about a moment of clumsiness.

**Bridging**—Review the definition of physical action; ask open-ended questions to help students generate ideas about a moment of clumsiness.

### Support

Remind students of the showing verbs they listed in the first part of the lesson, and remind them they can use those verbs.

### Challenge

If students complete the description of the clumsy action, ask them to add a few sentences describing the reactions of others to the clumsy action. Remind students to continue to use showing verbs.



### Check for Understanding

As you circulate make sure that students are demonstrating focus and using showing verbs.



Speaking and Listening  
Exchanging Information  
and Ideas  
[ELD.PI.4.1]

**Emerging**—Allow students to practice feedback with 1:1 support from the teacher.

**Expanding**—Allow students to practice feedback with 1:1 support from a peer.

**Bridging**—Allow students to practice feedback before sharing.

### Support

Remind students of the sentence frame and encourage them to use it.

### Challenge

Ask students to identify another strong detail in their writing.

# Speaking and Listening

**Primary Focus:** Students will read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## SHARING

- Review the guidelines for sharing positive feedback.
- Display and review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.

## WRAP-UP

- Tell students that, in the next few sessions, they will be continuing to practice using showing verbs. Who knows what effect they might have on the Contraption!





# Verbs Acting Out(side)

## PRIMARY FOCUS OF LESSON

### Writing

Students will practice using showing verbs and write a paragraph describing an event that occurs outside. [W.4.3d, ELD.PI.4.10a]

### Speaking and Listening

Students will read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## FORMATIVE ASSESSMENT

### Contraption Notepad

### Acting Out

Students will write a paragraph describing an event that occurs outside using showing verbs. [W.4.3d, ELD.PI.4.10a]

### Teacher Resources

### Speaking and Listening Observational Checklist

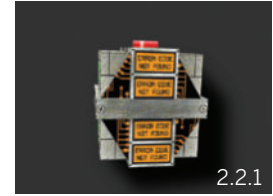
Students will share original work and offer peer feedback. [SL.4.1, ELD.PI.4.1]

## LESSON AT A GLANCE

	Grouping	Materials	
<b>Writing (15 min.)</b>			
Verbal Warm-Up	Whole Class	<ul style="list-style-type: none"> <li>❑ Contraction Notepads; Guidelines for Sharing Poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist</li> </ul>	
Skill Drill—Showing Verbs	Independent		
Writing Prompt—Acting Out	Independent		
<b>Speaking and Listening (15 min.)</b>			
Sharing	Whole Class		
Wrap-Up	Whole Class		

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 2, Lesson 2, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



- Prepare the Speaking and Listening Observational Checklist.

## UNIVERSAL ACCESS

- Prepare images of outdoor action scenes.

Start Lesson

### Lesson 2: Verbs Acting Out(side)

# Writing



**Primary Focus:** Students will practice using showing verbs and write a paragraph describing an event that occurs outside. [W.4.3d, ELD.PI.4.10a]

## VERBAL WARM-UP

- Remind students that they learned a new kind of brainstorming in the previous unit, and they’ll use it again today.



- Raise your hand if you have
- taken a walk on the beach.
  - run through the park.
  - picked something up in the forest.
  - watched a bird land on the ground.
  - watched people walk down the sidewalk.
  - seen a squirrel go up a tree.



If you have raised your hand to any of these, can you picture in your head what you might see or hear?

- Tell students that their writing prompt today will be about an event that happened outside, so they should keep these images in mind as they pick their writing topic.

## SKILL DRILL—SHOWING VERBS

- Tell students that, before they get their writing prompt, they are going to practice a bit more with a showing verbs Skill Drill.
- Ask students to take out their Contraption Notepad and title the page “Skill Drill—Showing Verbs.”

- **Press the space bar** on your keyboard, or **swipe left** on your touch screen, to display the Skill Drill. Then read it aloud.



- 1. Write two sentences that describe actions but don't use showing verbs. Try to use verbs that other people would consider imprecise. Some verbs you might use are is, say, have, or go.**
- 2. Read your sentences and rewrite them, replacing the verbs you used with showing verbs.**

- Give students about five minutes to complete the drill. Circulate to give feedback as they work.

## Challenge

Encourage students to remember the “Kinds of Showing Details” poster and include at least two other categories of those details as well.



Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Provide images of outdoor scenes in which physical action occurs; provide heavy support to students.

**Expanding**—Provide images of outdoor scenes in which physical action occurs; provide moderate support to students.

**Bridging**—Provide images of outdoor scenes in which physical action occurs; provide light support to students.

### Support

Remind students of the nonspecific verbs they used in the first part of the Skill Drill, and tell them to try to avoid using them in this writing.

### Challenge

If students describe their focused moment completely and have time remaining, suggest that they begin to write about the next moment. What happened after that physical action that they can describe using showing verbs?

- **Press the space bar** on your keyboard, or **swipe left** on your touch screen, to close the Skill Drill.

- Ask a few volunteers to share their sentences, and ask other students to point out the showing verbs.

### WRITING PROMPT—ACTING OUT

- **Press the space bar** on your keyboard, or **swipe left** on your touch screen to bring up the writing prompt, then read it aloud.



**Think about a moment today or yesterday when you observed a physical action outside. Use showing verbs to show what was happening in this moment.**

- Direct students to the Contraption Notepad and ask them to record the title. Tell students that they may use an idea from the warm-up or a new idea.
- Give students 15 minutes to write. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- As students write circulate to give them feedback on their writing. Your comments should be concise, encouraging, and they should reinforce a writing skill.
- When time expires ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.



### Check for Understanding

As students write, circulate the room to talk to them about the progress they're making. Use this time to give students feedback on their work. Make sure that students are including showing verbs.

# Speaking and Listening



**Primary Focus:** Students will share original work and offer peer feedback, and work together to create sentences using showing verbs to help the Troubleshooter diagnose the Contraption. [SL.4.1, ELD.PI.4.1]

## SHARING

- Review the guidelines for sharing positive feedback.
- Display and review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.

## WRAP-UP

- Congratulate students on their hard work and progress in using showing verbs. Tell them that they are getting so good that next time it may be time for them to try using the Contraption's Troubleshooter.



**Speaking and Listening**  
Exchanging Information  
and Ideas  
[ELD.PI.4.1]

**Emerging**—Allow students to practice feedback with 1:1 support from the teacher.

**Expanding**—Allow students to practice feedback with 1:1 support from a peer.

**Bridging**—Allow students to practice feedback before sharing.

## Support

Remind students of the sentence frame and encourage them to use it.

## Challenge

Ask students to identify another strong detail in their writing.

# Good Morning, Troubleshooter

## PRIMARY FOCUS OF LESSON

### Writing

Students review showing verbs and use them to write a paragraph describing the Contraption's malfunction. [W.4.4, ELD.PI.4.10a]

### Speaking and Listening

Students will share original work and offer peer feedback, and work together to create sentences using showing verbs to help the Troubleshooter diagnose the Contraption. [SL.4.1, ELD.PI.4.1]

## FORMATIVE ASSESSMENT

### Contraption Notepad

### The Malfunction

Students write a paragraph using showing verbs describing the Contraption's malfunction. [W.4.4, ELD.PI.4.10a]

### Teacher Resources

### Speaking and Listening Observational Checklist

Students will share original work and offer peer feedback. [SL.4.1, ELD.PI.4.1]



## LESSON AT A GLANCE

	Grouping	Materials
<b>Writing (20 min.)</b>		
Review Showing Verbs	Whole Class	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist.
Verbal Warm-Up	Whole Class	
Skill Drill—The Malfunction	Independent	
<b>Speaking and Listening (10 min.)</b>		
Sharing	Whole Class	
Troubleshooting the Contraption	Whole Class	
Wrap-Up	Whole Class	

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 2, Lesson 3, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



- Prepare the Speaking and Listening Observational Checklist.

## UNIVERSAL ACCESS

- Prepare a bank of words students might use to describe the malfunction.

[Start Lesson](#)

### Lesson 3: Good Morning, Troubleshooter

# Writing



**Primary Focus:** Students review showing verbs and use them to write a paragraph describing the Contraption’s malfunction. [W.4.4, ELD.PI.4.10a]

## REVIEW SHOWING VERBS



We’ve been doing some great work with showing verbs this week. I’ve read so many amazing examples.



I think we're ready to help the Troubleshooter understand the nature of the malfunction. Remember how, in Lesson 1, we focused on the moment the smoke comes out? Today, if we describe four moments in the malfunction with precise showing verbs, the Troubleshooter will be able to diagnose the problem and give us a code that I'll be able to use to fix the Contraption!



Let's begin by coming up with good verbs for another moment of the Contraption's malfunction.

- Play the malfunction for the class. Remember that you can **press shift** on your keyboard or **tap the center** of your touch screen at any time to replay the malfunction.
- Ask students to describe four things, including the Contraption smoking, that happen when the Contraption malfunctions. An example of their list might be that it smokes, it bursts, it throws sparks, and it throws nuts and bolts.

## VERBAL WARM-UP

- Have students create a list of showing verbs to describe each one of those moments. Go around the room and ask students to call out showing verbs that describe those, until there are no showing verbs left. For example: "the sparks glitter", "the sparks shoot out, the Contraption flings sparks."



Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Play the malfunction again for students; provide a word bank of words they might use as details; provide 1:1 support from teacher.

**Expanding**—Play the malfunction again for students; provide a word bank of words they might use as details.

**Bridging**—Play the malfunction again for students.

### Support

Remind students of the list of showing verbs they generated during the Verbal Warm-up.

### Challenge

Ask students to add an introductory and concluding sentence in their paragraph, asking the Troubleshooter to help.

## SKILL DRILL—THE MALFUNCTION

- Direct students to take out their Contraption Notepad.

- **Press the space bar** on your keyboard, or **swipe left** on your touch screen, to display the Skill Drill. Then read it aloud.



1. **Describe the malfunction for the Troubleshooter.**
2. **Write at least one sentence with one showing verb for each of the parts of the malfunction.**
3. **Add other details to describe the other parts of the malfunction, including when it happens and the sounds it makes.**

- Give students 7–8 minutes to complete the drill. Circulate around the room to give feedback.

- **Press the space bar** on your keyboard, or **swipe left** on your touch screen, to close the Skill Drill.



### Check for Understanding

As students write, circulate the room to talk to them about the progress they're making. Use this time to give students feedback on their work. Make sure that students are including showing verbs.

# Speaking and Listening

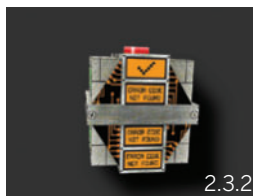


**Primary Focus:** Students will share original work and offer peer feedback, and work together to create sentences using showing verbs to help the Troubleshooter diagnose the Contraption. [SL.4.1, ELD.PI.4.1]

## SHARING

- Tell students that we're going to need to describe each moment in detail to the Troubleshooter.
- Take a piece of paper and rip it into four strips.
- For each moment of the malfunction, have one or two students read sentences they wrote about it.
- For each moment, have a student write their sentence on one of the strips of paper, feed it into the Controller, and press the Controller Button.

- As each student presses the Controller Button, **press the space bar** on your keyboard, or **swipe left** on your touch screen, to check off one of the Troubleshooter's four boxes.



- Ask students to review the poster with rules for sharing work and offering positive feedback.
- Have two or three students share their work aloud and ask for feedback.
- Have students write down the strongest sentences and feed their work into the Controller.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.



**Speaking and Listening**  
Exchanging Information  
and Ideas  
[ELD.PI.4.1]

**Emerging**—Allow students to practice feedback with 1:1 support from the teacher.

**Expanding**—Allow students to practice feedback with 1:1 support from a peer.

**Bridging**—Allow students to practice feedback before sharing.

## Support

Remind students of the sentence frame and encourage them to use it.

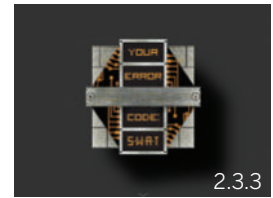
## Challenge

Ask students to identify another strong detail in their writing.

## TROUBLESHOOTING THE CONTRAPTION

- When a student comes up with a good sentence to describe the first moment of the Contraption's malfunction, ask the student to write it on a piece of paper.
- Have the student put the sentence into the Controller and then have him or her slowly press the button.

- As the student hits the button, **press the space bar** on your keyboard, or **swipe left** on your touch screen, to show that the Troubleshooter now displays an error code. The error code is "S-W-A-T."



Aha! With this code I can look up how to fix the Contraption.

## WRAP-UP

- Congratulate students on successfully troubleshooting the Contraption's malfunction. Ask them, now that they can fix it, what they think the Contraption might do or ask them to do next.



## 4

# SWAT, Surprise

**PRIMARY FOCUS OF LESSON****Writing**

Students will compose paragraphs focused on a time they were surprised. [W.4.4, ELD.PI.4.10a]

**Speaking and Listening**

Students will share original work and offer peer feedback. [SL.4.1, ELD.PI.4.1]

**FORMATIVE ASSESSMENT****Contraption Notepad****Surprise, Surprise**

Students will compose paragraphs focused on a time they were surprised. [W.4.4, ELD.PI.4.10a]

**Teacher Resources****Speaking and Listening Observational Checklist**

Students will share original work and offer peer feedback. [SL.4.1, ELD.PI.4.1]

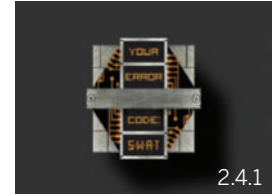


## LESSON AT A GLANCE

	Grouping	Materials
<b>Writing (20 min.)</b>		
Contraption Repair	Whole Class	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist.
Verbal Warm-Up	Whole Class	
Writing Prompt—Surprise, Surprise	Independent	
<b>Speaking and Listening (10 min.)</b>		
Sharing	Whole Class	
Wrap-Up	Whole Class	

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 2, Lesson 4, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



- Prepare the Speaking and Listening Observational Checklist.
- Prepare to divide students into four groups.

Start Lesson

### Lesson 4: SWAT, Surprise

# Writing



**Primary Focus:** Students will compose paragraphs focused on a time they were surprised. [W.4.4, ELD.PI.4.10a]

- Ask students to recap what they achieved with the Contraption in the last session.

## CONTRAPTION REPAIR



According to the Manual, the Troubleshooter will give us instructions on how to fix the Contraption. First we have to pick up the Controller and then perform the showing verb that it gave us.



Can I have a volunteer?



Come up here, pick up the Contraption, and do the verb it gave you. What does it say? “S-W-A-T.” What do you think you should do?

- The student might try to swat the air or swat the controller, but it will have no effect.



Is that what you expected to happen? Why? How do you feel about this result?

Answers will vary, but students might say they are

- » surprised.
- » frustrated.
- » annoyed.



Maybe the code doesn't mean what we thought. What if each of the letters stands for a DIFFERENT showing verb? Or the Troubleshooter just needs as many showing verbs as possible to work?

- Divide students into four groups, assign each group a letter—S, W, A, or T—and have each group brainstorm showing verbs that begin with that letter.
- Ask each group to share a few of their best showing verbs. Then collect the lists and save them for Lesson 6.
- Below are some examples you can use to help students get started:
  - » S: Sink, Stumble, Swing, Slam
  - » W: Wash, Wince, Wobble, Wiggle
  - » A: Attack, Alert, Advance, Aim
  - » T: Trip, Tackle, Tumble, Tip



These are great lists. I'll study them and the Manual, and we should be able to try them out in a future lesson.

## VERBAL WARM-UP



Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Ask students yes/no questions about their experience being surprised to help them generate or expand their ideas. (Did you like being surprised?)

**Expanding**—Ask students wh- questions about their experience. (When were you most surprised?)

**Bridging**—Ask students open-ended questions about their experience. (Do you think surprises are fun?)

### Support

Remind students to focus their paragraph on one moment in a surprising event.

### Challenge

Ask students to write about the reaction of others to the surprising event. Were they also surprised? How did they show it? If not, why not?

- Remind students that some of them might have been surprised that they were not able to fix the Contraption. Tell them that today they will write about a time they were surprised, and use great details and showing verbs to describe the surprising thing and their reaction to it.



Raise your hand if you can think of a moment when

- you were surprised.
- you were surprised by something in school.
- you were surprised by something outside of school.
- a surprise made you feel happy.



If you have raised your hand to any of these, can you picture in your head what you might see or hear?

## WRITING PROMPT—SURPRISE, SURPRISE

- Introduce the writing prompt to students.
- For today you should mainly remind them to use showing verbs.

- **Press the space bar** on your keyboard, or **swipe left** on your touch screen, to bring up the writing prompt, then read it aloud.



**Write about a moment when you were surprised. Use the “Kinds of Showing Details” poster to find things to show what surprised you and how you acted.**

- Direct students to the Contraption Notepad and ask them to record the title. Tell students that they may use an idea from the warm-up or a new idea.

- Give students 12 minutes to write. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- As students write, circulate to give them feedback on their writing. Your comments should be concise, encouraging, and they should reinforce a writing skill.
- When time expires ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.

# Speaking and Listening



**Primary Focus:** Students will share original work and offer peer feedback.  
[SL.4.1, ELD.PI.4.1]

## SHARING

- Review the guidelines for sharing positive feedback.
- Display and review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.

## WRAP-UP

- Tell students that, with continued focus on using details to show moments in their writing and the giant list of showing verbs, it's certainly only a matter of time before they manage to crack the troubleshooting code and restore the Contraption to working order.



Speaking and Listening  
Exchanging Information  
and Ideas  
[ELD.PI.4.1]

**Emerging**—Allow students to practice feedback with 1:1 support from the teacher.

**Expanding**—Allow students to practice feedback with 1:1 support from a peer.

**Bridging**—Allow students to practice feedback before sharing.

### Support

Remind students of the sentence frame and encourage them to use it.

### Challenge

Ask students to identify another strong detail in the writing.

# Show the Contraption the Party

## PRIMARY FOCUS OF LESSON

### Writing

Students will review showing and telling and compose paragraphs focused on an experience at a party. [W.4.4, ELD.PI.4.10a]

### Speaking and Listening

Students will share original work and offer peer feedback. [SL.4.1, ELD.PI.4.1]

## FORMATIVE ASSESSMENT

### Contraption Notepad

### Show the Reader the Party

Students will compose paragraphs focused on an experience at a party. [W.4.4, ELD.PI.4.10a]

### Teacher Resources

### Speaking and Listening Observational Checklist

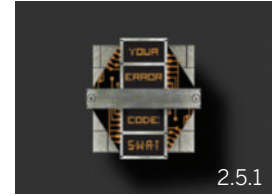
Students will share original work and offer peer feedback. [SL.4.1, ELD.PI.4.1]

## LESSON AT A GLANCE

	Grouping	Materials
<b>Writing (20 min.)</b>		
Review Showing and Telling	Whole Class	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing Poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist.
Skill Drill—Adding Showing to Telling	Partner	
Verbal Warm-Up	Whole Class	
Writing Prompt—Show the Reader the Party	Independent	
<b>Speaking and Listening (10 min.)</b>		
Sharing	Whole Class	
Wrap-Up	Whole Class	

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 2, Lesson 5, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



- Prepare the Speaking and Listening Observational Checklist.

Start Lesson

### Lesson 5: Show the Contraption the Party

# Writing



**Primary Focus:** Students will review showing and telling and compose paragraphs focused on an experience at a party. [W.4.4, ELD.PI.4.10a]

## REVIEW SHOWING AND TELLING



Today we are going to continue to practice including showing details in our writing to show, not just tell, what we are writing about.

- Ask students if they can tell you what the difference is between showing and telling in writing. Remind them that they learned about showing and telling when they learned about showing verbs and in the Personal Narratives unit.

*Telling* is saying something directly. An example might be something like, “It was winter.” *Showing* gives examples or recreates a scene or environment that provides clues to draw conclusions. *Telling* may be more direct, but *showing* is often more interesting and gives more information.





Let me give you an example.  
“The boy was annoyed at his little brother.”

Is this a showing or a telling sentence?

- Brainstorm with students to generate a short list of the kinds of details that will help the writer show that the boy is annoyed (how he looks, acts, sounds, what’s happening). Remind them that they can refer to the “Kinds of Showing Details” poster.
- Answers might include the following:
  - » *He tells his brother to go away.*
  - » *He glares at his brother.*
  - » *He yells at his brother.*

### SKILL DRILL—ADDING SHOWING TO TELLING

- Tell students to take out their Contraption Notepads.

- **Press the space bar** on your keyboard, or **swipe left** on your touch screen, to display the Skill Drill. Then read it aloud.



- 1. Copy the telling sentence into your Contraption Notepad:**  
*The boy was annoyed at his little brother.*
- 2. Write three more sentences that show that the boy is annoyed.**

- Give students five minutes to complete the drill. Circulate around the room to give feedback.

- **Press the space bar** on your keyboard, or **swipe left** on your touch screen, to close the Skill Drill.

- Ask volunteers to read aloud their sentences.
- Ask the following questions:



How did the writer show that the boy was annoyed at his little brother?



What words did he or she use that showed you the boy was annoyed?

- Tell students that, as they do their main writing prompt today, they should remember the examples of great showing and try as much as possible to show rather than tell.

### VERBAL WARM-UP

- Tell students that, before they write, they'll do a verbal warm-up to get the ideas flowing.



Raise your hand if you remember a moment during a party when

- you were smiling.
- you were eating.
- you were playing a game.
- it was noisy.
- something funny happened.



If you have raised your hand to any of these, can you picture in your head what you might see or hear?

## WRITING PROMPT—SHOW THE READER THE PARTY

- **Press the space bar** on your keyboard, or **swipe left** on your touch screen, to bring up the writing prompt, then read it aloud.



**Describe a moment when you were at a party. Show the reader what you were doing and how you felt.**

- Direct students to the Contraption Notepad and ask them to record the title. Tell students that they may use an idea from the warm-up or a new idea.
- Give students 12 minutes to write. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- As students write, circulate to give them feedback on their writing. Your comments should be concise, encouraging and they should reinforce a writing skill.
- When time expires, ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.

- **Press the space bar** on your keyboard, or **swipe left** on your touch screen, to close the writing prompt.



Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Ask students yes/no questions about the party to help them develop their writing. (Did the party have music?)

**Expanding**—Ask students wh- questions about the party to help them develop their writing. (What kind of music did the party have?)

**Bridging**—Ask students open-ended questions about the party to help them develop their writing. (Did you do anything fun at the party?)

### Support

Remind students of the “Kinds of Showing Details” poster. Ask them to use at least three kinds of details.

### Challenge

If students describe one moment completely, ask them to describe the next moment at the party.



Speaking and Listening  
Exchanging Information  
and Ideas  
[ELD.PI.4.1]

# Speaking and Listening



**Primary Focus:** Students will share original work and offer peer feedback.  
[SL.4.1, ELD.PI.4.1]

## SHARING

- Review the guidelines for sharing positive feedback.
- Display and review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.

## WRAP-UP

- Remind students that writing showing sentences is the one thing we know the Contraption responds to, so in the next session they will put their showing skills to use to repair it.

**Emerging**—Allow students to practice feedback with 1:1 support from the teacher.

**Expanding**—Allow students to practice feedback with 1:1 support from a peer.

**Bridging**—Allow students to practice feedback before sharing.

## Support

Remind students of the sentence frame and encourage them to use it.

## Challenge

Ask students to identify another strong detail in the writing.



# Action Contraption

## PRIMARY FOCUS OF LESSON

### Writing

Students will compose paragraphs focused on a physical action. [W.4.4, ELD.PI.4.10a]

### Speaking and Listening

Students will share original work and offer peer feedback, then apply the verb list from Lesson 3 to repair the Contraption. [SL.4.1, ELD.PI.4.1]

## FORMATIVE ASSESSMENT

### Contraption Notepad

### Slow-Mo Show

Students will compose paragraphs focused on a physical action. [W.4.4, ELD.PI.4.10a]

### Teacher Resources

### Speaking and Listening Observational Checklist

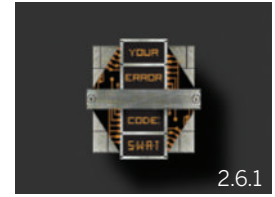
Students will share original work and offer peer feedback. [SL.4.1, ELD.PI.4.1]

## LESSON AT A GLANCE

	Grouping	Materials
<b>Writing (15 min.)</b>		
Verbal Warm-Up	Whole Class	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing Poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist.
Writing Prompt—Slow-Mo Show	Independent	
<b>Speaking and Listening (15 min.)</b>		
Sharing	Whole Class	
Fixing the Contraption	Whole Class	
Wrap-Up	Whole Class	

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 2, Lesson 6, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



- Prepare the Speaking and Listening Observational Checklist.

## UNIVERSAL ACCESS

- Prepare images of different physical actions taking place and a bank of descriptive words for support.

Start Lesson

### Lesson 6: Action Contraption

# Writing



**Primary Focus:** Students will compose paragraphs focused on a physical action. [W.4.4, ELD.PI.4.10a]

## VERBAL WARM-UP

- Tell students that the focus of today’s writing and Contraption repair will be physical action.



Raise your hand if you can picture the physical action involved in

- drawing a picture.
- playing a sport.
- cleaning something.
- practicing martial arts.
- dancing.





If you have raised your hand to any of these, can you picture in your head what you might see or hear?

## WRITING PROMPT—SLOW-MO SHOW

- Remind students that one of the “Kinds of Showing Details” categories is “physical action.” Today their writing will help them improve their skill using physical actions as details.

- **Press the space bar** on your keyboard, or **swipe left** on your touch screen, to bring up the writing prompt, then read it aloud.



**Think of one moment of physical action that you remember doing or seeing. Describe that moment in detail, as if it were happening in slow motion. Be sure to use showing verbs.**

- Direct students to the Contraption Notepad and ask them to record the title. Tell students that they may use an idea from the warm-up or a new idea.
- Give students 12 minutes to write. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.



### Check for Understanding

As students write, circulate to give them feedback on their writing. Your comments should be concise and encouraging, and they should reinforce a writing skill.



Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Provide images of different physical actions and a word bank of descriptive words; offer 1:1 support.

**Expanding**—Provide images of different physical actions and a word bank of descriptive words; offer moderate support.

**Bridging**—Provide images of different physical actions and a word bank of descriptive words; offer light support.

### Support

Tell students to imagine the physical action like a film in their head. Slow the film down. Then tell them to begin their writing with a few sentences describing the action as if they were instructing someone on how to recreate it.

### Challenge

Ask students to include information about how it feels to do the physical action and what else you might see, hear, or smell while doing it.



Speaking and Listening  
Exchanging Information  
and Ideas  
[ELD.PI.4.1]

**Emerging**—Allow students to practice feedback with 1:1 support from the teacher.

**Expanding**—Allow students to practice feedback with 1:1 support from a peer.

**Bridging**—Allow students to practice feedback before sharing.

**Support**

Remind students of the sentence frame and encourage them to use it.

**Challenge**

Ask students to identify another strong detail in their writing.

- When time elapses ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.

- **Press the space bar** on your keyboard, or **swipe left** on your touch screen, to close the writing prompt.

- If time allows give students a few minutes to check over their entry and make corrections. If it seems helpful, ask students to focus on a specific issue.

# Speaking and Listening



**Primary Focus:** Students will share original work and offer peer feedback, then apply the verb list from Lesson 3 to repair the Contraption. [SL.4.1, ELD.PI.4.1]

## SHARING

- Review the guidelines for sharing positive feedback.
- Display and review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.

## FIXING THE CONTRAPTION

- Point out that knowing how to connect the words that describe a physical action with the action itself is key to being able to explain physical actions. Tell students that, now that they have broken down physical actions by writing about them, maybe it is time to take the S-W-A-T verbs from Lesson 3 and try to fix the Contraption.
- Write the lists of *S*, *W*, *A*, and *T* showing verbs from Lesson 3 on the board.



Since we've been thinking about physical actions, let's try to fix the Contraption by trying out all the verbs we came up with on Monday.

- Have students come to the front of the room in groups of four. One student should pick an *S* verb, one student should pick a *W* verb, one student should pick an *A* verb, and one student should pick a *T* verb.
- As each student picks a verb, cross it off the list.
- Give the Controller to the *S* verb student. Explain that he or she should perform his or her verb.
- For example, if it is *spit*, he or she should pretend to spit while holding the Controller. Then he or she should pass the Controller down to the *W* student, who will perform his or her verb, and then pass the Controller to the *A* student, and then to the *T* student.
- Repeat with other groups of four until you are almost out of time or you run out of verbs.

- When the final group performs the task, **press the space bar** on your keyboard, or **swipe left** on your touch screen, or tap the right side of your touch screen to show the Contraption getting fixed.





Maybe the button is fixed now. Do you want to try it?

- Have a student come up and press the button on the top of the Controller.

- As the student presses the button, **press the space bar** on your keyboard, or **swipe left** on your touch screen, to show the camera come out from the top of the Contraption and scan the room.



## WRAP-UP

- Ask students to describe what just happened to the Contraption and to predict what the Contraption might do next. How might the camera on the Contraption work? What might they need to do to get it to work?



# Verb, Camera, Description

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will work in pairs to create sentences using sequence words to describe actions. [SL.4.1, ELD.PI.4.1]

### Writing

Students will compose sentences about lunchtime that include sequence words. [W.4.3c, ELD.PI.4.10a]

### Speaking and Listening

Students will read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## FORMATIVE ASSESSMENT

### Teacher Resources

#### Speaking and Listening Observational Checklist

Students will work in pairs to create sentences using sequence words to describe actions. [SL.4.1, ELD.PI.4.1]

### Contraption Notepad

#### Lunch into Action

Students will compose sentences about lunchtime that include sequence words. [W.4.3c, ELD.PI.4.10a]

### Teacher Resources

#### Speaking and Listening Observational Checklist

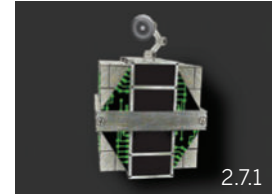
Students will share original work and offer peer feedback. [SL.4.1, ELD.PI.4.1]

## LESSON AT A GLANCE

	Grouping	Materials	
<b>Speaking and Listening (10 min.)</b>			
Set Up Camera	Whole Class	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing Poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist	
Describing the Action	Partner		
<b>Writing (10 min.)</b>			
Verbal Warm-Up	Whole Class		
Skill Drill—Lunch Into Action	Independent		
<b>Speaking and Listening (10 min.)</b>			
Sharing	Whole Class		
Wrap-Up	Whole Class		

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 2, Lesson 7, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



- Prepare to divide students into pairs.
- Prepare the Speaking and Listening Observational Checklist.

## UNIVERSAL ACCESS

- Prepare sentence frames that show the progression of sequence words for support.

**Example:** \_\_\_ I woke up. \_\_\_ I ate breakfast. \_\_\_ I went to school. \_\_\_ at the end of the day, I went to sleep.

Start Lesson

### Lesson 7: Verb, Camera, Description

# Speaking and Listening



**Primary Focus:** Students will work in pairs to create sentences using sequence words to describe actions. [SL.4.1, ELD.PI.4.1]

- Ask students to remind you what happened at the end of the last class. Tell them that today you will try to figure out how the camera works.

## SET UP CAMERA

- Project the Contraption for the class.



- **Press the space bar** on your keyboard, or **swipe left** on your touch screen, to bring up the “Camera Setup” functionality.

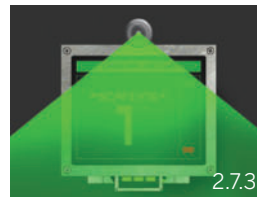


Let's allow the camera to scan us and see what it thinks it sees.



Someone come and hit the button.

- **Press the space bar** on your keyboard, or **swipe left** on your touch screen, and the Contraption will scan the room.



- If you need to scan again at any time, you can **press shift** on your keyboard or **tap the center** of your touch screen.

- Contraption will scan the room and read “classroom.”



It knows where it is! I wonder what else it can see? Okay, next time it scans, can I have a volunteer to wave his or her arms wildly above his or her head?

- When a student is waving his or her arms, **press the space bar** on your keyboard, or **swipe left** on your touch screen, to have the Contraption scan the room again.



The Contraption will read “student motion.”



Okay, great, but it doesn't seem like it's describing things in a lot of detail. Let's see if we can really challenge it. I want four volunteers. Let's really try to stump it.

- Have the four students stand in a line in front of the Contraption.



Okay. Now, can I get from the class four showing verbs?

- Take the showing verbs and assign one to each of the volunteers. Each volunteer needs to act out the verb as best as he or she can with his or her body. Then, tell each volunteer to pick a number from one to three and keep that number in his or her head while the Contraption scans. More than one student can and should pick the same number.



As the Contraption counts *1-2-3* during its scan, perform your verb when you see the number you chose.

- Write each student's name, verb, and number on the board so that the class can remember it.

- **Press the space bar** on your keyboard, or **swipe left** on your touch screen, to initiate the scan and watch as students act out their verbs during the countdown.



- If students perform the task incorrectly, **press shift** on your keyboard or **tap the center** of your touch screen to run the scan again. The goal is to get students to do a complicated action in a replicable way.

## DESCRIBING THE ACTION

- Explain to students that the Contraption is overwhelmed and needs help understanding the complicated action. They will need to use writing to help explain it.



In order to finish setting up the camera, we need to describe to the camera what the students did, in detail. Now what's tricky about describing them is that we need to show clearly how their actions related to each other in sequence.



To do this, we have four words at our disposal: *after*, *before*, *when*, and *while*. Let's create an example. What are the first two actions we saw?



Let's say that, while the Contraption was at number 1, Jim jumped and Diego danced at the same time. Use these two examples to make a new sentence. "While Jim jumped, Diego danced." Or "When Jim was jumping, Diego was dancing."

- Divide students into partners. Choose pairs from the list of student/ action/number for students to compare. Remind students that the sentences they come up with should include two names, two verbs, and a sequence word.
- As students work, circulate and ask partners to tell you their sentences. You may also ask them to write them down. Use the Speaking and Listening Observational Checklist to assess students.



Speaking and Listening  
Exchanging Information  
and Ideas  
[ELD.PI.4.1]

**Emerging**—Allow pairs to review definitions of sequence words with 1:1 support from the teacher.

**Expanding**—Encourage pairs to review definitions of sequence words.

**Bridging**—Encourage pairs to review definitions of sequence words.

# Writing



Students will compose sentences about lunchtime that include sequence words. [W.4.3c, ELD.PI.4.10a]

## VERBAL WARM-UP



The sentences you just created will help the camera understand what it saw today, but what if it leaves our classroom? We should give it some background in case it ever escapes and finds itself in a more confusing part of the school. What if it ended up in the cafeteria near lunchtime? It would explode again!



Think of a few moments that happened during a lunch period and the showing verbs that describe them. Let's try to describe to the camera a particular lunchtime you might remember, using sequence words and great showing verbs.

- Divide students into pairs and tell them to discuss the events of lunchtime that the camera should know about.
- Depending on your school, you may prefer to use recess, gym class, or another school time when many things are happening at once.

## SKILL DRILL—LUNCH INTO ACTION

- Direct students to take out their Contraption Notepad.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to display the Skill Drill. Then read it aloud.



1. Copy the sentence: *It is lunchtime.*
2. Write three more sentences that describe what happens at lunchtime here at school.
3. Each sentence should have two subjects, two verbs, and one sequence word (before, after, when, or while).

- Give students five minutes to complete the drill. Circulate around the room to give feedback.

- **Press the space bar** on your keyboard, or **swipe left** on your touch screen, to close the Skill Drill.

- Ask volunteers to read aloud their sentences.



### Check for Understanding

As you circulate, make sure students are using showing verbs and sequence words, and that each sentence includes at least two things happening.



Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Provide sentence frames that show the progression of sequence words; offer heavy support.

**Expanding**—Provide sentence frames that show the progression of sequence words; offer moderate support.

**Bridging**—Remind students of the definitions and logical progression of sequence words; offer light support.

### Support

Tell students they can think of their sentence as taking the form: Subject/Verb/Sequence/Word/Subject/Verb.

### Challenge

Ask students to add one element of additional description in each sentence. Describe an object in the action, or add an adverb, for example.

# Speaking and Listening



**Primary Focus:** Students will read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]



Speaking and Listening  
Exchanging Information  
and Ideas  
[ELD.PI.4.1]

## SHARING

**Emerging**—Allow students to practice feedback with 1:1 support from the teacher.

**Expanding**—Allow students to practice feedback with 1:1 support from a peer.

**Bridging**—Allow students to practice feedback before sharing.

### Support

Remind students of the sentence frame and encourage them to use it.

### Challenge

Ask students to identify another strong detail in the writing.

- Tell students that they will share their favorite sentences with the camera to help it understand more about the school. The camera really needs sentences with two subjects, two verbs, and a sequence word to learn.
- Review the guidelines for sharing positive feedback.
- Display and review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.
- Have students write down the strongest sentences and feed their work into the Controller.

- As they do, **press the space bar** on your keyboard or **swipe left** on your touch screen to fill up the “Camera Set-up” meter. This should take four entries from four different students.



- When all of the boxes have been checked off, **press the space bar** or **swipe left** on your touch screen one more time to reveal a button at the bottom of the Contraption.



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## WRAP-UP

- Ask students why they think the button appeared.

## 8

# Traveling Descriptions

## PRIMARY FOCUS OF LESSON

### Writing

Students will compose paragraphs about traveling, focusing details on what they saw and heard. [W.4.3d, ELD.PI.4.10a]

### Speaking and Listening

Students will share original work and offer peer feedback. [SL.4.1, ELD.PI.4.1]

## FORMATIVE ASSESSMENT

### Contraption Notepad

#### Planes, Trains, Automobiles

Students will compose paragraphs about traveling, focusing details on what they saw and heard. [W.4.3d, ELD.PI.4.10a]

### Teacher Resources

#### Speaking and Listening Observational Checklist

Students will share original work and offer peer feedback. [SL.4.1, ELD.PI.4.1]



## LESSON AT A GLANCE

	Grouping	Materials	
<b>Writing (20 min.)</b>			
Skill Drill—Stormy Weather	Independent	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing Poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist.	
Verbal Warm-Up	Whole Class		
Writing Prompt—Planes, Trains, Automobiles	Independent		
<b>Speaking and Listening (10 min.)</b>			
Sharing	Whole Class		
Wrap-Up	Whole Class		

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 2, Lesson 8, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



- Prepare the Speaking and Listening Observational Checklist.

Start Lesson

### Lesson 8: Traveling Descriptions

# Writing



**Primary Focus:** Students will compose paragraphs about traveling, focusing details on what they saw and heard. [W.4.3d, ELD.PI.4.10a]

## SKILL DRILL—STORMY WEATHER

- Tell students that, before they begin today’s writing, they’ll do two warm-ups. In the first one, they will take a telling sentence and add showing details.
- Ask students to quickly remind you what the difference is between showing and telling in writing.
- *Telling* is saying something directly. An example might be something like, “It was winter.” *Showing* provides examples or recreates a scene or environment that provides clues to draw conclusions. *Telling* may be more direct, but *showing* is often more interesting and gives more information.
- Tell students to take out their Contraption Notepads.

- **Press the space bar** on your keyboard, or **swipe left** on your touch screen, to display the Skill Drill. Then read it aloud.



1. **Write this telling sentence in your Contraption Notepad:**  
*A storm began outside during school.*
2. **Write three more sentences to show that it was.**

- Give students five minutes to complete the drill. Circulate to give feedback.

- **Press the space bar** on your keyboard, or **swipe left** on your touch screen, to close the Skill Drill.

- Ask volunteers to share their sentences.  
Ask other students to point out strong details that are related to something you see or hear.

## VERBAL WARM-UP

- Tell students that, now that their description muscle is warmed up before they write, they'll do a verbal warm-up to get the ideas flowing.



- Raise your hand if you have ever
- taken a train or a subway to get somewhere.
  - taken a bus to get somewhere.
  - taken a plane to get somewhere.
  - taken a boat to get somewhere.



Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Ask students yes/no questions to help them generate or refine ideas about their travel experience. (Have you taken a boat?)

**Expanding**—Ask students wh- questions to help them generate or refine ideas about their travel experience. (What is your favorite way to travel?)

**Bridging**—Ask students open-ended questions to help them generate or refine ideas about their travel experience. (If you could travel in anything you like, what would you choose?)

### Support

Remind students to use the “Kinds of Showing Details” poster.

### Challenge

Challenge students to add three new details that help describe what they saw, what the trip felt like, or other parts of the ride.



If you raised your hand to any of these, can you picture in your head what you saw or heard on your trip?

## WRITING PROMPT—PLANES, TRAINS, AUTOMOBILES

- Tell students that, in today’s writing, they should focus on what they saw and heard. Refer to the “Kinds of Showing Details” poster and explain that today they will focus on those two types of details.

- **Press the space bar** on your keyboard, or **swipe left** on your touch screen, to bring up the writing prompt, then read it aloud.



**Describe a moment when you were traveling in a car, bus, subway, or plane. Show the reader what you see.**

- Direct students to the Contraption Notepad and ask them to record the title. Tell students that they may use an idea from the warm-up or a new idea.
- Give students 12 minutes to write. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- When time elapses ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.



### Check for Understanding

As students write, circulate to give them feedback on their writing. Your comments should be concise and encouraging, and they should reinforce a writing skill. Remind students to use showing words that are specific and precise.

- **Press the space bar** on your keyboard, or **swipe left** on your touch screen, to close the writing prompt.

# Speaking and Listening

**Primary Focus:** Students will share original work and offer peer feedback.  
[SL.4.1, ELD.PI.4.1]

## SHARING

- Review the guidelines for sharing positive feedback.
- Display and review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.

## WRAP-UP

- Tell students that things you see and things you hear are both examples of sensory details. Tell them that they will continue to work on details like this in the next lesson.



Speaking and Listening  
Exchanging Information  
and Ideas  
[ELD.PI.4.1]

**Emerging**—Allow students to practice feedback with 1:1 support from the teacher.

**Expanding**—Allow students to practice feedback with 1:1 support from a peer.

**Bridging**—Allow students to practice feedback before sharing.

## Support

Remind students of the sentence frame and encourage them to use it.

## Challenge

Ask students to identify another strong detail in the writing.

# What's That I Hear?

## PRIMARY FOCUS OF LESSON

### Writing

Students will compose paragraphs describing a moment when they heard something and how it made them feel. [W.4.4, ELD.PI.4.10a]

### Speaking and Listening

Students will share original work and offer peer feedback. [SL.4.1, ELD.PI.4.1]

## FORMATIVE ASSESSMENT

### Contraption Notepad

### An Earful

Students will compose paragraphs describing a sound. [W.4.4, ELD.PI.4.10a]

### Teacher Resources

### Speaking and Listening Observational Checklist

Students will share original work and offer peer feedback. [SL.4.1, ELD.PI.4.1]

## LESSON AT A GLANCE

	Grouping	Materials
<b>Writing (20 min.)</b>		
Verbal Warm-Up	Whole Class	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist.
Writing Prompt—An Earful	Independent	
<b>Speaking and Listening (10 min.)</b>		
Sharing	Whole Class	
Feeding the Controller	Whole Class	
Wrap-Up	Whole Class	

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 2, Lesson 9, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



- Prepare the Speaking and Listening Observational Checklist.

## UNIVERSAL ACCESS

- Provide a bank of words that describe sounds.

Start Lesson

### Lesson 9: What’s That I Hear?

# Writing



**Primary Focus:** Students will compose paragraphs describing a moment when they heard something and how it made them feel. [W.4.4, ELD.PI.4.10a]

## VERBAL WARM-UP

- Tell students that today’s writing will focus on a moment when they heard something.



Raise your hand if you can think of a sound you have heard

- in the hall.
- in class.
- in the cafeteria.
- at home.
- outside.





If you have raised your hand to any of these, can you picture in your head what you might see or hear?

## WRITING PROMPT—AN EARFUL

- **Press the space bar** on your keyboard, or **swipe left** on your touch screen, to bring up the writing prompt, then read it aloud.



**Think of a moment this week when you heard a specific sound. Show the reader where you were when you heard it and how it made you feel.**

- Direct students to the Contraption Notepad and ask them to record the title. Tell students that they may use an idea from the warm-up or a new idea.
- Give students 12 minutes to write. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- As students write, circulate to give them feedback on their writing. Your comments should be concise, encouraging, and they should reinforce a writing skill.
- When time elapses ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.



Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Provide a bank of words that describe sounds; define words for students with 1:1 support from teacher.

**Expanding**—Provide a bank of words that describe sounds; allow student partners to define words.

**Bridging**—Provide a bank of words that describe sounds.

### Support

If students struggle to describe a sound, suggest that they begin by writing about how it made them feel. Then compare the sound to another sound.

### Challenge

Ask students to use a simile or metaphor to describe the sound.



### Check for Understanding

As you circulate, give students feedback on how they're using specific details to show what they heard and felt. Remind students to use showing words that are specific and precise.



Speaking and Listening  
Exchanging Information  
and Ideas  
[ELD.PI.4.1]

**Emerging**—Allow students to practice feedback with 1:1 support from the teacher.

**Expanding**—Allow students to practice feedback with 1:1 support from a peer.

**Bridging**—Allow students to practice feedback before sharing.

### Support

Remind students of the sentence frame and encourage them to use it.

### Challenge

Ask students to identify another strong detail in the writing.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the writing prompt.

# Speaking and Listening



**Primary Focus:** Students will share original work and offer peer feedback.  
[SL.4.1, ELD.PI.4.1]

## SHARING

- Review the guidelines for sharing positive feedback.
- Display and review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.

## FEEDING THE CONTROLLER

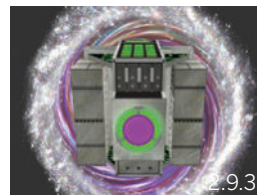
- Tell students that they've done a good job of writing and responding, and now that you have a functioning Contraption, it might be fun to try to see what happens if it reads some writing about something you heard or felt.
- Ask for volunteers, or ask students to nominate a few details from their peers that they thought were particularly strong.
- Have three students feed strong pieces of writing into the controller.
- As each student feeds their writing into the Controller, they should press the Controller Button.

- As each student presses the Controller button, **press the space bar** or **swipe left** on your touch screen to make one of the three lights around the button light up in sequence.



- When the lights around the button are lit, invite a fourth student to give the final press.

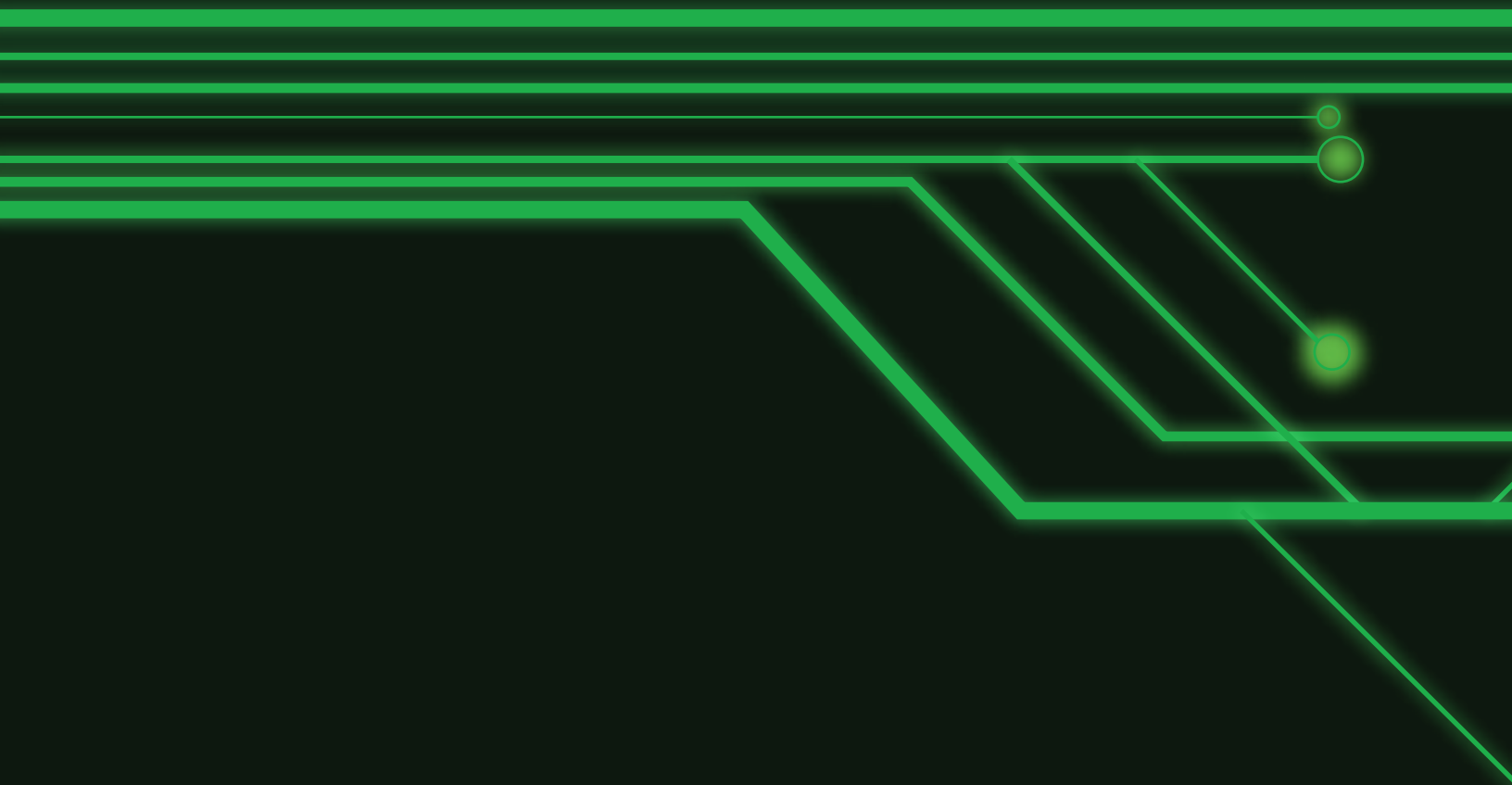
- When they press the button again, **press the space bar** on your keyboard or **swipe left** on your touch screen to make the Contraption teleport.



A wormhole will open up and suck the Contraption into it.

## WRAP-UP

- Take some time to talk with students about how they feel now that the Contraption disappeared. Ask them if they think that it will come back. Tell them that you promise you'll try to find it.



# UNIT 3



# See Attached

## PRIMARY FOCUS OF LESSON

### Writing

Students discuss evidence that their teacher is a teacher and then write sentences supporting that evidence. [W.4.1, ELD.PI.4.10a]

### Speaking and Listening

Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## FORMATIVE ASSESSMENT

### Contraption Notepad

### Using Evidence

Students write sentences supporting their evidence that their teacher is a teacher. [W.4.1, ELD.PI.4.10a]

### Teacher Resources

### Speaking and Listening Observational Checklist

Students will share original work and offer peer feedback. [SL.4.1, ELD.PI.4.1]

## LESSON AT A GLANCE

	Grouping	Materials
<b>Writing (40 min.)</b>		
News from the Contraption	Whole Class	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing Poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist; “II Menu” handouts.
Introducing Evidence	Whole Class	
Proving Your Teacher is A Teacher	Partner	
Verbal Warm-Up	Whole Class	
Skill Drill—Using Evidence	Independent	
<b>Speaking and Listening (20 min.)</b>		
Sharing	Whole Class	
Identifying Evidence From The Contraption	Whole Class	
Wrap-Up	Whole Class	

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 3, Lesson 1, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



- Prepare the Speaking and Listening Observational Checklist.
- Prepare to hand out copies of the Menu.
- Prepare to divide students into partners.

Start Lesson

Lesson 1: See Attached

# Writing



**Primary Focus:** Students discuss evidence that their teacher is a teacher and then write sentences supporting that evidence [W.4.1, ELD.PI.4.10a]

## NEWS FROM THE CONTRAPTION

When you load up Contraption Unit 3, Lesson 1, you should see a fake search engine. During Unit 3, you’ll be taking students on a tour of some fake Internet sites that will tell them a story about where the Contraption has arrived after its disappearance.

The controls for this unit are similar to those in the other units. Pressing space bar or swiping left on your touch screen will advance one step. Pressing backspace/delete or tapping the left side of your touch screen will go back one step.





I've been so stressed out since our Contraption went missing, haven't you?

» Student response



Well, I have some news to share with you all.



I was contacted by the Contraption.



I know! I was so surprised. I was worried we'd never see it again. Do you want to see what it sent me?

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to open up the MeMail page.



The Contraption sent me an e-mail!

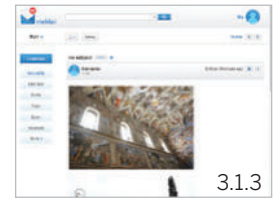


I didn't know it had an Internet connection.



It didn't include any text, but it sent me three images. Would you like to see them?

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to open up the e-mail.



It seems like it can't write text, but it took some pictures with its camera and sent them to us. Good thing we got that camera working, huh?



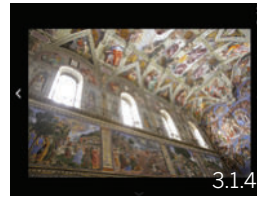
I was reading the Manual, and I think we can use the Controller to try to zap the Contraption back here. But we do need to know what city the Contraption's in before we do.



Do you think we can learn from the pictures what city it's in?

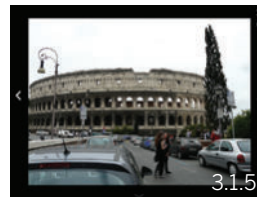
- Scroll up or down the page to show students thumbnails of the three images. Tell students that they will now look at the images more closely, and come up with theories as to what city the Contraption might be in.
- Prepare to write their theories on the board.
- Your students may or may not recognize any of the images from the e-mail. They also might think that places like "Europe" or "Italy" are cities. Let them generate as many or as few theories as they can think of, and treat them all as equally valid. Later, you'll use textual evidence to shape the list.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen and students will see a picture of the Sistine Chapel.



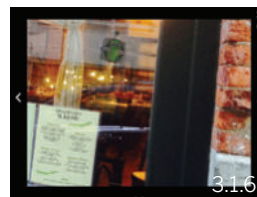
- Ask students if, based on this picture, they have any theories as to where the Contraption might be. Write the theories on the board.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen again and students will see a picture of the Coliseum.



- Ask students if, based on this picture, they have any theories as to where the Contraption might be. Write any new theories on the board.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen again and students will see a picture of a restaurant menu.



- Ask students if, based on this picture, they have any theories as to where the Contraption might be. Write any new theories on the board.

- At any point you can use the **delete or backspace button** or **swipe right** on your touch screen to cycle backward through the pictures.

## INTRODUCING EVIDENCE



In order to successfully teleport the Contraption back home, we're going to need to be sure what city it's in. The Manual said that if we get any part of the process wrong, something strange and unfortunate might happen.



We'll want to be able to convince ourselves and others that we are correct. To do that, we'll need to give them, and ourselves, more information.



When we're writing, we call that extra information "evidence." Evidence is the set of facts you use to try answer a question and then to prove your answer is true. You can use evidence to make a statement more powerful. In fact, you probably do it all the time. Evidence is like details, in that it can be something that you see or hear, or something someone says or does.

## PROVING YOUR TEACHER IS A TEACHER



Let's practice using a silly example. Let's say that we had to be sure that I was a teacher and not a student. What evidence do we have that I am a teacher? If a stranger came in insisting that I was a student, how would you convince him or her I'm actually the teacher?

- Divide students into partners, and ask them to brainstorm a list of facts and observations that are evidence their teacher is a teacher.
- As students work, circulate and complete the Speaking and Listening Observation checklist.
- After 5 minutes, ask groups to share some of their evidence and write it on the board.

### Support

Remind students what *evidence* is.

### Challenge

Ask students to identify the most obvious evidence that you are a teacher and not a student. Then ask them to identify a less obvious piece of evidence.

- Examples might include:
  - » The teacher is in front of the class and not at a desk.
  - » The teacher is older than the rest of the people in the room.
  - » The teacher is doing most of the talking.

## VERBAL WARM-UP



There's a nice and simple way to present evidence in a piece of writing. And there's a basic way to get started.

- Write on the board: "I think \_\_\_ because \_\_\_."



Can I have a volunteer to fill in these blanks? Using this model, tell me why you think I'm a teacher.

Possible answer: I think you are a teacher because you are standing in front of the room.



Now that you've presented your evidence, follow it up with an explanation of why your evidence is important.



So why does standing in front of the room make me seem like a teacher?

Possible answer: Teachers usually stand in front of rooms so that all the students can see and hear them as they teach.



Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Help students generate ideas by asking yes/no questions. (Do I act like a teacher?)

**Expanding**—Help students generate ideas by asking wh- questions. (What does a teacher do in the classroom?)

**Bridging**—Help students generate ideas by asking open-ended questions. (How can you tell if someone is a teacher?)

### Support

Remind students that *evidence* is the information they use to prove something is true. Ask students what they are trying to prove, and how they decided that it was true to begin with.

### Challenge

Ask students to add a concluding sentence, summing up the evidence, why it is important and accurate, and why the reader should believe their teacher is a teacher.

## SKILL DRILL—USING EVIDENCE

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to bring up the Skill Drill, then read it aloud.



1. **Choose a piece of evidence that shows your teacher is a teacher from the list on the board.**
2. **Complete the following sentence, “I think our teacher is a teacher because \_\_\_\_\_.”**
3. **Write one to three more sentences explaining why this evidence is important and accurate.**

- Direct students to take out their Contraption Notepads and write the title at the top of the page. Give them a few minutes to complete the drill. Remind them that you expect them to keep writing until you tell them it’s time to stop. Circulate to give feedback.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the Skill Drill.



### Check for Understanding

As you circulate, give students feedback on how they’re using specific details to show what they heard and felt. Remind students to use showing words that are specific and precise.

# Speaking and Listening



**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## SHARING

- Review the guidelines for sharing positive feedback.
- Review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their sentences aloud.
- After each student shares, call on one or two listeners to give positive feedback using the sentence frame.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.

## IDENTIFYING EVIDENCE FROM THE CONTRAPTION



Let's look again at what the Contraption sent us. We can look for clues in the pictures that will help us figure out where it is. And then when we write about it, these clues will be the evidence we need to convince others that the Contraption is there.

- Show the first picture of the Sistine Chapel.



What information in this picture might give us a clue?

- Ask the same question of the second picture—that of the Coliseum.



**Speaking and Listening**  
Exchanging Information  
and Ideas  
[ELD.PI.4.1]

**Emerging**—Allow students to work in groups and act out the text they heard.

**Expanding**—Have students ask each other questions about additional details they would like to know about the text they heard.

**Bridging**—As they listen, have students write down a word or phrase they liked from the text.

## Support

Remind students of the sentence frame and encourage them to use it.

## Challenge

Ask students to identify another strong detail in the writing.



Now what about this last picture here, of the dinner menu? How might that be used as evidence? Can we zoom in?

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to zoom in.



- Tell students that this menu is probably going to be the most helpful. When making an argument, words are often the best, clearest evidence of something.
- Hand out the copies of the menu text.



Some of these item descriptions might be more helpful than others. Let's go through them one-by-one and identify which ones might be helpful in figuring out where the Contraption has gone.

- Go through the item descriptions with your students. After each one, ask if the description provided evidence for the location of the Contraption. As new cities are mentioned, add them to the list of potential locations on the board, or add check marks next to cities already on the list.
- Tell students to underline or highlight any description that provides evidence of where the Contraption might be.
- If you're not comfortable pronouncing the Italian words, you don't have to read them aloud. Just read the English descriptions.





*Nominato uno dei TOP TEN ristoranti a Roma  
DA GUIDA TRAVELER tre anni consecutivi !!*

## **Il Menu**

### **Antipasti**

Calimari farcito con cavolfiore – stuffed calamari with cauliflower, a dish that's been in our family for generations & a Rome “favorite”  
€7

Prosciutto e parmigiano arancini – prosciutto and parmesan rice balls €5

Gamberi All Griglia – grilled shrimp and white beans, another Roman specialty €9

### **Insalate**

Mozzarella e pomodoro – mozzarella and tomato “Caprese” salad, a beloved dish across Italia and beyond €8

Scarola – escarole hearts, white onion, pistachio & pecorino romano €7

Capitale – arugula, dried cranberries, lemon dressing—a capital salad in the capital city! €6

### **Primi Piatti**

Spaghetti e polpette – un semplice classic – spaghetti and meatballs, “a simple classic” €13

Risotto ai funghi – mushroom risotto, a Roman “pick me up” €12

Calamari tagliatelle inchiostro – squid ink tagliatelle: you can't get this in Florence! €18

### **Secondi Piatti**

Salmone Venezia – salmon grilled with herbs, Venice-style €22

Filetto Alla Marsala E Funghi – filet mignon, mushroom sauce €28

Pollo Alla Milanese – chicken in breadcrumbs – a delicacy of Milan  
€ 21

### **Dolci**

Consulta le nostre specialità del giorno – see our daily specials

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### **WRAP-UP**

- Good work. Next time we meet we should be able to use these pieces of evidence to draw a conclusion about where the Contraption has gone.



# Using Our Evidence

## PRIMARY FOCUS OF LESSON

### Writing

Students write a paragraph supporting the conclusion that the Contraption is in Rome. [W.4.1, ELD.PI.4.10a]

### Speaking and Listening

Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## FORMATIVE ASSESSMENT

### Contraption Notepad

#### Where's the Contraption

Students write a paragraph supporting the conclusion that the Contraption is in Rome. [W.4.1, ELD.PI.4.10a]

### Teacher Resources

#### Speaking and Listening Observational Checklist

Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## LESSON AT A GLANCE

	Grouping	Materials
<b>Writing (15 min.)</b>		
Verbal Warm-Up	Whole Class	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing Poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist
Skill Drill—Where’s the Contraption?	Independent	
<b>Speaking and Listening (15 min.)</b>		
Sharing	Whole Class	
Wrap-Up	Whole Class	

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 3, Lesson 2, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



- Prepare the Speaking and Listening Observational Checklist.

Start Lesson

### Lesson 1: Using Our Evidence

# Writing



Students write a paragraph supporting the conclusion that the Contraption is in Rome. [W.4.1, ELD.PI.4.10a]

## VERBAL WARM-UP



Now that we’ve picked out what evidence might be useful in finding the Contraption, let’s start thinking about how to turn that into a piece of writing.

- Remind students of the form they used yesterday: “I think \_\_\_ because \_\_\_.”
- Ask several students to use a piece of evidence from the menu image to complete an argument in that form.
- Answers will vary but might include:
  - » “I think the Contraption is in Rome because the first menu item says that the dish they serve is a Rome “favorite.” To me that means that it is popular in Rome, and so might be served in Rome.”

- Review the evidence with your students and get your class to agree on where they think the Contraption is. Even if no one in your class recognizes the Coliseum or the Sistine Chapel, guide students to the menu, which references Rome more than any other place.
- The narrative of the Contraption will still make sense even if the class decides that the Contraption is in the wrong city. As long as they are using evidence to support their claim, let them go forward with whatever they choose (this will require some small adjustments when Rome is mentioned in this lesson and the next).



So we all agree that we think the Contraption is in Rome. In order to be sure, we need to organize the evidence we have into a piece of writing.

### SKILL DRILL—WHERE’S THE CONTRAPTION?

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to bring up the Skill Drill, then read it aloud.



1. **Think about the evidence you discussed with the class.**
2. **Write an explanation of how you know the Contraption is in Rome and support your thinking with evidence.**

- Direct students to take out their Contraption Notepad and write the title at the top of the page. Give them a few minutes to complete the drill. Remind them that you expect them to keep writing until you tell them it’s time to stop. Circulate to give feedback.



Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Help students generate ideas by asking yes/no questions. (Can you tell by the setting that the Contraption is in Rome?)

**Expanding**—Help students generate ideas by asking wh- questions. (What details suggest that the Contraption is in Rome?)

**Bridging**—Help students generate ideas by asking open-ended questions. (How can you tell if the Contraption is in Rome?)

### Support

If students struggle to recognize Rome as the Contraption’s location, review domain knowledge from the Grade 3 unit The Ancient Roman Civilization.

### Challenge

Tell students to use both direct quotes and paraphrasing and inferences in evidence.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the Skill Drill.



Speaking and Listening  
Exchanging Information  
and Ideas  
[ELD.PI.4.1]

**Emerging**—Allow students to work in groups and act out the text they heard.

**Expanding**—Have students ask each other questions about additional details they would like to know about the text they heard.

**Bridging**—As they listen, have students write down a word or phrase they liked from the text.

**Support**

Remind students of the sentence frame and encourage them to use it.

**Challenge**

Ask students to identify another strong detail in the writing.



**Check for Understanding**

As you circulate, ask students to point out what they are proving, and what the evidence is for that statement.

# Speaking and Listening



**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## SHARING

- Review the guidelines for sharing positive feedback.
- Review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their sentences aloud.
- After each student shares, call on one or two listeners to give positive feedback using the sentence frame.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.



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## WRAP-UP



I'm convinced! The Contraption is definitely in Rome. When we come back next time we can use this information to try to transport the Contraption back home.

# Contraption, Come Home!

## PRIMARY FOCUS OF LESSON

### Writing

Students write descriptions of their neighborhoods using specific and varied detail to enhance their work. [W.4.4, ELD.PI.4.10a]

### Speaking and Listening

Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## FORMATIVE ASSESSMENT

### Contraption Notepad

### Guiding the Contraption: Your Neighborhood

Students write descriptions of their neighborhoods. [W.4.4, ELD.PI.4.10a]

### Teacher Resources

### Speaking and Listening Observational Checklist

Students share original work and offer peer feedback. [SL.4.1, ELD.PI.4.1]

## LESSON AT A GLANCE

	Grouping	Materials
<b>Writing (20 min.)</b>		
Verbal Warm-Up	Whole Class	❑ Contraption Notepads; Guidelines for Sharing Poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist
Writing Prompt—Your Neighborhood	Independent	
<b>Speaking and Listening (10 min.)</b>		
Sharing	Whole Class	
Wrap-Up	Whole Class	

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 3, Lesson 3, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



- Prepare the Speaking and Listening Observational Checklist.

Start Lesson

### Lesson 3: Contraption, Come Home!

# Writing



**Primary Focus:** Students write descriptions of their neighborhoods using specific and varied detail to enhance their work. [W.4.4, ELD.PI.4.10a]



I’m going to need everyone to listen very closely today. It says here in the Manual that if we mess up any one step, even a little bit, all sorts of weird things might happen.



We need to input two pieces of information into the Controller. First, it needs to know where it’s trying to send the Contraption.

- Tell students that they will need to describe their city in great detail to the Contraption, so that it knows where to go. In order to do this, each student is going to write about his or her own neighborhood. Taken all together, this will give the Contraption a description of the whole city.

## VERBAL WARM-UP

- Tell students that in order for the controller to know where to send the Contraption, they will need to write about their community.



Raise your hand if

- you live in a quiet neighborhood.
- you live in a noisy neighborhood.
- there are lots of trees in your neighborhood.
- you live near a supermarket.
- you live close to a friend or family.
- you can walk to school.
- there is a park near your house.



If you have raised your hand to any of these, can you picture in your head what you might see or hear?

## WRITING PROMPT—YOUR NEIGHBORHOOD

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to bring up the writing prompt, then read it aloud.



**Think about your neighborhood. Write about the area where you live and use details to show what it is like.**



Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Encourage students to draw their neighborhoods and discuss the drawings with the teacher to generate ideas.

**Expanding**—Have students draw their neighborhoods and discuss the drawings with a peer.

**Bridging**—Encourage students to draw their neighborhoods to generate ideas.

## Support

Remind students of the ““Kinds of Showing Details;” particularly something you see, something you hear, and something you smell.

Ask: What is the first thing a visitor who has never been to your neighborhood before will notice?

## Challenge

Ask students to include a few sentences about how their neighborhood makes them feel. What happens to them physically and emotionally when they return to their neighborhood?

- Direct students to the Contraction Notepad and ask them to record the title. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- Give students 12 minutes to write while you circulate about the room giving feedback. Alert students when 2 minutes are left.
- When time elapses, ask students to stop writing.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the writing prompt.



## Check for Understanding

As students write, circulate to give them feedback on their writing. Your comments should be concise and encouraging, and they should reinforce a writing skill.

- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.

# Speaking and Listening



Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

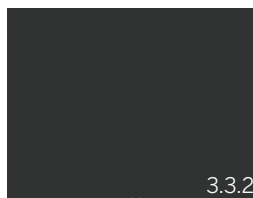
## SHARING

- Ask students to review the guidelines for sharing work and offering positive feedback.
- Review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.
- Invite a few students to feed their writing into the Contraption.



Now we need to tell the Controller from where we're retrieving the Contraption. I need four volunteers.

- To prepare for the Contraption's return, **press the space bar** on your keyboard or **swipe left** on your touch screen to close the menu photo and display the empty dark area where the contraption usually resides.



Speaking and Listening  
Exchanging Information  
and Ideas  
[ELD.PI.4.1]

**Emerging**—Allow students to work in groups and act out the text they heard.

**Expanding**—Have students ask each other questions about additional details they would like to know about the text they heard.

**Bridging**—As they listen, have students write down a word or phrase they liked from the text.

## Support

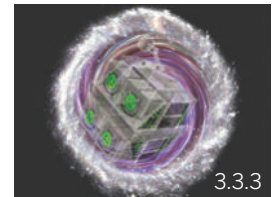
Remind students of the sentence frame and encourage them to use it.

## Challenge

Ask students to identify another strong detail in the writing.

- Tell students that the Contraption will show up here if we perform the operation correctly.
- Ask one of the volunteers to remind you where the Contraption is now.
- Have the four volunteers stand in a line in front of the classroom. Hand the Controller to the first student. Their job is to spell R-O-M-E, one letter at a time, by moving the Controller in the shape of the letter.
- As they trace out the letters, have the rest of the class spell the word out loud.
- Each time a student traces his or her letter in the air, they should press the button on the Controller and pass it to the next student.
- Tell the class that all of the information has now been entered into the Controller, and that you hope they did everything perfectly.
- Have another volunteer come up and press the Controller button.

- When the student presses the button, **press the space bar** on your keyboard or **swipe left** on your touch screen.



- A wormhole will open up, and the Contraption will almost come through, but will get sucked back in.



Oh no! What did we do wrong?

## WRAP-UP

Tell students that they might have to wait for more information from the Contraption in order to try again. In the mean time, encourage them to think about things they might have missed, and other information they could discover and write about to help the controller bring the Contraption home.





## 4

# Roman Evidence

**PRIMARY FOCUS OF LESSON****Writing**

Students describe the picture for evidence and clues. [W.4.4, ELD.PI.4.10a]

**Speaking and Listening**

Students share original work and offer peer feedback. [SL.4.1, ELD.PI.4.1]

**FORMATIVE ASSESSMENT****Contraption Notepad****The Ancient Vase**

Students will describe the picture for evidence and clues. [W.4.4, ELD.PI.4.10a]

**Teacher Resources****Speaking and Listening Observational Checklist**

Students share original work and offer peer feedback. [SL.4.1, ELD.PI.4.1]

## LESSON AT A GLANCE

	Grouping	Materials
<b>Writing (20 min.)</b>		
Verbal Warm-Up	Whole Class	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing Poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist; “The Founding of Rome” handouts.
Writing Prompt—The Ancient Vase	Independent	
<b>Speaking and Listening (10 min.)</b>		
Sharing	Whole Class	
Wrap-Up	Whole Class	

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 3, Lesson 4, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



- Prepare the Speaking and Listening Observational Checklist.

Start Lesson

### Lesson 4: Roman Evidence

# Writing



**Primary Focus:** Students describe the picture for evidence and clues.  
[W.4.4, ELD.PI.4.10a]

- When this lesson begins, there will be a fake search engine on your screen.

- **Press the space bar** or **swipe left** to bring up the Digisaurus entry on the founding of Rome.



I was doing some Internet research on Italy and Rome, and I found this encyclopedia page on the founding of Rome. What do we mean when we talk about the *founding* of a city?



*Founding* is when a city is first created or built.



Now I found this picture on the website.

- **Press the space bar** or **swipe left** to jump to the next slide, which is a picture of a vase with the Contraption painted on it.



- Allow students to look at the picture for a minute, and notice that the Contraption is featured in it.

- **Press the space bar** or **swipe left** to jump to the next slide, which is a close up of the vase.



- Draw students' attentions to the Contraption if they don't notice it.
- Ask them what they think it means.

## Support

If students are struggling, tell them to close their eyes and imagine the picture. What are the first three things they see? Begin with those.

## Challenge

If students have completed a description with good Showing Details with time remaining, ask them to go back and find three words that could be more specific, and adjust them.



Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Encourage students to think about shape, size, color, and images. Provide a word bank and 1:1 support to help them describe these things.

**Expanding**—Encourage students to think about shape, size, color, and images. Provide a word bank and moderate support to help them describe these things.

**Bridging**—Encourage students to think about shape, size, color, and images. Provide a word bank and light support to help them describe these things.

## VERBAL WARM-UP



Raise your hand if you think this picture

- was painted on a wall.
- is on a vase.
- was painted a long time ago.
- shows a story.
- shows an important story.
- shows something that happened a long time ago.
- includes something familiar to you.
- includes something that doesn't seem to belong in that time or place.



If you have raised your hand to any of these, can you picture in your head what you might see or hear?

## WRITING PROMPT—THE ANCIENT VASE

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to bring up the writing prompt, then read it aloud.



**Describe the image on the vase to someone who can't see it, and is skeptical that it might help us find the Contraption and bring it back. Begin with the details you think will be the most important evidence, and then include the smaller details.**

- Direct students to the Contraption Notepad and ask them to record the title. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- Give students 12 minutes to write while you circulate about the room. Alert students when 2 minutes are left.
- When time elapses, ask students to stop writing.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the writing prompt.

## Support

Remind students of the sentence frame and encourage them to use it.

## Challenge

Ask students to identify another strong detail in the writing.



### Check for Understanding

As students write, circulate to give them feedback on their writing. Your comments should be concise and encouraging, and they should reinforce a writing skill.

- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.



Speaking and Listening  
Exchanging Information  
and Ideas  
[ELD.PI.4.1]

**Emerging**—Allow students to work in groups and act out the text they heard.

**Expanding**—Have students ask each other questions about additional details they would like to know about the text they heard.

**Bridging**—As they listen, have students write down a word or phrase they liked from the text.

# Speaking and Listening



**Primary Focus:** Students share original work and offer peer feedback.  
[SL.4.1, ELD.PI.4.1]

## SHARING

- Review the guidelines for sharing positive feedback.
- Review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.



In the Verbal Warm-Up, who raised their hand when I asked if the painting includes something familiar to you or includes something that doesn't seem to belong in that time or place? What evidence do you have?

- Students should notice that a character on the vase is holding something that looks like the Contraption.



I think we accidentally sent the Contraption . . . BACK IN TIME.



The Manual says that if we know both the exact place and the exact year where the Contraption is, we can still bring it back home—even through time! Do you want to try to figure it out?



- Ask students what evidence from the vase might help them pinpoint what year the vase was painted.
- Have students give suggestions, but tell students that the following three details are the keys to the mystery:



- There is a fully built city in the background.
- The main character, Romulus, is standing alone in a clearing.
- Romulus has a clean-shaven face.

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## WRAP-UP



We know that this vase is depicting a moment in history. Remember, I found an article on Digisaurus that may help us. Maybe if we read the article, we will know what year the vase is showing us, and figure out where in time the Contraption is.

# When in Rome?

## PRIMARY FOCUS OF LESSON

### Reading

Students locate evidence in an informational article to prove where the Contraption is in time. [RI.4.1, ELD.PI.4.6]

### Speaking and Listening

Students present their evidence to the class. [SL.4.4; ELD.PI.4.9]

## FORMATIVE ASSESSMENT

### Article Mark-Up

### Founding of Rome: Search for Evidence

Students highlight evidence in the assigned reading. [RI.4.1, ELD.PI.4.6]

### Oral Presentation

### Sharing Evidence

Students share their reading evidence. [SL.4.4, ELD.PI.4.9]

## LESSON AT A GLANCE

	Grouping	Materials
<b>Writing (20 min.)</b>		
Founding of Rome—Search for Evidence	Whole Class	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing Poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist; “The Founding of Rome” handouts
<b>Speaking and Listening (10 min.)</b>		
Sharing	Whole Class	
Wrap-Up	Whole Class	



Reading  
Reading/Viewing Closely  
[ELD.PI.4.6]

**Emerging**—Offer strong support as students discuss how each piece of evidence relates to their year.

**Expanding**—Offer moderate support as students discuss how each piece of evidence relates to their year.

**Bridging**—Offer light support as students discuss how each piece of evidence relates to their year.

### Support

Remind students of the three things we know about the picture that we can use when looking for evidence.

In the time the picture depicts, the city of Rome has been built, Romulus is alone, and Romulus has no beard.

Give students 12 minutes to highlight evidence and decide, as a group, if the picture takes place in their assigned year.

### Challenge

Identify a word whose definition you don't know and look it up. Write down the word and the definition. Use it in a new sentence.

## Lesson 5: When in Rome?

# Reading



**Primary Focus:** Students locate evidence in an informational article to prove where the Contraption is in time. [RI.4.1, ELD.PI.4.6]

### FOUNDING OF ROME—SEARCH FOR EVIDENCE

- Divide students into small groups of three or four.
- Hand out copies of the Digisaurus entry on the Founding of Rome.
- Assign each group to one of the four years described in the article: 756 BCE, 755 BCE, 753 BCE, or 752 BCE. Have them circle their year in the entry.
- Tell each group to go through their paragraph and find evidence that shows that the picture on the vase takes place in their year or does not take place in their year. Their job is to use the evidence to make an argument to the class that the picture does or does not take place in their year.
- Have each group underline the evidence they find.



### Check for Understanding

As students write, circulate to give them feedback on their writing. Your comments should be concise and encouraging, and should reinforce a writing skill.

The text they will read is below:

## *The Founding of Rome*

### **756 BCE**

Romulus and Remus were twins. Not only were they twins, they were best friends who had never been apart even for a moment. In every drawing or description of them from this time, they were always side-by-side. They decided they wanted to build a city where they could live happily together, far from war or strife. After some time, they came upon a land of seven hills that seemed like the perfect spot. Romulus and Remus rejoiced. But there was one problem—they could not agree on the hill that would be the centerpiece of their city. Romulus was drawn to one hill—the Palatine—and Remus to another—the Aventine. Romulus thought the natural features of his hill—its steepness and the swamp at its base—would keep their city strong and easily defended, while Remus felt the Aventine Hill's less jagged land would make the construction of buildings and houses easier. For the first time in their lives, the brothers fought. They both had very long beards, and as they fought they pulled and tugged on each other's whiskers and mustaches. They could not come to an agreement. Each promised not to shave his beard until the city was built on his hill. As a result, the city remained nothing more than a fantasy and their beards grew even longer.

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### **755 BCE**

In 755 BCE, there was still no city. But the brothers had had enough of the stalemate. They tentatively agreed to be friends again, and to let the gods choose between their two hills. A plan was hatched. For the first time in their lives they separated, and Romulus went and stood on Palatine Hill and Remus went and stood on Aventine Hill. Each waited for a sign from the gods. For a little while nothing happened. Then, suddenly, six birds swooped before Remus, cawing and shrieking. Remus was thrilled. His hill had clearly been chosen! He ran to tell Romulus, but Romulus was already running towards him. He had seen birds too—twelve of them. Romulus felt he was obviously the chosen one, and shaved off his beard as a symbol of his victory. Remus pointed out that he had seen his birds first, but Romulus ignored him. He summoned some men to start building a trench. Remus was so mad that he refused to go near Romulus for an entire year. By the end of the year, the city was almost ready to be built.

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### 753 BCE

In 753 BCE, the city was about half-built and growing fast. In a well-attended ceremony, Romulus gave it a name—Rome, after himself. Clean-shaven and proud, he stood on tiptoes gazing down at Rome from a huge clearing at the highest point of Palatine Hill, surrounded by his countrymen. But one countryman was notably absent—his brother Remus. He had died months before, under mysterious circumstances. Some said he was flung by his own brother over a fence after insulting the new city one time too many; others claimed he strangled himself with his long beard in misery over the lost future of Rome. Was Romulus grieving the loss of his brother? It's difficult to say. He did have a plaque made and displayed atop Aventine Hill, but no one was there to see it because no one lived on Aventine Hill.

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### 752 BCE

By 752 BCE the top of the hill was chock-a-block with houses and the clearing was no more. Rome was buzzing with people and trade. Remus was practically forgotten. But sometimes, on rare occasion, Romulus could be found perched on a bench, his fingers tangled in his beard, which was now long again. He spent a lot of time staring up at the sky. The buildings of his city were tall behind him but he looked lonely, or like he was lost in thought, or maybe he was just counting the birds as they flew past.

# Speaking and Listening



**Primary Focus:** Students present their evidence to the class.  
[SL.4.4; ELD.PI.4.9]

## SHARING

- When students have finished collecting their evidence, tell them that they will now present their evidence to the class. Have a group representing each year come to the front of the class, one at a time.
- Have each group read the evidence they highlighted to the class. Then have each group explain whether they think the picture is from their year, based on the evidence.
- After each group has presented, have the class decide which year the Contraption is in.
- The correct answer is 753 BCE. In that year, Remus is missing so Romulus is alone, Romulus has shaved his beard after winning his argument with Remus, and the city of Rome is built. This matches up with what we know from the painting.

## WRAP-UP

- Tell students that the next time you meet, you'll try to bring the Contraption back from 753 BCE.



Speaking and Listening  
Presenting  
[ELD.PI.4.9]

**Emerging**—Work with students in small groups to help them plan and present their evidence.

**Expanding**—Encourage students to use their text to guide their presentation.

**Bridging**—Ensure that students who struggle with speaking and listening skills are paired with students who demonstrate strength in these areas.

## Support

If students are struggling to understand how the evidence points to the conclusion, remind them that this was essentially a process of elimination. If Romulus was clean-shaven, for instance, you could rule out most of the other years.

## Challenge

Ask students if there's any evidence in the entry that points you in another direction. Define "red herring" – a piece of information that leads the reader towards the wrong conclusion.

## 6

# School Marks the Spot

## PRIMARY FOCUS OF LESSON

### Writing

Students compose detailed descriptions of their school. [W.4.4, ELD.PI.4.10a]

### Speaking and Listening

Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## FORMATIVE ASSESSMENT

### Contraption Notepad

#### Guiding the Contraption: Your School

Students compose detailed descriptions of their school. [W.4.4, ELD.PI.4.10a]

### Teacher Resources

#### Speaking and Listening Observational Checklist

Students share original work and offer peer feedback. [SL.4.1, ELD.PI.4.1]



## LESSON AT A GLANCE

	Grouping	Materials
<b>Writing (15 min.)</b>		
Verbal Warm-Up	Whole Class	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing Poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist
Writing Prompt—Your School	Independent	
<b>Speaking and Listening (15 min.)</b>		
Sharing	Whole Class	
Searching for the Contraption	Whole Class	
Wrap-Up	Whole Class	

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 3, Lesson 6, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



- Prepare the Speaking and Listening Observational Checklist.

## UNIVERSAL ACCESS

- Prepare images of locations around your school for support in the writing activity.

Start Lesson

### Lesson 6: School Marks the Spot

# Writing



Students compose detailed descriptions of their school. [W.4.4, ELD.PI.4.10a]

## VERBAL WARM-UP



Alright, this time I think we can get the Contraption back. I have two new things I want to try.



First, instead of just inputting the city we're transporting the Contraption from, we should also input the year.



But also, when we're describing to the Controller where it should send the Contraption, we should be more specific. Instead of describing our neighborhoods so the Controller could find the city we're in, let's describe the school we're in, so it knows exactly where to go.

- Remind students that just as in previous writing they've focused on a particular moment, in this writing they may want to focus on a particular image of the school. Ask them to imagine the part of the school they want to describe.



Raise your hand if your image of the school is

- outdoors.
- indoors.
- in a classroom.
- in a hallway.
- noisy.
- quiet.
- busy.
- smelly.
- includes any unusual objects.
- includes any students moving around.



If you have raised your hand to any of these, can you picture in your head what you might see or hear?



Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Provide images of places around the school and 1:1 support to help students generate ideas.

**Expanding**—Provide images of places around the school and moderate support.

**Bridging**—Provide images of places around the school and light support.

### Support

Remind students of the “Kinds of Showing Details” and refer them to the poster for more help.

### Challenge

If students have completed a good description of the school, ask them to add a few sentences describing a notable, unique event that happens at the school.

## WRITING PROMPT—YOUR SCHOOL

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to open the writing prompt.



**Focus on an image of your school. Describe it in detail so that someone who saw your school could recognize it.**

- Direct students to the Contraption Notepad and ask them to record the title. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- Give students 12 minutes to write while you circulate about the room. Alert students when 2 minutes are left.
- When time elapses, ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the writing prompt.

# Speaking and Listening



**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]



Speaking and Listening  
Exchanging Information  
and Ideas  
[ELD.PI.4.1]

## SHARING

- Ask students to review the guidelines for sharing work and offering positive feedback.
- Review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- After each student shares, call on one or two listeners to give positive feedback using the sentence frame.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.

**Emerging**—Allow students to work in groups and act out the text they heard.

**Expanding**—Have students ask each other questions about additional details they would like to know about the text they heard.

**Bridging**—As they listen, have students write down a word or phrase they liked from the text.

## Support

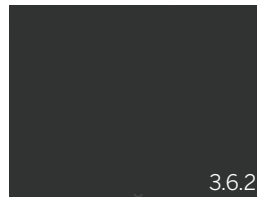
Remind students of the sentence frame and encourage them to use it.

## Challenge

Ask students to identify another strong detail in the writing.

## SEARCHING FOR THE CONTRAPTION

- **Press the space bar** on your keyboard, or **swipe left** on your touch screen, to see a black background with no Contraption.

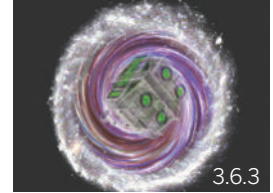


I need nine volunteers.

- Have students repeat the same activity as before, when they spell R-O-M-E. But this time, spell out “7-5-3-B-C-E” as well.

- Each time a student traces his or her letter or number in the air, they should press the button on the Controller and pass it to the next student.

- As the student presses the button, **press the space bar** on your keyboard or **swipe left** on your touch screen.



The wormhole will open and again the Contraption will almost, but not quite, make it through.



Something must have gone wrong again!

## WRAP-UP

- Tell students not to get discouraged. They must be getting closer to retrieving the Contraption.



# Orlando, Orlando

## PRIMARY FOCUS OF LESSON

### Writing

Students prepare sentences that present evidence about where the Contraption is now. [W.4.1, ELD.PI.4.10a]

### Speaking and Listening

Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## FORMATIVE ASSESSMENT

### Contraption Notepad

#### Orlando or Orlando

Students prepare sentences that present evidence about where the Contraption is now. [W.4.1, ELD.PI.4.10a]

### Teacher Resources

#### Speaking and Listening Observational Checklist

Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]



## LESSON AT A GLANCE

	Grouping	Materials	
<b>Writing (20 min.)</b>			
Finding the Contraption	Whole Class	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing Poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist; “About the Seller” handouts	
The Other Side of the Argument	Whole Class		
Skill Drill—Orlando or Orlando?	Independent		
<b>Speaking and Listening (10 min.)</b>			
Sharing	Whole Class		
Wrap-Up	Whole Class		

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 3, Lesson 7, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



- Prepare the Speaking and Listening Observational Check list.
- Prepare to hand out copies of the Cutesy profile page.

Start Lesson

### Lesson 7: Orlando, Orlando

# Writing



**Primary Focus:** Students prepare sentences that present evidence about where the Contraption is now. [W.4.1, ELD.PI.4.10a]

## FINDING THE CONTRAPTION

- At the start of the lesson, you’ll see a fake search engine on your screen.

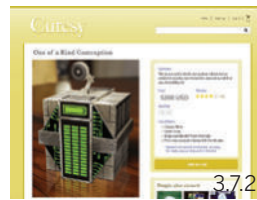


I’ve spent days searching the Internet, trying to learn more about Rome. And I couldn’t find anything that would help us find the Contraption.



Finally, I just decided to search and look for the Contraption itself, and you’ll never believe what I found.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to project the Cutesy webpage to the class.



It seems we did manage to get the Contraption back from the year 753 BCE, and we did manage to get it to America, just not here to our school!



According to the website, a guy is selling the Contraption from a place called Orlando, but he didn't mention the state.



I did a little research and there are two Orlandos. One is in Florida. It's a big city. The other is in Oklahoma. It's a tiny town with a population of just 200 people. So let's see by reading this website if we can figure out which Orlando he's in: the big one or the small one.

- Pass out the Cutesy page to the class, and then read the About the Seller section aloud. Tell students to listen for evidence that the seller is in either a big city or a little town.

### **About the Seller:**

The items I sell are unique—like me! I find them in all sorts of places—garage sales, my parents' basement, abandoned barns; heck, I've found things just plopped right down in the middle of Main Street. You might be surprised to learn that Orlando is a very busy place. There are always people passing through in cars and on foot, carrying strange new objects with them.

I live in a tall, tall building that I built with all the money I made selling things on Cutesy. Floors 3-7 are reserved for storing the items I have for sale. I like to go to the top of my building and stand on the roof and look out over all of Orlando.

The thing I love most about Orlando is the quiet. Sure, it can get a bit boring, but it doesn't make much difference to me. I spend all my time here on the Internet. Oh and there's no beating the smell of the air out here, it's so fresh from blowing over all the empty fields outside of town.

There are some downsides though. All these mice, for example—they're everywhere. If I never saw another mouse for the rest of my life, it'd be too soon. On top of that, there's not much to do out here, and it gets a little boring sometimes.

But enough about me!! You want to know more about the Contraption. Well, it's approximately 15 inches in diameter. It beeps and burps and sleeps and does all kinds of the craziest things. I think you'll like it. Oh, and hand wash only and do not microwave. No, I do not think microwaving this thing would be a good idea.

Please allow 7 to 10 days for receipt of your order (or weeks and weeks, or maybe never, if you live outside of Orlando).

- Tell students that you contacted the seller to try to explain that the Contraption belonged to us, but he refused to listen, and said that if we wanted the Contraption back, we'd have to pay him for it.
- Tell students that the only thing left to do is to try to teleport it back to the classroom again. But they'll have to decide for sure which Orlando the seller is in.
- Tell students that this one will be tricky, because there seems to be evidence supporting both sides of the argument.

## THE OTHER SIDE OF THE ARGUMENT



Let's say I asked you to argue that I was a student and not a teacher. Could you come up with any evidence that I'm a student?

Students might be stumped.



What are things I have in common with you, or with any other student anywhere?

Students might say, or you can suggest: I spend a lot of time in schools and classrooms. I read and write a lot. I think the cafeteria food is awesome.



Now, you can often find evidence for both sides of an argument. What you have to do is decide which side has stronger arguments.



You can decide which side has the better argument in two ways. The first is to see which side has more evidence. The second is to see which side's evidence is stronger, that is to say: which side's evidence is more clearly connected to what they're trying to argue.



Now I'm really torn about this. It's going to take some close, careful reading and some good arguing to convince me which city the Contraption's in.



Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Help students generate ideas by asking yes/no questions. (Does this sentence point to Orlando, Florida or Orlando, Oklahoma?)

**Expanding**—Help students generate ideas by asking wh- questions. (What about this detail suggests a specific Orlando?)

**Bridging**—Help students generate ideas by asking open-ended questions. (How does this piece of evidence help you know where the Contraption is?)

### Support

Tell students to copy the text they underlined, and then explain why they chose it for evidence.

### Challenge

Ask students to look for one example of evidence for the other argument, and explain why it is not as strong as the evidence for the argument they chose.

## SKILL DRILL—ORLANDO OR ORLANDO?

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to bring up the Skill Drill, then read it aloud.



1. **Based on what we know choose one of these options and write it in your notepad.**

*I think the Contraption is in small-town Orlando, OK because \_\_\_\_\_.*

or

*I think the Contraption is in big-city Orlando, FL because \_\_\_\_\_.*

2. **Reread *About the Seller* and underline evidence that supports your argument.**
3. **Write at least three sentences supporting your first sentence using your evidence.**

- Direct students to take out their Contraption Notepad and give them 5–7 minutes to complete the drill. Remind them that you expect them to keep writing until you tell them to stop.
- Circulate to give feedback.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the Skill Drill.



### Check for Understanding

As you circulate, make sure students are using evidence from the text for their arguments.

# Speaking and Listening



**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## SHARING

- Ask students to review the guidelines for sharing work and offering positive feedback.
- Display and review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- After each student shares, call on one or two listeners to give positive feedback using the sentence frame.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.

## WRAP-UP

- Congratulate students on making progress toward getting the Contraption back. Tell them that tomorrow they will look at the arguments and choose the Orlando they'll use to get the Contraption back.



Speaking and Listening  
Exchanging Information  
and Ideas  
[ELD.PI.4.1]

**Emerging**—Allow students to work in groups and act out the text they heard.

**Expanding**—Have students ask each other questions about additional details they would like to know about the text they heard.

**Bridging**—As they listen, have students write down a word or phrase they liked from the text.

## Support

Remind students of the sentence frame and encourage them to use it.

## Challenge

Ask students to identify another strong detail in the writing.

## 8

# Back Through the Wormhole

## PRIMARY FOCUS OF LESSON

### Writing

Students compose detailed descriptions of their classroom. [W.4.4, ELD.PI.4.10a]

### Speaking and Listening

Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## FORMATIVE ASSESSMENT

### Contraption Notepad

### Guiding the Contraption: Our Classroom

Students compose detailed descriptions of their classroom. [W.4.4, ELD.PI.4.10a]

### Teacher Resources

### Speaking and Listening Observational Checklist

Students share original work and offer peer feedback. [SL.4.1, ELD.PI.4.1]

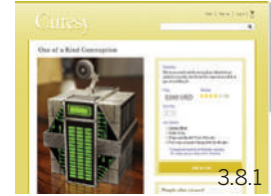


## LESSON AT A GLANCE

	Grouping	Materials
<b>Writing (20 min.)</b>		
Debating the Contraption's Location	Whole Class	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing Poster; "Kinds of Showing Details" poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist
Verbal Warm-Up	Whole Class	
Writing Prompt—Our Classroom	Independent	
<b>Speaking and Listening (10 min.)</b>		
Sharing	Whole Class	
Searching for the Contraption	Whole Class	
Wrap-Up	Whole Class	

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 3, Lesson 8, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



- Prepare the Speaking and Listening Observational Checklist.

Start Lesson

### Lesson 8: Back Through the Wormhole

# Writing



**Primary Focus:** Students compose detailed descriptions of their classroom.  
[W.4.4, ELD.PI.4.10a]

## DEBATING THE CONTRAPTION'S LOCATION

- Review with students the evidence presented during yesterday's sharing session. Have students debate whether they think the Contraption is in Orlando, FL or Orlando, OK.
- Let students debate for 3-5 minutes, then hold a vote. Write the winner on the board, either Orlando, FL or Orlando, OK.
- Tell students that they're going to try one last time to get the Contraption to come back. Tell them that now they're going to enter the city AND state of the place they want to retrieve the Contraption from. Also, this time, they're going to make its destination very specific: their classroom.

## VERBAL WARM-UP



Close your eyes. Now picture the classroom around you. Raise your hand if, without looking, you can picture

- the color of the door.
- what's outside the windows.
- what the ceiling looks like.
- where the light switches are.
- what items are on the teacher's desk.
- how full the trash can is.
- if all the desks are exactly the same or if some are different.



If you have raised your hand to any of these, can you picture in your head what you might see or hear?

## WRITING PROMPT—OUR CLASSROOM

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to bring up the writing prompt, then read it aloud.



**Focus on your classroom. Describe it in detail so that someone who saw your classroom for the first time could recognize it.**

- Direct students to the Contraption Notepad and ask them to record the title.
- Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- When time elapses, ask students to stop writing.



Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Encourage students to think about how to describe the classroom using all five senses; offer 1:1 support.

**Expanding**—Encourage students to think about how to describe the classroom using all five senses; offer moderate support.

**Bridging**—Encourage students to think about how to describe the classroom using all five senses; offer light support.

## Support

Remind students of the “Kinds of Showing Details” and encourage them to use several kinds in their writing.

## Challenge

Ask students to focus on details that are not things you see.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the writing prompt.



### Check for Understanding

As students write, circulate to give them feedback on their writing. Your comments should be concise and encouraging, and they should reinforce a writing skill.

- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.

# Speaking and Listening



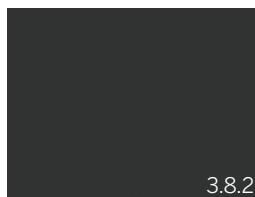
**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## SHARING

- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, call on one or two listeners to give positive feedback using the sentence frame.
- Ask students to review the guidelines for sharing work and offering positive feedback.
- Review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.

## SEARCHING FOR THE CONTRAPTION

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to bring up the blank space where the Contraption should be.



- Have students repeat the same activity as before, when they spelled R-O-M-E. But this time, spell out "O-R-L-A-N-D-O-O-K" or "O-R-L-A-N-D-O-F-L" instead.
- Each time a student traces his or her letter in the air, they should press the button on the Controller and pass it to the next student.
- Have a student press the Controller button.



Speaking and Listening  
Exchanging Information  
and Ideas  
[ELD.PI.4.1]

**Emerging**—Allow students to work in groups and act out the text they heard.

**Expanding**—Have students ask each other questions about additional details they would like to know about the text they heard.

**Bridging**—As they listen, have students write down a word or phrase they liked from the text.

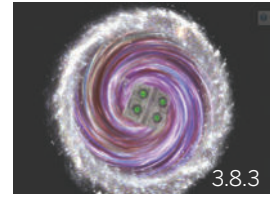
## Support

Remind students of the sentence frame and encourage them to use it.

## Challenge

Ask students to identify another strong detail in the writing.

- As the student presses the Controller button, **press the space bar** on your keyboard or **swipe left** on your touch screen to make the wormhole appear.



The Contraption will come through the wormhole and disappear again, but this time the wormhole stays open.



We almost have it! Or at least, I think we do. I feel like it's trying to come through. It's like it's stuck!

#### WRAP-UP

- Tell students they've almost got the Contraption back. Tell them to think about how to get it to come all the way through for next time.



# A Great Big Tug

## PRIMARY FOCUS OF LESSON

### Writing

Students use showing details to describe physical exertion and the feeling afterward. [W.4.4, ELD.PI.4.10a]

### Speaking and Listening

Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## FORMATIVE ASSESSMENT

### Contraption Notepad

### I'm Exhausted

Students use showing details to describe physical exertion and the feeling afterward. [W.4.4, ELD.PI.4.10a]

### Teacher Resources

### Speaking and Listening Observational Checklist

Students share original work and offer peer feedback. [SL.4.1, ELD.PI.4.1]

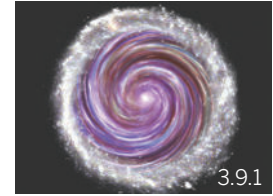


## LESSON AT A GLANCE

	Grouping	Materials
<b>Writing (20 min.)</b>		
Verbal Warm-Up	Whole Class	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing Poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist
Writing Prompt—I’m Exhausted	Independent	
<b>Speaking and Listening (10 min.)</b>		
Sharing	Whole Class	
Wrap-Up	Whole Class	

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 3, Lesson 9, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



- Prepare the Speaking and Listening Observational Checklist.

Start Lesson

### Lesson 9: A Great Big Tug

# Writing



**Primary Focus:** Students use Showing Details to describe physical exertion and the feeling afterward. [W.4.4, ELD.PI.4.10a]

## VERBAL WARM-UP

- Tell the class that you did some research in the Manual, and it seems what’s happening is that the person on the other side of the wormhole is holding on to the Contraption, and trying to keep it from us.
- It says that in order to pull the Contraption through we need to give it a great tug, but we also need to teach it, first, what a great tug feels like.



Raise your hand if you have ever

- ran so far you had to stop to breathe.
- lifted something so heavy your arms felt weak after.
- did so many sit-ups your stomach hurt.
- wrote so long your fingers cramped up.



If you have raised your hand to any of these, can you picture in your head what you might see or hear?

## WRITING PROMPT—I'M EXHAUSTED

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to bring up the writing prompt, then read it aloud.



**Think of one time you performed a physical action until you were completely worn out. Use showing details to describe both the action and the feeling afterward.**

- Direct students to the Contraption Notepad and ask them to record the title. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- Give students 12 minutes to write while you circulate about the room. Alert students when 2 minutes are left.
- When time elapses, ask students to stop writing.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the writing prompt.



Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Have students act out their physical action and discuss it in a small group.

**Expanding**—Have students act out their physical action and discuss it with a partner.

**Bridging**—Have students act out their physical action.

### Support

Remind students to use showing details, including describing their action and things they saw and felt.

### Challenge

Ask students how they felt emotionally after they finished their tough physical action. Was it worth it?



### Check for Understanding

As students write, circulate to give them feedback on their writing. Your comments should be concise and encouraging, and they should reinforce a writing skill.

- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.



Speaking and Listening  
Exchanging Information  
and Ideas  
[ELD.PI.4.1]

**Emerging**—Allow students to work in groups and act out the text they heard.

**Expanding**—Have students ask each other questions about additional details they would like to know about the text they heard.

**Bridging**—As they listen, have students write down a word or phrase they liked from the text.

# Speaking and Listening

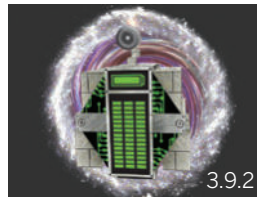
**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.1]

## SHARING

- Review the guidelines for sharing positive feedback.
- Review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.

- Have a few students feed their work into the Controller. Now that the Controller is filled with moments of them working hard, it's ready for them to do hard work.
- Have everyone in the class stand up at their desks. Tell them all to reach out toward the Contraption, putting their hands together as though they are holding onto a rope.
- Tell them to flex their arms and pull back hard and keep pulling and straining. Together they can pull the Contraption through.
- Let students pull and strain.

- When you think they've pulled hard enough, **press the space bar** on your keyboard or **swipe left** on your touch screen to return the Contraption to the classroom.



## WRAP-UP

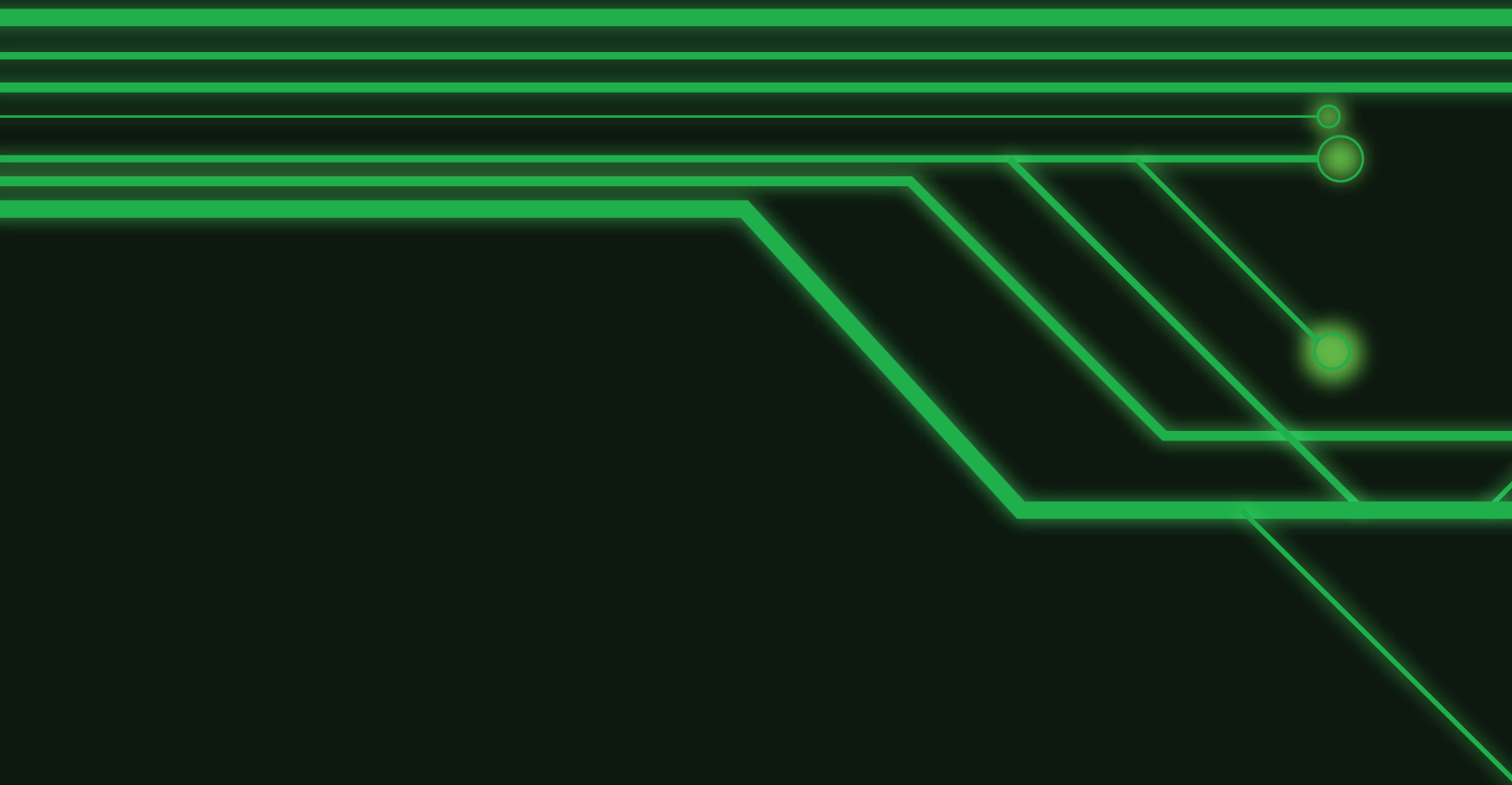
- Ask students what they think they could use the Contraption for, now that they know what it's capable of. Ask them if they think it might have any new surprises.
- Tell students that the Contraption's been through a lot, and might have some new surprises for us, and that you're excited to explore it more next time.

## Support

Remind students of the sentence frame and encourage them to use it.

## Challenge

Ask students to identify another strong detail in the writing.



The background features a complex network of glowing green lines and nodes, resembling a circuit board or data flow diagram. The lines are of varying thickness and connect several circular nodes of different sizes. The overall aesthetic is futuristic and digital.

UNIT

4

# Powering up the Contraption One Last Time

## PRIMARY FOCUS OF LESSON

### Writing

Students define the word *setting* and practice applying it in their writing. [W.4.4, ELD.PI.4.10a]

### Speaking and Listening

Students will read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.5]

## FORMATIVE ASSESSMENT

### Contraption Notepad

### A Calm Place

Students will write sentences describing a place that makes them calm. [W.4.4, ELD.PI.4.10a]

### Teacher Resources

### Speaking and Listening Observational Checklist

Students will share original work and offer peer feedback. [SL.4.1, ELD.PI.4.5]



## LESSON AT A GLANCE

	Grouping	Materials
<b>Writing (40 min.)</b>		
The Contraption Checks In	Whole Class	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing Poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist
Introducing Setting	Whole Class	
Verbal Warm-Up	Whole Class	
Skill Drill—A Calm Place	Independent	
<b>Speaking and Listening (20 min.)</b>		
Sharing	Whole Class	
Wrap-Up	Whole Class	

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 4, Lesson 1, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



- Prepare to divide students into pairs.
- Prepare the Speaking and Listening Observational Checklist.

Start Lesson

### Lesson 1: Powering up the Contraption One Last Time

# Writing



**Primary Focus:** Students define the word *setting* and practice applying it in their writing. [W.4.4, ELD.PI.4.10a]

## THE CONTRAPTION CHECKS IN

- The first thing you’ll do today is sum up where the Contraption has been and make clear how relieved you are to have it back—finally—in the classroom.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen. The camera will search the Contraption and find a new, hidden button on the Contraption.





Wait a second—does everyone see that? There's a new button on the Contraption! Maybe it picked up some new abilities while it was in Rome? Maybe it can make pasta or speak Italian! Or maybe it picked up some new skills in Orlando, Oklahoma, and it can ride in a rodeo now! Or chase tumbleweeds! Should we find out? Who's up for trying?

- Get a few volunteers to press the button, but nothing should happen.



Hmm . . . Doesn't seem to be doing anything.

- Tell students that you remember reading in the manual once that if the Contraption travels somewhere new, it can get stuck speaking the new language it learned. Tell them you're going to tell the Contraption to work, but you're going to do it in Latin, the language of ancient Rome.
- Tell students if they want, they can wave their arms like they're using a magic wand.



Okay, so *Laborare* (*lah-bohr-are-ay*) means “work.” Let's say it all together once, and then you'll say it on your own from across the room. One, two, three: “Laborare.” One more time. “Laborare!” Okay. Now (to the student across the room), say “Laborare” as loud as you can. One, two, three!

- As he or she says it, **press the space bar** on your keyboard or **swipe left** on your touch screen to make the Contraption respond. It will flash and shake as though it's filling up with new power.





It's doing something! It's doing something! Keep saying, "Laborare!"

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to make the Contraption project a large number 7 on its body.



Wow—a 7. Now what could that mean?

- Allow a moment to discuss.



Those are some interesting ideas, but without more evidence we can't know what it means, so we should probably move on.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to make the Contraption rattle and shake. It displays the words "Hominem ex Machina."



What does that say? That doesn't seem to be in English. What language might it be in? (Let students guess.) I think Latin is a good bet. Does anyone know any Latin? All I know how to say is "work."

- Tell students it almost seems as though the Contraption is developing a personality, or at least that it's on the fritz.
- Tell them that they're going to try to calm it down with their writing.

## INTRODUCING SETTING

- Ask students if they have heard the word *setting* previously and what it might mean. Then ask how a writer might achieve the effect of conveying a place fully and truly.
- Answers may vary but should include the idea of details.
- Refer students to the “Kinds of Showing Details” poster, and point out that those examples also work for writing about setting. Tell students that, when writers focus on setting, they should include details that make the reader feel as if he or she is there.
- Explain that focus and setting have in common the idea that only with detail can something be truly brought to life. Provide an example. Write the following on the board:

*In art class I had fun. Janice got in trouble in the cafeteria. Carl acted silly in the gym.*



Now can someone tell me how many different settings are in these sentences?

» Three



Does the reader get a clear picture of any one of the settings?

» No



What kinds of details could the writer provide to show the reader what each setting looks like?

- Answers will vary but could include showing details such as
  - » sights
  - » sounds
  - » smells



What details could a writer include about the first setting, art class, that would truly draw the reader into the art class and make it seem real?

- Possible answers include
  - » the sight of paint splattered on the table
  - » the smell of fresh modeling clay
  - » the sound of pencils scratching on paper
  - » the chalky-smooth feel of charcoal on your fingers.



Writers who focus on a setting reveal unique details about the place they're describing that make it seem vivid and real.



### Check for Understanding

Have students explain *setting* to a partner in their own words.

- Arrange students in pairs and ask them to discuss briefly whether or not each of the following sentences is an example of a setting that uses showing details:
  - » My mother told me to come to the kitchen, where she was waiting for me.
  - » My mother's tiny kitchen always smells like blueberry muffins and her vanilla-scented perfume.

- » The radiator isn't working in the dining room.
- » The cavernous, windowless room was dark and freezing cold.
- Allow volunteers to share answers in the case of each of the above sentences.
- Reinforce that one way to create a vivid setting is to use precise details to describe the place we want to share with readers.
- Read the following paragraph aloud.



The house is small. It has a chimney and a roof. It is not painted red or green. A house is a form of shelter. This one could protect you from the rain or snow. I really like this house.

- Ask students to name different details described in the paragraph.
- Answers may include small, chimney/roof, not red/green, or protection/shelter.
- Ask students whether, even though there are some details, this paragraph brings a place to life. Can they close their eyes and picture this house based only on the information provided?
- Ask students what details they could use to make the description more vivid and bring the place to life.
- Write on the board (without the examples in parentheses):
  - » The way a place looks (cluttered, empty, opulent, sterile, forbidding, colorful)
  - » The way a place smells (sweet, pungent, like rotten eggs, like ammonia, like cake, like body odor)
  - » The sounds in a place (sirens, birds tweeting, wolves howling, water dripping, silence, music)
  - » The people in the place (your teacher, a crowd of people, a nurse, a baseball team, a very short woman, an orchestra)
  - » The things or objects in the place (radiator, desk, bassoon, windmill, the Eiffel Tower)
  - » When the place is (a place in 1901 will feel different than a place in 2001, for instance)

- » The feeling or atmosphere of the place (hot, cold, scary, wet, arid, lonely)
- Get the students to provide examples of each item on the list (possibilities in parentheses above).
- Then explain that it's not simply enough to use details, but to use details that paint a picture. How can you tell the difference? Tell students to try to visualize what is being described to them. If they can see it in their heads, there's a good chance the details have done their job well.

### VERBAL WARM-UP



Think of a place where you feel really safe and calm. Raise your hand if that place

- has comfortable furniture
- is brightly lit
- is filled with people you trust
- has a door that locks
- is very quiet
- has some of your favorite things in it
- is decorated with calming colors

### SKILL DRILL—A CALM PLACE

- Direct students to take out their Contraption Notepad.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to display the Skill Drill. Then read it aloud.





1. Think of a place where you feel safe and calm.
2. Write 3–5 sentences describing the parts of the room that make you feel safe and calm.

- Give students 5–7 minutes to complete the drill. Remind them that you expect them to keep writing until you tell them to stop.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the Skill Drill.

- Circulate to give feedback.



### Check for Understanding

Circulate around the room and make sure students are using a variety of showing details to describe their setting.



Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Provide sentence frames and 1:1 support. (I feel safe when I am in \_\_\_\_.)

**Expanding**—Provide sentence frames and moderate support. (One detail of the room that makes me feel calm is \_\_\_\_.)

**Bridging**—Provide sentence frames and light support. (I am calm when \_\_\_\_ because \_\_\_\_.)

### Support

Remind students to look at the list on the board and the Kinds of Showing Details poster. Suggest that students close their eyes and picture their calm place. What are the first five things they notice?

### Challenge

Suggest that students add another sentence to their description of each thing on the list to make the description more detailed. Students might also look for descriptive words they could make more specific.



Speaking and Listening  
Listening Actively  
[ELD.PI.4.5]

**Emerging**—Help students demonstrate their understanding by asking yes/no or wh- questions about the writing their peers read aloud.

**Expanding**—Help students demonstrate their understanding by asking questions about details or asking them to make inferences about their peers' work.

**Bridging**—Help students demonstrate their understanding by asking direct questions about the content or theme of their peers' work.

### Support

Remind students of the sentence frame and encourage them to use it.

### Challenge

Ask students to identify another strong detail in the writing.

# Speaking and Listening



**Primary Focus:** Students will read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.5]

## SHARING

- Review the guidelines for sharing positive feedback.
- Display and review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.

## WRAP-UP

- Give students positive feedback about something specific that occurred in class.
- Do a closing poll to create connections among students and to point out the surprising things that can happen in writing. Make sure that students are looking around the room after each question that you ask. This helps them see the ways in which they connect with their classmates.



Raise your hand if you

- had ideas right away.
- had to think a bit.
- thought of more details than you thought you would.
- heard one of your classmates describe a place in a unique way.

- Remind students that, no matter what they answered, they will get the

chance to keep working on their writing in the next Contraption lesson.



We put together a lot of great writing to try to calm down the Contraption. Let's see if it's still as restless as it was before.



Can I have a volunteer to come press the button so we can see what the Contraption made of our writing?

- As the student presses the button, **press the space bar** or **swipe left** on your touch screen. The Contraption will seem to power down.



- Tell students that you're not sure what went wrong with the Contraption, but we seem to have settled it for now.

## 2

# Writing Like a Painter

**PRIMARY FOCUS OF LESSON****Writing**

Students will write detailed settings. [W.4.4, ELD.PI.4.10a]

**Speaking and Listening**

Students will share original work and offer peer feedback. [SL.4.1, ELD.PI.4.5]

**FORMATIVE ASSESSMENT****Contraption Notepad****Strong Settings**

Students will write detailed settings. [W.4.4, ELD.PI.4.10a]

**Teacher Resources****Speaking and Listening Observational Checklist**

Students will share original work and offer peer feedback. [SL.4.1, ELD.PI.4.5]

## LESSON AT A GLANCE

	Grouping	Materials
<b>Writing (20 min.)</b>		
Contraption Check-In	Whole Class	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing Poster; “Kinds of Showing Details” poster; Projector; Speakers (optional) <input type="checkbox"/> Speaking and Listening Observational Checklist
Verbal Warm-Up	Whole Class, Partners	
Skill Drill—Strong Settings	Independent	
<b>Speaking and Listening (10 min.)</b>		
Sharing	Whole Class	
Wrap-Up	Whole Class	

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 4, Lesson 2, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



- Prepare the Speaking and Listening Observational Checklist.
- Write a description of “Writing Strong Settings” on the board: “When writers focus on a setting, they use details that make the reader feel as if he or she is right there in the setting. The writer includes everything—all of the sights, sounds, and even smells that you’d smell if you were there.”

Start Lesson

### Lesson 2: Writing like a Painter

# Writing



**Primary Focus:** Students will write detailed settings. [W.4.4, ELD.PI.4.10a]

## CONTRAPTION CHECK-IN

- Ask volunteers to recap what happened with the Contraption in the last session.



That’s right—we’d just convinced the Contraption to remain here with us for a little while. We showed it that our classroom was a truly interesting place, worthy of richly detailed descriptions. And do you remember how, last class, the Robot projected that mysterious number 7 on it? What do you think that was all about?

- While they're discussing, **press the space bar** on your keyboard or **swipe left** on your touch screen and the 7 will change into a 6.



Well how do you like that! So the last one was 7, and this one is 6. Now what do you think this is all about?

- Solicit responses. Bring up the idea of a countdown, if no one else does.



I still don't know for sure what these mean, but it feels like it might represent some sort of countdown. But counting down to what?

- Ask students for suggestions, and have them explain the reasoning behind their guesses.



Well, all I know is that the Contraption seems restless, supercharged, maybe, and I have a hunch that that might have something to do with this countdown. I think we can't just sit back and assume it'll stay put. So why don't we try to charge it up, and get it psyched and excited to be here, with some more writing around place and setting.

- Point students to the "Writing Strong Settings" description on the board. Read it aloud.

## Support

Remind students of the sentence frame and encourage them to use it.

## Challenge

Ask students to identify another strong detail in the writing.



“When writers focus on a setting, they use details that make the reader feel as if he or she is right there in the setting. The writer includes everything—all of the sights, sounds, and even smells that you’d smell if you were there.”

- Tell students that, when they use many specific details, their writing a description is like a painter making a great painting that will tell the observer exactly where he or she is.
- Ask students why they think it’s important to write settings like a painter.
- Answers will vary but should include
  - » to keep the reader interested
  - » to keep the reader from being confused.
- Tell students that you are going to read a paragraph, and they should think about whether the writer has succeeded in making them feel like they were there.



I sat with my friends at lunch. The students helped a teacher carry the books out of the classroom. One boy watched a pigeon peck at crumbs on the ground outside.

How many different settings are in this sample passage?

- » Three



Does the reader get a clear picture of any one of the settings?

- » No



## VERBAL WARM-UP

- Tell students they will practice writing strong settings that paint a picture with words, but before they write you'll do a verbal warm-up together to start their thinking.



Think about the setting of the first sentence in the sample paragraph: lunch. What details could the writer include that would truly draw the reader into a cafeteria at lunchtime, that would truly paint the picture of lunchtime at a school?

- Possible answers might include the sight of students eating and talking at tables, students throwing food, the smell of pizza.

## SKILL DRILL—STRONG SETTINGS

- Direct students to take out their Contraption Notepad.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to display the Skill Drill. Then read it aloud.



1. **Choose one sentence from the sample passage (below) and copy it on the page.**

*I sat with my friends at lunch. The students helped a teacher carry the books out of the classroom. One boy watched a pigeon peck at crumbs on the ground outside.*

2. **Write two more sentences that take place in the same setting.**
3. **Think carefully about details that describe the setting.**



Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Encourage students to think about the setting's sounds, smells, and sights. Provide 1:1 support to help them describe these things.

**Expanding**—Encourage students to think about the setting's sounds, smells, and sights. Provide moderate support.

**Bridging**—Encourage students to think about the setting's sounds, smells, and sights. Provide light support.

### Support

Remind students to use the Kinds of Showing Details poster to help them describe the setting. Tell them to think of locations from their own lives where the action in the passage might occur to base their descriptions on.

### Challenge

If students have written carefully about one of the sentences from the passage, suggest that they write about a second sentence as well. Ask them to connect the two locations if it seems relevant. For example, maybe you can see one location from another.

- Give students 5–7 minutes to complete the drill. Remind them that you expect them to keep writing until you tell them it's time to stop. Circulate to give feedback.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the Skill Drill.



### Check for Understanding

Circulate around the classroom and make sure students are including specific details that create a setting where the action occurs.



### Speaking and Listening Listening Actively [ELD.PI.4.5]

**Emerging**—Help students demonstrate their understanding by asking yes/no or wh- questions about the writing their peers read aloud.

**Expanding**—Help students demonstrate their understanding by asking questions about details or asking them to make inferences about their peers' work.

**Bridging**—Help students demonstrate their understanding by asking direct questions about the content or theme of their peers' work.



# Speaking and Listening

**Primary Focus:** Students will share original work offer peer feedback.  
[SL.4.1, ELD.PI.4.5]

## SHARING

- Ask students to review the poster with rules for sharing work and offering positive feedback.
- Have two or three students share their work aloud and ask for feedback.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- Point out all of the ways students have been doing a great job with sharing. Let them know that you appreciate when they volunteer to read their work aloud, read loudly and clearly, respond positively, and listen attentively and quietly. Every aspect of the sharing session is

important, and everyone in the class has a part in making sure it goes the way it should. Emphasize that you expect them to continue doing all of these great things.

- Have volunteers feed their work into the Controller and press the controller button.

- When they do, as the volunteer presses the button, **press the space bar** on your keyboard or **swipe left** on your touch screen to make the Contraption bounce and glow.



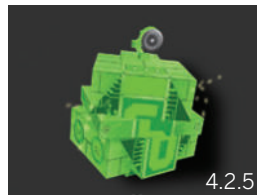
- Tell students you're curious what will happen if they press the button again. Ask students if they want to press the button again. If they do, let a volunteer press the button. If not, you'll just pretend the Contraption has lost control of itself.

- Either way, **press the space bar** on your keyboard or **swipe left** on your touch screen again.



- The Contraption seems to be over charged and starts to whirl around.
- Once again, ask them if they want to press the button again.

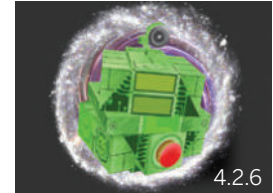
- Either way, **press the space bar** on your keyboard or **swipe left** on your touch screen again. This will make the Contraption spin even faster and spark and emit steam/smoke.





Maybe we need to say some really boring, calm descriptions of places to calm it down. Try it! Just call them out!

- But it doesn't work, **press the space bar** on your keyboard or **swipe left** on your touch screen again and the Contraption will zoom away down a wormhole.



- However, the wormhole will not close entirely this time. Tell students that we might be able to find a way to pull the Contraption back through like last time.

#### WRAP-UP

- Give students positive feedback about something specific that occurred in class.
- Do a closing poll to create connections among students and to point out the surprising things that can happen in writing.
- Make sure the students are looking around the room after each question that you ask. This helps them see the ways in which they connect with their classmates.



Raise your hand if you

- had ideas right away.
- had to think a bit.
- remembered more details than you thought you would.
- heard one of your classmates describe a moment in a unique way.



We put together a lot of great writing today. I don't know that we're going to see the Contraption again—I honestly don't know what we'd have to do to get it to come back this time, and maybe it's broken down somewhere?!—but I feel good about where we are right now, writing-wise. And that's the important thing. Right?

# In the Absence of the Contraption

## PRIMARY FOCUS OF LESSON

### Writing

Students will write paragraphs describing a place as if they are seeing it for the last time. [W.4.4, ELD.PI.4.10a]

### Speaking and Listening

Students will share original work and offer peer feedback. [SL.4.1, ELD.PI.4.5]

## FORMATIVE ASSESSMENT

### Contraption Notepad

### Last Look

Students will write paragraphs describing a place as if they are seeing it for the last time. [W.4.4, ELD.PI.4.10a]

### Teacher Resources

### Speaking and Listening Observational Checklist

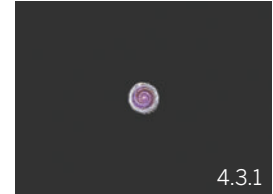
Students will share original work and offer peer feedback. [SL.4.1, ELD.PI.4.5]

## LESSON AT A GLANCE

	Grouping	Materials
<b>Writing (15 min.)</b>		
Verbal Warm-Up	Whole Class	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing Poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist
Writing Prompt—Last Look	Independent	
<b>Speaking and Listening (15 min.)</b>		
Sharing	Whole Class	
Wrap-Up	Whole Class	

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 4, Lesson 3, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



- Prepare the Speaking and Listening Observational Checklist.

Start Lesson

### Lesson 3: In the Absence of the Contraption

# Writing



**Primary Focus:** Students will write paragraphs describing a place as if they are seeing it for the last time. [W.4.4, ELD.PI.4.10a]

## VERBAL WARM-UP



So, unfortunately, the Contraption hasn’t reappeared since our last lesson. I was hoping it would, but so far—nada. Nothing. So we are therefore left to our own devices, so to speak (haha). It might be a little lonelier, but as far as writing goes, the absence of something is just as interesting as the presence of something. We’ll write about that today. Let’s start thinking about it with a verbal warm-up.





Raise your hand if you have ever

- missed someone or something.
- moved from one home to another home.
- left a vacation spot you loved.
- noticed a building or business in your neighborhood being torn down.
- lost something you really loved.



If you have raised your hand to any of these, can you picture in your head what you might see or hear?

### WRITING PROMPT—LAST LOOK

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to bring up the writing prompt, then read it aloud.



**Describe a place that you love as though you're seeing it for the last time. What would you most notice about it? What details would you most want to remember and preserve?**

- Direct students to Contraption Notepad and ask them to record the title. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop (12 minutes).
- When time elapses, ask students to stop writing.



Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Have students work in small groups and ask each other about additional details from the setting described.

**Expanding**—Have students work in pairs and ask each other about additional details from the setting described.

**Bridging**—Have students identify three additional details from the setting described.

### Support

Tell students to close their eyes and picture the place. What are five things they notice first? Why do they love this place? How can they show the reader what is wonderful about it?

### Challenge

Suggest that students describe a particularly important moment that occurred at the place they're describing.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the writing prompt.

- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.



### Check for Understanding

As students write, circulate to give them feedback on their writing. Your comments should be concise and encouraging, and they should reinforce a writing skill. Make sure they are including specific details that help the reader understand how the writer feels about the place he or she is describing.



### Speaking and Listening Listening Actively [ELD.PI.4.5]

**Emerging**—Help students demonstrate their understanding by asking yes/no or wh- questions about the writing their peers read aloud.

**Expanding**—Help students demonstrate their understanding by asking questions about details or asking them to make inferences about their peers' work.

**Bridging**—Help students demonstrate their understanding by asking direct questions about the content or theme of their peers' work.



# Speaking and Listening

**Primary Focus:** Students will share original work and offer peer feedback.  
[SL.4.1, ELD.PI.4.5]

## SHARING

- Ask students to review the poster with rules for sharing work and offering positive feedback.
- Have two or three students share their work aloud and ask for feedback.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.

## WRAP-UP



That's wonderful stuff. If only the Contraption were here to hear it. But then again, maybe you wouldn't have written so well if you weren't missing our dear friend, the Contraption. All I can say is you did that Contraption proud. If anything is going to draw it back to us, it's going to be writing like that—with those sorts of clear and evocative details.

- Ask students if they noticed anything distinctive about writing about a setting as if they might never see it again. Are there things they noticed or did that they might be able to use in other descriptive writing?

## Support

Remind students of the sentence frame and encourage them to use it.

## Challenge

Ask students to identify another strong detail in the writing.

## 4

# Imagining Place

**PRIMARY FOCUS OF LESSON****Writing**

Students will write paragraphs describing a setting from the Contraption's perspective. [W.4.4, ELD.PI.4.10a]

**Speaking and Listening**

Students will share original work and offer peer feedback. [SL.4.1, ELD.PI.4.5]

**FORMATIVE ASSESSMENT****Contraption Notepad****Postcard from the Contraption**

Students will write paragraphs describing a setting from the Contraption's perspective. [W.4.4, ELD.PI.4.10a]

**Teacher Resources****Speaking and Listening Observational Checklist**

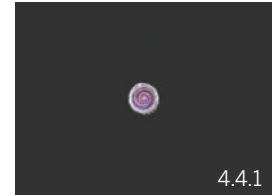
Students will share original work and offer peer feedback. [SL.4.1, ELD.PI.4.5]

## LESSON AT A GLANCE

	Grouping	Materials	
<b>Writing (15 min.)</b>			
Verbal Warm-Up	Whole Class, Partners	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing Poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist	
Writing Prompt—Postcard from the Contraption	Independent		
<b>Speaking and Listening (15 min.)</b>			
Sharing	Whole Class		
The Contraption Returns	Whole Class		
Wrap-Up	Whole Class		

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 4, Lesson 4, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



- Prepare the Speaking and Listening Observational Checklist.

Start Lesson

### Lesson 4: Imagining Place

# Writing



**Primary Focus:** Students will write paragraphs describing a setting from the Contraption’s perspective. [W.4.4, ELD.PI.4.10a]

## VERBAL WARM-UP



So our pesky friend the Contraption is stubbornly still not back. I am starting to think maybe it really did break down somewhere. This is worrying. In light of this development—or, really, lack of development—I guess we are left to imagine where it might be.

- Tell students that today they will write about where the Contraption might be using their setting writing skills. To begin, do a verbal warm-up.



Raise your hand if you've ever

- been to a beach.
- been somewhere really, really cold.
- been in a forest.
- gone to a baseball game.
- been to a foreign country.



If you have raised your hand to any of these, can you picture in your head what you might see or hear?

## WRITING PROMPT—POSTCARD FROM THE CONTRAPTION

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to bring up the writing prompt, then read it aloud.



**Imagine that the Contraption is in one of the places we just listed. Write as though you are the Contraption and describe what you see. Remember to use lots of details and to focus on how the place looks, sounds, smells, and feels.**

- Direct students to the Contraption Notepad and ask them to record the title. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop (12 minutes).
- When time elapses, ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.



Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Help students generate ideas by asking yes/no questions. (Does the Contraption smell/hear/feel/see/taste anything in this place?)

**Expanding**—Help students generate ideas by asking wh- questions. (What does the Contraption smell/touch/hear/feel/see/taste?)

**Bridging**—Help students generate ideas by asking open-ended questions. (How does the Contraption feel in this place?)

### Support

Remind students to use the “Kinds of Showing Details” poster when describing this setting.

### Challenge

Ask students to include details about how the Contraption feels about where it is compared to the classroom it left. Does it want to return? Why or why not?

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the writing prompt.



### Check for Understanding

As students write, circulate to give them feedback on their writing. Your comments should be concise and encouraging, and they should reinforce a writing skill. Make sure that students are writing from the point of view of the Contraption and including specific details.



Speaking and Listening  
Listening Actively  
[ELD.PI.4.5]

**Emerging**—Help students demonstrate their understanding by asking yes/no or wh- questions about the writing their peers read aloud.

**Expanding**—Help students demonstrate their understanding by asking questions about details or asking them to make inferences about their peers' work.

**Bridging**—Help students demonstrate their understanding by asking direct questions about the content or theme of their peers' work.

# Speaking and Listening



**Primary Focus:** Students will share original work and offer peer feedback.  
[SL.4.1, ELD.PI.4.5]

## SHARING

- Ask students to review the poster with rules for sharing work and offering positive feedback.
- Have two or three students share their work aloud and ask for feedback.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.



## THE CONTRAPTION RETURNS



That's wonderful stuff. Wouldn't it be incredible if the Contraption could be here to hear it? Maybe we should try pressing the button just to see if it might summon our friend back to us again. Can I have a volunteer to press it?

- As the student presses the button, walk over to the screen and put your face close to the wormhole graphic.



Oh my gosh! Do you hear that?

- Invite some students to come up and put their ears close to the wormhole. They will not hear anything because there's not really anything to hear. But continue pretending you hear something.



You really don't hear anything? I can hear horns honking, sirens wailing, people yelling, the sounds of construction sites and tour buses and street vendors hawking their wares. . . Huh I'm surprised you can't hear anything. Keep trying, ok?

- Go back to your device and **press the space bar** on your keyboard or **swipe left** on your touch screen to make the Contraption reappear through the wormhole.



Oh hey, would you look at that! I guess those sounds I heard meant it was on its way. Maybe I was hearing the sounds of the place where it's been all this time. What do you think?

- Briefly discuss.

## Support

Remind students of the sentence frame and encourage them to use it.

## Challenge

Ask students to identify another strong detail in the writing.



What's it covered in?

- Ask students to describe the Contraption right now, especially what it is covered in, with details.



Based on the sounds I heard and also what it's covered in—grime, graffiti, rust—where would you guess it's been? Use evidence to back up your guess.

- Answers will vary but might include
  - » big cities.



Okay, Contraption. We're glad to have you back. Is there anything at all you have to say for yourself?

- **Press the space bar** on your keyboard or **swipe left** on your touch screen. The Contraption projects a message.

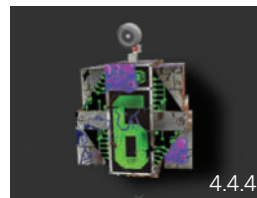


- Ask for a volunteer to read the message out loud. It says: "My ears, if I had them, would be ringing."



Wow. What do you think our Contraption was doing in the big city that made its ears ring? I was hearing some pretty loud sounds so maybe it got a headache. Anyway, let's keep that question in mind for next time.

- As they do, **press the space bar** on your keyboard or **swipe left** on your touch screen, and the message will close.



- Tell students they need to clean off the Contraption. Tell them that to clean off the Contraption, they'll all need to swipe two hands through the air in front of them, from left to right, all at once.
- Count to three, and have students swipe their arms from left to right.

- As they do, **press the space bar** on your keyboard or **swipe left** on your touch screen, the Contraption will clean itself off.



- Then, **press the space bar** on your keyboard or **swipe left** on your touch screen again. The Contraption will project something else on its body—this time a large number 5.



So I guess we're back to our countdown. But just what are we counting down to?

## WRAP-UP

- Ask students what they think they might focus on next in their writing, given the Contraption's latest message. What might "ringing ears" mean the Contraption wants to hear about?

# Sound and Setting

## PRIMARY FOCUS OF LESSON

### Writing

Students will write a paragraph describing a noisy place from the Contraption's perspective. [W.4.4, ELD.PI.4.10a]

### Speaking and Listening

Students will share original work and offer peer feedback. [SL.4.1, ELD.PI.4.5]

## FORMATIVE ASSESSMENT

### Contraption Notepad

#### Contraption in a Loud Place

Students will write a paragraph describing a noisy place from the Contraption's perspective. [W.4.4, ELD.PI.4.10a]

### Teacher Resources

#### Speaking and Listening Observational Checklist

Students will share original work and offer peer feedback. [SL.4.1, ELD.PI.4.5]

## LESSON AT A GLANCE

	Grouping	Materials
<b>Writing (15 min.)</b>		
Verbal Warm-Up	Whole Class	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing Poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist
Writing Prompt—Contraption in a Loud Place	Independent	
<b>Speaking and Listening (15 min.)</b>		
Sharing	Whole Class	
Wrap-Up	Whole Class	

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 4, Lesson 5, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



- Prepare the Speaking and Listening Observational Checklist.

Start Lesson

### Lesson 5: Sound and Setting

# Writing

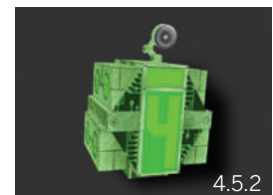


**Primary Focus:** Students will write a paragraph describing a noisy place from the Contraption’s perspective. [W.4.4, ELD.PI.4.10a]

## VERBAL WARM-UP

- Ask students to recap where the Contraption lessons left off.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen . The number 5 will change to a number 4 and the Contraption will start bouncing and glowing.





A four! I guess we're still counting down, huh? To what? We don't know. I wonder if the countdown is related to all the Contraption's weird malfunctions and disappearances? Who knows! In the meantime, we need to figure out what might have made the Contraption's "ears" ring while it was in the city. Should we just ask it? Can someone come up here and press the button?

- Have a student press the button on the controller, but this time do not press the space bar on your keyboard or swipe left on your touch screen, so that the Contraption doesn't respond.



Hmm . . . I guess the Contraption isn't feeling so communicative today. Maybe it's tired out from its travels. So why don't we see if we can come up with some ideas. Let's start with a verbal warm-up. Maybe we can imagine what happened to the Contraption.



Raise your hand if you:

- have ever been to a very loud concert.
- have been in school near a fire alarm going off.
- have been at a stadium when the popular team is scoring.
- like being in loud places.



If you have raised your hand to any of these, can you picture in your head what you might see or hear?



Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Provide sentence frames and 1:1 support. (When I hear loud noises I \_\_\_\_.)

**Expanding**—Provide sentence frames and moderate support. (One loud noise I dislike is \_\_\_\_ because \_\_\_\_.)

**Bridging**—Provide sentence frames and light support. (Noises like \_\_\_\_ make me feel like \_\_\_\_.)

### Support

Remind students of all the things that were on the Contraption when it returned in the last lesson. What sounds would you associate with those things? How might they have ended up on the Contraption?

### Challenge

Suggest that students use a simile or metaphor to describe the loudness of the place.

## WRITING PROMPT—CONTRAPTION IN A LOUD PLACE

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to bring up the writing prompt, then read it aloud.



**Write about the Contraption being somewhere very loud. Use details to show the reader how loud it was, and why the Contraption might have come away with a headache and ringing ears! Write as though you are the Contraption—in the first person—as in “I was in a subway station” or “I was at a football game,” etc.**

- Direct students to Contraption Notepad and ask them to record the title. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop (12 minutes).
- When time elapses, ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the writing prompt.





### Check for Understanding

As students write, circulate to give them feedback on their writing. Your comments should be concise and encouraging, and they should reinforce a writing skill. For today, make sure they are describing sounds from the Contraption's point of view using specific language.



### Speaking and Listening Listening Actively [ELD.PI.4.5]



# Speaking and Listening

**Primary Focus:** Students will share original work and offer peer feedback.  
[SL.4.1, ELD.PI.4.5]

## SHARING

- Review the guidelines for sharing positive feedback.
- Display and review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.
- Ask volunteers to share their writing. After a few have, ask a volunteer to press the Controller's button.

- When someone does, **press the space bar** on your keyboard or **swipe left** on your touch screen and make the Contraption return to normal.



**Emerging**—Help students demonstrate their understanding by asking yes/no or wh- questions about the writing their peers read aloud.

**Expanding**—Help students demonstrate their understanding by asking questions about details or asking them to make inferences about their peers' work.

**Bridging**—Help students demonstrate their understanding by asking direct questions about the content or theme of their peers' work.

## Support

Remind students of the sentence frame and encourage them to use it.

## Challenge

Ask students to identify another strong detail in the writing.

## WRAP-UP



Wow, I guess our work was enough to make the Contraption want to stick around. No malfunctions during this class as far as I could tell. Or I guess it's possible it doesn't like being reminded of all those loud places. This is the downside to not being human, I guess—it can't tell us if it's excited or annoyed. But there's nothing we can do about that. I think we did good work today imagining the kinds of things that might have made the Contraption's ears ring. And just so people can get a sense of all the variety in today's writing, let's do a closing poll.

- Create connections among students and point out the surprising things that can happen in writing by doing a closing poll. Make sure the students are looking around the room after each question. This helps them see the ways in which they are different from their classmates as well as the ways in which they connect.



Raise your hand if the loud place you wrote about

- was crowded.
- involved music.
- was in the city.
- was in school.



# Sense and Setting

## PRIMARY FOCUS OF LESSON

### Writing

Students will compose original paragraphs focusing on creating a sense of place through auditory details. [W.4.4, ELD.PI.4.10a]

### Speaking and Listening

Students will read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.5]

## FORMATIVE ASSESSMENT

### Contraption Notepad

#### The Details You Don't See

Students will compose original paragraphs focusing on creating a sense of place through sound details. [W.4.4, ELD.PI.4.10a]

### Teacher Resources

#### Speaking and Listening Observational Checklist

Students will share original work and offer peer feedback. [SL.4.1, ELD.PI.4.5]

## LESSON AT A GLANCE

	Grouping	Materials	
<b>Writing (15 min.)</b>			
Verbal Warm-Up	Whole Class	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing Poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist	
Writing Prompt—The Details You Don’t See	Independent		
<b>Speaking and Listening (15 min.)</b>			
Sharing	Whole Class		
The Contraption Returns	Partners		
Wrap-Up	Whole Class		

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 4, Lesson 6, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



- Prepare the Speaking and Listening Observational Checklist.
- Select a song to sing or play at the end of the lesson.

Start Lesson

### Lesson 6: Sense and Setting

# Writing



**Primary Focus:** Students will compose original paragraphs focusing on creating a sense of place through auditory details. [W.4.4, ELD.PI.4.10a]

- Ask students to review what they covered in the last Contraption lesson.

Students should report that they wrote from the Contraption’s perspective about a loud place where the Contraption might have been.



Okay, let’s see what the Contraption’s up to today.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen. The 4 on the Contraption will change to a 3 and it will start bouncing and glowing again.





I guess we're getting close to whatever it is that will happen when we get to zero! But since that is still a mystery, all we can do is move forward and hope for the best. So today we're going to continue our focus on sound as a way to create setting. I am going to ask you to observe a setting using only your sense of hearing. Then, when you write, you can use sound to enrich your setting descriptions. When we focus on this one sense in isolation, we will notice a surprising level of detail.



What are some of the sounds that we hear every day?

- Answers will vary but might include
  - » people talking
  - » cars honking
  - » the wind
  - » phones ringing
  - » someone snoring
  - » someone laughing
  - » someone coughing.



What are words that we might use to describe the sounds we hear every day?

- Answers will vary but might include *shout, whisper, loud, soft, gravely, rasping, scratchy, high-pitched, rumbling.*

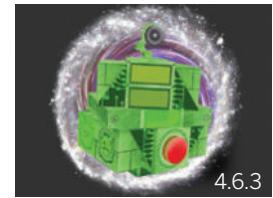
## VERBAL WARM-UP



Okay, now tell me the sorts of sounds you might hear

- at the beach.
- around the dinner table.
- in a nursery school.
- in the supermarket.
- in a forest.

- Just as students are answering the final question about sounds in the forest, **press the space bar** on your keyboard or **swipe left** on your touch screen to make the Contraption spin, shake, and then disappear down the wormhole.



Whoa, whoa, whoa—did you see that? What happened? The Contraption seems to have, once again, malfunctioned and just . . . disappeared. Where might it have gone this time? Do you think it has to do with the countdown?? Could it have anything to do with the sounds we were just talking about in those various places? Sounds really do evoke a place, after all, and maybe the Contraption got so wrapped up in our discussion that we literally transported it to one of those places.



So, maybe, to get it to come back, we need to evoke our classroom just as richly and vividly. That might just summon the Contraption back here. It worked once before, so it's worth a shot, don't you think? I think so. We did a verbal warm-up, so let's do a listening warm-up too.

- Tell the students to rearrange themselves in the classroom. They should spread out and sit on the floor with their notebooks, and make themselves comfortable. They should sit somewhere they haven't sat before, which will offer them a new perspective on the classroom. Once they're seated, tell everyone to close their eyes.





Listen to the sounds of the classroom and of the school. I bet you'll hear things you've never noticed before.

- Give students 2–3 minutes to listen in silence.



Now open your eyes and take a minute or two to jot down all the sounds you heard. Even if you heard something unfamiliar, try to describe it.

- Have each student share one sound, and write these on the board. When a student describes a sound, ask others to raise their hands if they heard the same sound.
- Ask students if they were surprised at the noises they heard. Did the sounds put them in a certain mood?



Now imagine you were sharing some of the sounds we have on the board with a person who didn't know where you were. Would these sounds indicate to this person that you were in a school without your having to say so? I think so. You don't have to say the setting is a school—the sounds do it for you. They paint the picture. Keep that in mind as you write.

### WRITING PROMPT—THE DETAILS YOU DON'T SEE

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to bring up the writing prompt, then read it aloud.



Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Have students sit silently for two minutes to listen to the sounds of the classroom, then share their observations in small groups.

**Expanding**—Have students sit silently for two minutes to listen to the sounds of the classroom, then share their observations with a partner.

**Bridging**—Have students sit silently for two minutes to listen to the sounds of the classroom.

### Support

Remind students of the sounds they heard in the silent listening time and the sounds the class discussed.

### Challenge

Ask students to add other non-visual details, such as smells or textures.



**Imagine that you are describing your classroom the way a blindfolded person might experience it. How would this person “see” the room without his or her eyes? Focus on the sounds in your classroom and describe them using details.**

- Direct students to the Contraption Notepad and ask them to record the title. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop (12 minutes).
- When time elapses, ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the writing prompt.



### Check for Understanding

As students write, circulate to give them feedback on their writing. Your comments should be concise and encouraging, and they should reinforce a writing skill. Today, make sure students are describing a variety of sounds in the classroom with details.

# Speaking and Listening



**Primary Focus:** Students will read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.5]

## SHARING

- Review the guidelines for sharing positive feedback.
- Display and review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, model using the sentence frame to give positive feedback on the student's work. Ask one or two volunteers to give additional positive feedback using the sentence frame.

## THE CONTRAPTION RETURNS

- After the students have shared a number of pieces, say:



Hey, does anyone smell that?

- No one smells anything. But go right up to the wormhole on the screen. Put your face as close to it as you can.



I'm getting really strong scents right now. I'm surprised no one else can smell anything! I smell fresh air and pine needles and grass and trees just after rain. Really, no one else smells a thing? Do you think it's possible that the Contraption is nearby? If so, where do you think it's been based on what I've been smelling?



Speaking and Listening  
Listening Actively  
[ELD.PI.4.5]

**Emerging**—Help students demonstrate their understanding by asking yes/no or wh- questions about the writing their peers read aloud.

**Expanding**—Help students demonstrate their understanding by asking questions about details or asking them to make inferences about their peers' work.

**Bridging**—Help students demonstrate their understanding by asking direct questions about the content or theme of their peers' work.

## Support

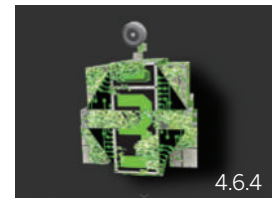
Remind students of the sentence frame and encourage them to use it.

## Challenge

Ask students to identify another strong detail in the writing.

- Discuss.
- Arrange the students into pairs. In each pair, have students write a list of places the Contraption might have been based on the smells you shared. Tell them to include the evidence that makes them think it might be each place.
- Ask pairs about their answers. Most pairs should have guessed a forest. Select one of those pairs to feed their work into the Controller. One should press the button while the other feeds the work in.

- While this is happening, **press the space bar** on your keyboard or **swipe left** on your touch screen. The Contraption will emerge from the wormhole, covered in nature foliage.



Wow, it looks like you were right. The Contraption must've been in a forest!

## WRAP-UP

- Remind students how to clean the Contraption: they have to swipe their hands from the left to the right across their bodies. Have them practice, and then have them all do it on the count of three.

- As students swipe through the air, **press the space bar** on your keyboard or **swipe left** on your touch screen to make the Contraption shake off its foliage.





# Music and Place

## PRIMARY FOCUS OF LESSON

### Writing

Students will write sentences about where they imagine the Contraption to be with invented details. [W.4.4, ELD.PI.4.10a]

### Speaking and Listening

Students will read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.5]

## FORMATIVE ASSESSMENT

### Contraption Notepad

### Another World

Students will write sentences about a fantasy setting where they imagine the Contraption to be with invented details. [W.4.4, ELD.PI.4.10a]

### Teacher Resources

### Speaking and Listening Observational Checklist

Students will share original work and offer peer feedback. [SL.4.1, ELD.PI.4.5]

## LESSON AT A GLANCE

	Grouping	Materials
<b>Writing (15 min.)</b>		
Contraption Rocks	Whole Class	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing Poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist
Verbal Warm-Up	Whole Class	
Skill Drill—Another World	Independent	
<b>Speaking and Listening (15 min.)</b>		
Sharing	Whole Class	
Wrap-Up	Whole Class	

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 4, Lesson 7, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



4.7.1

- Prepare the Speaking and Listening Observational Checklist.

Start Lesson

### Lesson 7: Music and Place

# Writing



**Primary Focus:** Students will write sentences about where they imagine the Contraption to be with invented details. [W.4.4, ELD.PI.4.10a]

## CONTRAPTION ROCKS

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to change the 3 on the Contraption to a 2, and the Contraption will start playing strange music.



4.7.2



That’s funny. It looks like our pal the Contraption is rocking out to some music. I didn’t even realize it could HEAR, did you? But anyway, I’m glad it’s found something it enjoys. What is it listening to?



- Turn up the volume on the instrumental sci-fi music so the class can hear.



Wow. What kind of music is that? How would you describe it?



Would you say it's melodic? Could you hum along to it? Or is it strange and jarring?



What kind of mood would you say this music creates? If this music were the soundtrack to a movie scene, would you say the scene was probably a happy one? A sad one? A creepy one? A weird one?



Does this music suggest or make you think of a particular place? Either one you've been or one you could imagine? If so, where?

- **Press the space bar** on your keyboard or **swipe left** on your touch screen. The Contraption shakes and bounces and then disappears!





Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Provide sentence frames and 1:1 support. (This planet is strange because \_\_\_\_.)

**Expanding**—Provide sentence frames and moderate support. (The things that live on this planet do \_\_\_\_ instead of \_\_\_\_.)

**Bridging**—Provide sentence frames and light support. (This planet is not like Earth because \_\_\_\_.)

**Support**

Ask students what they first pictured when listening to the music. Remind them of the Examples of Good Detail poster, and ask them to write one sentence for each of the five categories.

**Challenge**

Ask students to write one or two sentences that describe the sounds in this place and compare them to the music.

**VERBAL WARM-UP**



Oh my gosh, not AGAIN. Where'd our friend go off to this time?? Any ideas? Do you think it might have had something to do with the music? Holy moly, that Contraption sure is RESTLESS. Or is it malfunctioning? It seems like something isn't quite right with the Contraption, to say the least.

- Ask students for their suggestions of where the music might suggest the Contraption went, and write these on the board. After each idea, ask the student to explain why the music led him or her to that idea/suggestion. After a few minutes, or when you have at least a dozen items on the list, explain that each of these places could be the topic of a single notepad entry.

**SKILL DRILL—ANOTHER WORLD**

- Direct students to take out their Contraption Notepad.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to display the Skill Drill. Then read it aloud.



- 1. Try to think of a strange planet or bizarre fantastical setting.**
- 2. Write at least five sentences about this place. Be as detailed as you can be. The place can be real or imagined, of this world or out of this world.**

- Give students 5–7 minutes to complete the drill. Remind them that you expect them to keep writing until you tell them to stop.



### Check for Understanding

As students write, circulate to give them feedback on their writing. Your comments should be concise and encouraging, and they should reinforce a writing skill. Ask students what about the music inspired particular setting details.



### Speaking and Listening Listening Actively [ELD.PI.4.5]

**Emerging**—Help students demonstrate their understanding by asking yes/no or wh- questions about the writing their peers read aloud.

**Expanding**—Help students demonstrate their understanding by asking questions about details or asking them to make inferences about their peers' work.

**Bridging**—Help students demonstrate their understanding by asking direct questions about the content or theme of their peers' work.

### Support

Remind students of the sentence frame and encourage them to use it.

### Challenge

Ask students to identify another strong detail in the writing.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the Skill Drill.



# Speaking and Listening

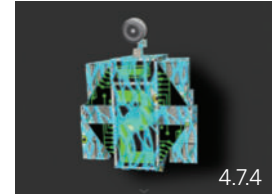
**Primary Focus:** Students will read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.5]

## **SHARING**

- Review the guidelines for sharing positive feedback.
- Display and review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.

## WRAP-UP

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to make the Contraption reappear through the wormhole.



- It is covered in some sort of sci-fi/fantasy goo.



Hey—would you look at that? It's back again! And, from the looks of it, our pal was somewhere literally out of this world! Based on its appearance and what it picked up while away, where does it look like it's been?

- Discuss briefly.



So once again it seems like the places we conjured with words alone truly transported our Contraption away. It's a very impressionable, restless little thing right now, I guess! Or maybe our words are just that powerful.

- Tell students they need to clean off the Contraption for the night.
- Remind students how to clean the Contraption: they have to swipe their hands from the left to the right across their bodies. Have them practice, and then have them all do it on the count of three.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to clean off the Contraption.





## 8

# Remembered Places

## PRIMARY FOCUS OF LESSON

### Writing

Students will compose paragraphs that focus on an important place from their past. [W.4.4, ELD.PI.4.10a]

### Speaking and Listening

Students will read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.5]

## FORMATIVE ASSESSMENT

### Contraption Notepad

#### Remembered Places

Students will compose paragraphs that focus on an important place from their past. [W.4.4, ELD.PI.4.10a]

### Teacher Resources

#### Speaking and Listening Observational Checklist

Students will share original work and offer peer feedback. [SL.4.1, ELD.PI.4.5]

## LESSON AT A GLANCE

	Grouping	Materials
<b>Writing (15 min.)</b>		
Verbal Warm-Up	Whole Class	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing Poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist
Writing Prompt—Remembered Places	Independent	
<b>Speaking and Listening (15 min.)</b>		
Sharing	Whole Class	
Contraption Surprise	Whole Class	
Wrap-Up	Whole Class	

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 4, Lesson 8, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



- Prepare the Speaking and Listening Observational Checklist.
- Prepare a personal narrative related to the birth of a child or the story your parents told about your own birth.

Start Lesson

### Lesson 8: Remembered Places

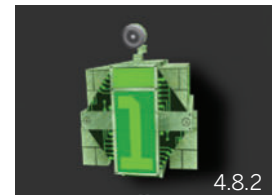
# Writing



**Primary Focus:** Students will compose paragraphs that focus on an important place from their past. [W.4.4, ELD.PI.4.10a]

## VERBAL WARM-UP

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to turn the 2 on the Contraption to a 1 and it starts bouncing and glowing.



Hi, everyone. Okay, so lest we forget, the Contraption has reminded us that we are down to number 1 in our countdown. That's right, folks, 1.





Which means the event—whatever it is—is nigh. (Nigh means near, or soon.) But I'm still not sure what to do with this information that isn't really information, so all I can think to do is keep going. The more we write about setting, the closer we must be getting to an answer.

## VERBAL WARM-UP



Let's hope for the best and do a verbal warm-up. We're continuing to think about place today, and specifically place as it relates to memory. So, raise your hand if you remember

- the first house where you lived. (It's okay if you're still there!)
- the first classroom you ever had.
- the hospital room where your sibling was born.
- your very first bedroom.
- the first city or town where you lived.

If you have raised your hand to any of these, can you picture in your head what you might see or hear?

## WRITING PROMPT—REMEMBERED PLACES

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to bring up the writing prompt, then read it aloud.



Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Help students generate ideas by asking yes/no questions. (Is this place important because of who you saw there?)

**Expanding**—Help students generate ideas by asking wh- questions. (What did you do at this place?)

**Bridging**—Help students generate ideas by asking open-ended questions. (How did you feel when you visited this place?)

### Support

Remind students of the “Kinds of Showing Details” poster as they describe the setting.

### Challenge

If students have created a detailed setting, tell them to make sure they are showing, not telling, why the place is important to them, using things people are doing and saying.



**Think about an important place from your past. Describe this place in such a way that your reader understands why it's important to you. Be sure to make the description of your setting focused and detailed.**

- Direct students to the Contraption Notepad and ask them to record the title. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop (12 minutes).
- When time elapses, ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the writing prompt.



### Check for Understanding

As students write, circulate to give them feedback on their writing. Your comments should be concise and encouraging, and reinforce a writing skill. Today, make sure students are describing the setting with details and showing why it is important to them.

# Speaking and Listening



**Primary Focus:** Students will read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.5]

## SHARING

- Review the guidelines for sharing positive feedback.
- Display and review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.
- Ask students to review the poster with rules for sharing work and offering positive feedback.

## CONTRAPTION SURPRISE



Now that you've all shared your stories, I have one I'd like to share—about where I was when I first met [my sibling, my child, my friend's child] after he or she was born . . .

- After you tell your story, **press the space bar** on your keyboard or **swipe left** on your touch screen so the Contraption starts to bounce more and glow with a greater intensity.



Speaking and Listening  
Listening Actively  
[ELD.PI.4.5]

**Emerging**—Help students demonstrate their understanding by asking yes/no or wh- questions about the writing their peers read aloud.

**Expanding**—Help students demonstrate their understanding by asking questions about details or asking them to make inferences about their peers' work.

**Bridging**—Help students demonstrate their understanding by asking direct questions about the content or theme of their peers' work.

## Support

Remind students of the sentence frame and encourage them to use it.

## Challenge

Ask students to identify another strong detail in the writing.



Huh, what do you think it's doing? It's almost as if it was interested in my story . . .

- Pretend to hear the Contraption burp.



Was that a belch I just heard? Did anyone else hear that?



Okay, maybe our pal is having a bit of indigestion. Can someone help it out by pressing its button? Maybe that will calm it down.

- But as the volunteer presses the button, do not press the space bar, so that nothing changes. It just continues to shake.



Okay, maybe not. This seems like more than a simple case of indigestion. What's going on?



I think we need to do something to help our pal. But what should we do? We need to calm it down. Maybe a kind of chant or lullaby? Let's all gather round.

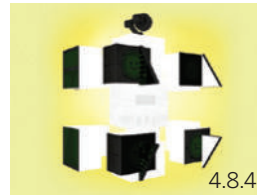
- Get everyone up and out of their seats.



Give me details. Give me details of a setting that feel clear and focused. I'll start: "The barn was full of horses and the fresh smell of hay." Now someone else give me a sentence.

- Get one more good sentence. Then take a phrase from each and make a chant. For example: “Fresh smell of hay, tightly closed door.” Have the class repeat it after you and then chant it a number of times themselves. Tell them that you’re creating a word painting in the hopes of calming the Contraption down.

- When the chanting reaches a crescendo, **press the space bar** on your keyboard or **swipe left** on your touch screen.



- The Contraption cracks open dramatically. And out hops a strange new cube with a number on its screen: ZERO.

## WRAP-UP

- Discuss what this new device could possibly be and why it might say zero on its screen.
- Conclude, perhaps, that this is what the Contraption was counting down to—giving birth!
- Note that, in the next lesson, they’ll surely find out more.

# A Robot Is Born

## PRIMARY FOCUS OF LESSON

### Writing

Students will craft paragraphs that focus on a time when they figured something out. [W.4.4, ELD.PI.4.10a]

### Speaking and Listening

Students will read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.5]

## FORMATIVE ASSESSMENT

### Contraption Notepad

### Figuring It Out

Students will craft paragraphs that focus on a time when they figured something out. [W.4.4, ELD.PI.4.10a]

### Teacher Resources

### Speaking and Listening Observational Checklist

Students will share original work and offer peer feedback. [SL.4.1, ELD.PI.4.5]

## LESSON AT A GLANCE

	Grouping	Materials
<b>Writing (15 min.)</b>		
Verbal Warm-Up	Whole Class	<input type="checkbox"/> Contraption Notepads; Guidelines for Sharing Poster; “Kinds of Showing Details” poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist
Writing Prompt—Figuring It Out	Independent	
<b>Speaking and Listening (15 min.)</b>		
Sharing	Whole Class	
A Mysterious New Device	Whole Class	
Wrap-Up	Whole Class	

## ADVANCE PREPARATION

- Before class, open the Contraption app, select Unit 4, Lesson 9, and click “Start.” A window will remind you how to use the app. Click “I’m Ready” and project the app in front of the classroom.



- Prepare the Speaking and Listening Observational Checklist.

## UNIVERSAL ACCESS

- Prepare sentence frames linked to the writing prompt.

Example: *First I \_\_\_\_ . Then I \_\_\_\_ . Last I \_\_\_\_ .*

Start Lesson

### Lesson 9: A Robot Is Born

# Writing



**Primary Focus:** Students will craft paragraphs that focus on a time when they figured something out. [W.4.4, ELD.PI.4.10a]

## VERBAL WARM-UP



So! We have this new . . . thing . . . here with us. But what is it? And what does it do? Is it just another Contraption? Let’s inspect it.

- Invite students to come closer and get a better look.





What would you say it's doing right now? Yeah, I agree: not much. Maybe it's shut down, or sleeping or something? And it's not like we can easily figure out what it is and what it does if it's not even awake. So I guess we need to wake it up.

- Ask students for suggestions on how to wake up the new device.



All good ideas. I must say that if this . . . thing . . . is related to the Contraption, then maybe it also responds to words, to language, to stories? I think it's probably worth a shot.



Why don't we just start talking and see if the thing responds to anything we do. Let's assume that it can hear us. Why not, right? So why don't we talk about times we've had to figure something out, because that's what we're doing right now too.



So, raise your hand if you remember

- the first time you used a computer.
- when you learned the directions from one important place in your life to another important place (for example, home to school).
- when you learned how to add two numbers together.
- the first time you played a new instrument.

If you have raised your hand to any of these, can you picture in your head what you might see or hear?

## WRITING PROMPT—FIGURING IT OUT

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to bring up the writing prompt, then read it aloud.



Writing  
Writing  
[ELD.PI.4.10a]

**Emerging**—Provide sentence frames and 1:1 support.

**Expanding**—Provide sentence frames and moderate support.

**Bridging**—Provide sentence frames and light support.

### Support

Suggest that students begin by listing three things they did when they learned something new.

### Challenge

If students successfully complete a description of how they learned something new, suggest that they write about the most important or exciting time they used that thing after they learned it.



**Think about a time when you needed to figure something out, or learned something new. Describe how you did it.**

- Direct students to Contraption Notepad and ask them to record the title. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop (12 minutes).
- When time elapses, ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the writing prompt.



### Check for Understanding

As students write, circulate to give them feedback on their writing. Your comments should be concise and encouraging, and they should reinforce a writing skill. Today, make sure they are describing what they did and felt as they figured something out.

# Speaking and Listening



**Primary Focus:** Students will read their original work aloud and offer feedback on the work of others. [SL.4.1, ELD.PI.4.5]

## SHARING

- Review the guidelines for sharing positive feedback.

- Display and review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.

## A MYSTERIOUS NEW DEVICE

- Direct students to look at the “thing” again—the mysterious device.



Well, I think you all wrote very good stories about times when you figured out something new, but the “thing” hasn’t really responded to them. Does anyone have any ideas about what else we could do to wake it up?

- See if anyone suggests feeding a piece of writing into the Controller. If not, propose it yourself.



Let’s try it. It’s worth a shot, after all. Why don’t a couple of you bring the pieces you just wrote up, and we’ll see if we can feed them into the Controller.

- On the count of three, have two students feed their work into the Controller, but do not press the space bar on your keyboard or swipe left on your touch screen. Nothing happens.



Hmm . . . maybe this device is a pickier eater than I anticipated. Maybe it needs a very particular kind of story to wake it up and get it going. If it’s anything like the Contraption, what are some things it might like?

- Hopefully, someone will bring up detail. If not, propose it yourself.



### Speaking and Listening Listening Actively [ELD.PI.4.5]

**Emerging**—Help students demonstrate their understanding by asking yes/no or wh- questions about the writing their peers read aloud.

**Expanding**—Help students demonstrate their understanding by asking questions about details or asking them to make inferences about their peers’ work.

**Bridging**—Help students demonstrate their understanding by asking direct questions about the content or theme of their peers’ work.

### Support

Remind students of the sentence frame and encourage them to use it.

### Challenge

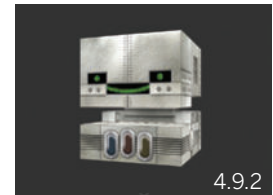
Ask students to identify another strong detail in the writing.



Let's see what happens if we go back to the stories we just wrote and add some more detail. Everyone should rewrite one of your sentences so that it includes one or two really wonderful details. Okay?

- Give the students a couple minutes to revise a sentence. Then ask for a few volunteers to read their revised work. Once they have, and assuming there are a few juicy details in them, tell the students to feed their pages into the slot in the Controller's side and to simultaneously press the button.

- When they do, **press the space bar** on your keyboard or **swipe left** on your touch screen so that the Robot's eyes flash open and its neck extends.



Did you see that? Did you see it? I think we did it! We've ascertained that it seems to have an appetite for details.

## WRAP-UP

- Tell students that throughout their time with the Contraption—and now its strange offspring—they've done a wonderful job writing focused, detailed stories that have not only fed the Contraption and sent it off to far-off places but also excited and pleased you, their teacher. Tell them it's really fun for a teacher to see students becoming better and better at writing about the world, at evoking it in clearer and fuller ways—a little bit like watching the Contraption on its journey.





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