
The Whipping Boy. Grade 4. Section 1**Description**

In this section, students build background knowledge about the Medieval time period by reading chapter 1 of *Magic Tree House Fact Checker: Knights and Castles* by Will and Mary Pope Osbourne and *A Medieval Feast* by Alike. Students will learn about life in the Feudal System. They will identify complete sentences or correct fragments using evidence from the section texts.

Assessment

Using the texts, *Magic Tree House Fact Checker: Knights and Castles* and *A Medieval Feast*, students will identify and correct fragments and sentences to show understanding of the Middle Ages in Europe.

The Whipping Boy. Grade 4. Section 1. Lesson 1

Description

In this lesson, students read the first part of chapter 1 of *Magic Tree House Fact Checker: Knights and Castles* to develop an understanding of key characteristics of the Middle Ages in Europe.

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- Can students identify when and where medieval feudalism occurred within the provided texts?
- Can students determine key ideas from an informational text?

Notes: **Feudalism/feudal system:** the political, military, and social system in medieval Europe, based on the holding of lands in fief or fee and on the resulting relations between lord and vassal.

Medieval Europe/Middle Ages in Europe: this represents a time period

Grade 4. Section 1. Lesson 1. Activity 1. Core (app. 10 minutes)

Student	Teacher
<p>Read the The Whipping Boy unit overview.</p> <p>In this development unit, we will explore the central question: <u>What was life like for different classes of people in Europe under the Feudal System during the Middle Ages?</u></p> <p>At the end of this ELA Guidebooks unit, you will complete a culminating task to express your understanding of the unit texts, topics, and the central question.</p>	<p>Divide the class into pairs using an established classroom routine.</p> <p>Purposefully pair students with different levels of knowledge.</p> <p>Direct students to answer the questions in their learning logs and share their responses with a partner.</p> <ol style="list-style-type: none"> 1. What things do you already know about the Middle Ages in Europe? 2. What questions do you have about the Middle Ages in Europe? <p>After students have shared their responses with a partner, have a few students share their responses with the class. If desired, create a visual record of student ideas and questions to refer back to throughout the unit.</p>

- Notes:** **Classes (class system):** This is a word that can have multiple meanings.
- **Ask:** What does the word "classes" mean as in is used in the central question? What clues from the question can we use to help us determine the context? What are some questions you have about this topic?
 - **Anticipated Response:** "classes of people" suggests that we will be looking at different groups of people.

Purpose: Introduce the unit of study to the students. Encourage curiosity of the topc.

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Grade 4. Section 1. Lesson 1. Activity 2. Optional (app. 10 minutes)

Student	Teacher
<p>View the world map on your medieval Europe understanding tool.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. Where is the <u>United States</u> located on the map? 2. Where is the continent of <u>Europe</u> located on the map? <p>View the <u>timeline</u> on your medieval Europe understanding tool. Mark the current year on your timeline.</p> <p style="color: green;">Purpose: to help students understand that this time period happened a long time ago and that we are focusing on Europe.</p>	<p>Have students complete this activity as a class.</p> <p>Have students view the map on their medieval Europe understanding tool. Ask students to review the map and place a finger where the United States is located on the map. Then, have students review the map and place a finger where Europe is located on the map.</p> <p>As needed, show students where Europe is located on the map. Have students mark Europe on the map so that <u>students have a frame of reference for where Europe is located.</u> Project map for students to follow along.</p> <p>Have students mark the current year on their timeline on their medieval Europe understanding tool. Project timeline for students to follow along.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> • Provide direct support or examples. <ul style="list-style-type: none"> • As needed, <u>explain that Europe is a continent made up of many countries.</u> • Note that the United States is located in North America, another continent. • As needed, explain B.C. and A.D. <ul style="list-style-type: none"> • BC stands for “Before Christ” and is used to refer to time before the estimated date of the birth of Jesus Christ. <u>This time period may also be written as BCE, which stands for “Before the Common Era.”</u> • AD marks time after Jesus Christ was born. AD is Latin and stands for “anno domini,” which translates to “in the year of the lord.” This time period may also be written as CE, which stands for “Common Era.” • Both dating systems, BC/AD and BCE/CE, are acceptable.

NOTE: during model of the map.

Notes:

Grade 4. Section 1. Lesson 1. Activity 3. Core (app. 10 minutes)

Student	Teacher
<p>Before reading <u>pages 13 - 14 from <i>Magic Tree House Fact Checker: Knights and Castles</i></u>, answer the questions to approach the text.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. Read the title of the text. What type of text is this? 2. What do we know about the text based on the genre? <p>Listen to and follow along with the read aloud of <u><i>Magic Tree House Fact Checker: Knights and Castles</i></u>.</p> <p>Consider the reading focus.</p> <p>Reading focus:</p> <ul style="list-style-type: none"> • Based on the text, <u>what do you think life was like in medieval Europe?</u> 	<p>Have students complete this activity as a class.</p> <p>Before reading the text, direct students to answer the questions in their learning log.</p> <p><u>Read aloud pages 13 - 14 from <i>Magic Tree House Fact Checker: Knights and Castles</i> or play an audio recording as students follow along.</u></p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> • Ask guiding questions. <ul style="list-style-type: none"> • <u>How long did it take to build things?</u> • How many workers were needed? • <u>What does this suggest about what life was like?</u> • Provide direct support or examples. <ul style="list-style-type: none"> • As needed, support students to understand that the text differs from other Magic Treehouse series books. This text is a “fact tracker,” so it is <u>nonfiction</u>. This is a text that includes facts.

Notes: **Purpose:** To introduce life during the medieval time period of Europe. Students begin to build content knowledge of the time period.

Additional Questions to ask during the read:

- What were the people doing?
- Who was involved?
- How does this affect their daily lives?

Students complete a quick turn and talk: Reflect on the reading focus with a partner. What was life like during this time in Europe?

Grade 4. Section 1. Lesson 1. Activity 4. Optional (app. 5 minutes)

Student	Teacher
<p>React to pages 13 - 14 from <i>Magic Tree House Fact Checker: Knights and Castles</i> by responding to the questions.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. Based on what we've read so far, what were the Middle Ages like in Europe? 2. How were they different from today? <p>Then share your response with your partner.</p>	<p>Direct pairs to continue working together.</p> <p>When you react to a text, you explain what you understand and do not understand about what you have just read. You can react to the text by speaking or writing a response.</p> <p>Direct students to answer the questions to react to the text.</p> <p>Ask students to share their response.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> • Ask guiding questions. <ul style="list-style-type: none"> • When did the time period known as the Middle Ages begin? • How long did it take to build things? • How many workers were needed? • What does this suggest about what life was like? • Provide direct support or examples. <ul style="list-style-type: none"> • As students share their responses, use teacher talk moves. • Ask students to use the conversation stems in the discussion reference guide.

Notes:

Grade 4. Section 1. Lesson 1. Activity 5. Core (app. 10 minutes)

Student	Teacher
<p>With the class, answer the questions to attend to the details of <u>pages 13 - 14</u> from <i>Magic Tree House Fact Checker: Knights and Castles</i>.</p> <p>Reread the paragraph from the text:</p> <p><u>The Middle Ages began about 450 A.D. They lasted for over 1,000 years. This period of history is called the Middle Ages because it was between ancient times and modern times. It is sometimes also called the medieval era. Medieval is Latin for "middle age."</u></p> <p>Questions:</p> <ol style="list-style-type: none"> 1. When did the time period known as the Middle Ages <u>begin</u>? Mark it on your <u>timeline</u>. 2. Approximately when did the time period known as the Middle Ages <u>end</u>? Mark it on your <u>timeline</u>. 3. What other name is sometimes used to refer to the time period known as the Middle Ages? <p>Write your response on the medieval Europe understanding tool. Support your response with evidence from the text.</p>	<p>Have students complete this activity as a class.</p> <p>Direct students to work as a class to answer the questions to attend to the details of the text.</p> <p>Ask students to write their response.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> • Provide direct support or examples. <ul style="list-style-type: none"> • As needed, define "attend to details" as "The process of recognizing and interpreting specific details, word choice, imagery, and illustrations to deepen understanding of a text." • As students share their responses, use teacher talk moves. • Ask students to use the <u>conversation stems</u> in the <u>discussion reference guide</u>. <p>Quick Reference Conversation Stems:</p> <ul style="list-style-type: none"> - According to the text ... - If you look at page ____, paragraph ____, it states ... - I agree and would like to add ... - I agree/disagree with ____'s idea that ____ because in the text, ... <p>Purpose: To build content knowledge of the time period and content vocabulary.</p>

Notes: Anticipated Responses:

1. According to the text, "The Middle Ages began about 450 A.D."
2. If you look at the second sentence of this excerpt, it says, "They lasted for over 1,000 years." This means that the Middle Ages would have ended about 1450 A.D.
3. I think another name for "Middle Ages" is "Medieval" because according to the text, "Medieval is Latin from 'middle age.'"

Grade 4. Section 1. Lesson 1. Activity 6. Core (app. 5 minutes)

Student	Teacher
<p>Read the final two paragraphs on page 14 from <u>Magic Tree House Fact Checker: Knights and Castles</u> with your partner.</p> <p>Start at: “The Middle Ages were a time of great change in Europe.” Stop at: “The Middle Ages were also a time of war and fighting.”</p> <p>Consider the reading focus.</p> <p>Reading focus:</p> <ul style="list-style-type: none"> • <u>What is one positive thing and one negative thing about the Middle Ages in Europe?</u> 	<p>Divide the class into <u>pairs</u> using an established classroom routine.</p> <p>Purposefully pair students with different levels of reading proficiency.</p> <p>Direct pairs to complete the activity.</p> <p>If pairs need support during the activity:</p> <ul style="list-style-type: none"> • Provide direct support or examples. <ul style="list-style-type: none"> • Read aloud the text as students follow along. <p>Student pairings: AS/KM, SL/SN, TJ/JC, GS/BG, KW/CL, UH/PL, RD/BV, AA/AP, PJ/GD, LS/HT, KJ/LM, CZ/VB/MR</p>

Notes: Read aloud to small group: CZ/VB/MR

Direct students to place a PINK sticky note by one positive thing and a BLUE sticky note by one negative thing in their copy of the text.

While students are waiting for everyone to finish reading, answer the reading focus question in their learning log. Include text evidence in response. Explain why it is positive or negative.

Purpose: Build content knowledge of life during the Middle Ages in Europe.

Grade 4. Section 1. Lesson 1. Activity 7. Core (app. 5 minutes)

Student	Teacher
<p>React to <u>page 14 from <i>Magic Tree House Fact Checker: Knights and Castles</i></u> by developing your response to the questions.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What positive or good things happened in Europe during the Middle Ages? 2. What negative or bad things happened in Europe during the Middle Ages? <p>Then share your response with the class.</p>	<p>Have students complete this activity as a <u>class</u>.</p> <p>When you react to a text, you explain what you understand and do not understand about what you have just read. You can react to the text by speaking or writing a response.</p> <p>Direct students to answer the questions to react to the text.</p> <p>Ask students to share their response.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> • Provide direct support or examples. <ul style="list-style-type: none"> • As students share their responses, use teacher talk moves. • Ask students to use the conversation stems in the discussion reference guide.

- Notes: Anticipated Responses:**
1. More people learned to read and write; universities were built; new paintings and poetry were created
 2. A time of war and fighting

Purpose: Check for understanding.

Quick Reference Conversation Stems:

- According to the text ...
- If you look at page ____, paragraph ____, it states ...
- I agree and would like to add ...
- I agree/disagree with _____'s idea that _____ because in the text, ...

Quick Reference Teacher Talk Moves:

- What did you think about ?
- What in the text makes you think that?
- Who can to what _____ said?
- Explain how you came to your idea.

Grade 4. Section 1. Lesson 1. Activity 8. Core (app. 5 minutes)

Student	Teacher
<p>Why is it important to learn about sentences and fragments?</p> <p>Learning about sentences and fragments is important because it <u>helps you know what is or is not a sentence.</u></p> <p>A sentence contains a “who” or “what” (the subject) and a “did what” or “what about” (predicate).</p> <p>Lafayette is a city in Louisiana.</p> <p><u>A sentence</u></p> <ul style="list-style-type: none"> • <u>is a group of words that tells us about someone or something.</u> • <u>has a subject (who or what the sentence is about) and a predicate (what the subject does/did or is/was).</u> • <u>expresses a complete thought.</u> • <u>begins with a capital letter and ends with a piece of punctuation (a period, a question mark, or an exclamation mark).</u> • <u>proper nouns in a sentence are capitalized.</u> 	<p>Have students complete this activity as a class.</p> <p>Direct the students to read the question.</p> <p>Read aloud why it is important to learn about sentences and fragments. Identify the “who or what” (subject) and “is what” or “what about” (predicate) in the example sentence: “Lafayette” is the “who” (subject) and “is a city in Louisiana” is the “is what” (predicate).</p> <p>Point out the features of a sentence in the sample sentence.</p> <p>Point out that “Louisiana” is capitalized because it is a proper noun.</p> <p>© 2021 The Writing Revolution. All Rights Reserved.</p> <p>Lafayette = "what" the subject "is a city in Louisiana" = "is what" the predicate</p>

Purpose: Understand subject and predicate of a sentence.

After S identify subject, ask:
 - Lafayette does what?
 -What is Shreve. doing?
 -What did the Spanish settlers do?

Student	Teacher
<p>When writing a sentence, identify the “who or what” (subject) and “is what” or “what about” (predicate).</p> <p>Listen as the following sentences are read aloud:</p> <ul style="list-style-type: none"> • <u>Lafayette</u> hosts many festivals. • <u>Shreveport</u> is located in northwestern Louisiana. • <u>Spanish settlers</u> influenced the culture of Louisiana. 	<p>Read the sample sentences aloud to students. Point out to students the features of a sentence. 1 minute model</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> • Ask guiding questions. <ul style="list-style-type: none"> • <u>Subject: Who or what is the sentence about?</u> • Predicate: What does it tell us about the subject? • <u>Predicate: What does the subject do?</u> <p>© 2021 The Writing Revolution. All Rights Reserved.</p>
<p><u>A fragment cannot stand on its own as a complete sentence.</u> It is missing “who” or “what” (the subject), a “did what” or “what about” (predicate) or both, or is an incomplete thought.</p> <p>Let’s read the following fragments aloud and identify what information is missing from each of these fragments and what words should be capitalized:</p> <ol style="list-style-type: none"> 1. is located in louisiana 2. new orleans 	<p>Read aloud the definition of a fragment. For each fragment, ask guiding questions to draw students’ attention to what information is missing from the fragment. Prompt students to add proper capitalization and punctuation. Direct students to identify and capitalize proper nouns. 1 minute model</p> <ul style="list-style-type: none"> • Ask guiding questions. <ul style="list-style-type: none"> • <u>“is located in Louisiana” - what information is missing? What needs to be added to repair this fragment? (the who/what or subject)</u> • What words are proper nouns and need to be capitalized? <ul style="list-style-type: none"> • <u>Baton Rouge</u> is located in <u>Louisiana</u>. • <u>“new orleans?” - what information is missing? What needs to be added to repair this fragment? (what about or the predicate)</u> • What words are proper nouns and need to be capitalized? <ul style="list-style-type: none"> • <u>New Orleans</u> is a historic city in southern <u>Louisiana</u>. <p>© 2021 The Writing Revolution. All Rights Reserved.</p>

Student	Teacher
<p>Let's read the following fragments aloud and identify what information is missing from each of these fragments and what words should be capitalized:</p> <ul style="list-style-type: none"> • new orleans, lafayette, and shreveport • is the capital of louisiana • flows into the gulf of mexico <p>Ask Guiding Questions:</p> <ul style="list-style-type: none"> - What information do we have? - What information do we need? 	<p>Read the sample fragments aloud to students.</p> <p>Read the fragments aloud to students. Students will identify what information is missing and repair each fragment. 2 minutes - partner practice</p> <ul style="list-style-type: none"> • What information is missing--the "who" or "what" or "did what" or "what about"? • What information can be added to the fragment to make it a sentence? <ul style="list-style-type: none"> • <u>new orleans, lafayette, and shreveport is a fragment, not a sentence.</u> It does not tell us anything about "new orleans, lafayette, and shreveport." It is missing the "are what" or predicate. <u>A complete sentence would be: New Orleans, Lafayette, and Shreveport are cities in Louisiana.</u> • <u>"is the capital of Louisiana is a fragment" is not a sentence.</u> The "who or what" or subject is missing. <u>A complete sentence would be Baton Rouge is the capital of Louisiana.</u> • <u>"flows into the Gulf of Mexico is a fragment" is not a sentence.</u> The "who or what" or subject is missing. <u>A complete sentence would be The Mississippi River flows into the Gulf of Mexico.</u> <p>© 2021 The Writing Revolution. All Rights Reserved.</p>

Post anticipated response examples for students to check their work.

Student	Teacher
<p>Review each of the samples about Louisiana below. Identify if each example is a sentence (s) or a fragment (f).</p> <ul style="list-style-type: none"> • __the state of louisiana • __millions of people visit each year • __is a festival <p>Write 'S' next to the first sample if it is a sentence. Write 'F' next to the first sample if it is a fragment.</p> <p>Ask Guiding Questions:</p> <ul style="list-style-type: none"> - Do we have all of the information we need for a complete sentence? - What information do we have? - What information do we need? 	<p>Read each sample. Remind students that the samples are about Louisiana. 1 minute model.</p> <p><u>Model identifying what is missing from the fragment.</u></p> <p>Model locating the “who” or “what” (the subject) and the “did/does what” or “what about” (predicate) of each sample.</p> <p>Model labeling each sample with an “S” or an “F.” If students need support during the activity:</p> <ul style="list-style-type: none"> • Ask guiding questions. <ul style="list-style-type: none"> • Is this a sentence or a fragment? • What information is missing--the "who" or "what" (subject) or "did what" or "what about" (predicate)? • What details could you add to repair the fragment and make a complete thought? • Provide direct support or examples. <ul style="list-style-type: none"> • Anticipated responses • As needed, remind students that when they correct the fragment, the sentence they create should be related to the topic or text. <p>© 2021 The Writing Revolution. All Rights Reserved.</p>

Post anticipated responses and review how the missing parts completed the sentences.

Student	Teacher
<p>Let's capitalize and punctuate the sentences and change the fragments into sentences.</p> <ul style="list-style-type: none"> • __ the state of louisiana • __ millions of people visit each year • __ is a festival <p>Before you edit a fragment into a sentence, ask yourself every time:</p> <ul style="list-style-type: none"> • What information is missing? • What details are needed to make each fragment a sentence? <p>Add details to the fragments to make them sentences. Add correct capitalization and punctuation to all sentences and repaired fragments.</p>	<p><u>Model adding details to the fragments to create sentences.</u> <u>Use exemplar for model.</u></p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> • Ask guiding questions. <ul style="list-style-type: none"> • Which part of the sentence is missing? • What details could you add to make a complete thought? • Provide direct support or examples. <ul style="list-style-type: none"> • As needed, remind students that when they correct the fragment, the sentence they create should be related to the topic. <p>Anticipated responses:</p> <ul style="list-style-type: none"> • The state of Louisiana has an interesting history. (Capitalize the 'l' in Louisiana) • (Edit the sentence) Capitalize the 'm' in millions and add the period(.) • Mardi Gras is a festival. <p>© 2021 The Writing Revolution. All Rights Reserved.</p>
<p>Let's check each sentence for:</p> <ul style="list-style-type: none"> • capital letter at the beginning of the sentence. • proper nouns are capitalized. • punctuation at the end of the sentence. • correct and relevant content. <p>After checking the sentence for edits, let's read the completed sentences aloud.</p>	<p><u>Model checking each sentence for proper capitalization and punctuation.</u> <u>Use exemplar for model.</u></p> <p>Model checking each sentence for content.</p> <p>Read the completed sentences aloud.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> • Ask guiding questions. <ul style="list-style-type: none"> • Does the sentence begin with a capital letter? • Does the sentence end with a period? • Are there any proper nouns that need to be capitalized? • Provide direct support or examples. <p>© 2021 The Writing Revolution. All Rights Reserved.</p>

Notes: Ask Guiding Questions:

- What do you notice is different about the exemplar?
- What does that tell you about a complete sentence?

Grade 4. Section 1. Lesson 1. Activity 9. Core (app. 10 minutes)

Student	Teacher
<p>React to <u>pages 13-14 from <i>Magic Tree House Fact Checker: Knights and Castles</i></u> by changing the sentence fragments into sentences.</p> <p>Phrase</p> <ol style="list-style-type: none"> 1. lasted 1,000 years 2. the middle ages 3. medieval people <p>A sentence contains a “who” or “what” (the subject) and a “did what” or “what about” (predicate).</p> <p>A fragment cannot stand on its own as a complete sentence. It is missing “who” or “what” (the subject) or a “did what” or “what about” (predicate) or both, or is an incomplete thought.</p> <p>Before you edit a fragment into a sentence, ask yourself every time:</p> <ul style="list-style-type: none"> • What information is missing? • What details are needed to make each fragment a sentence? <p>Add details to the fragments to make them sentences. Add correct capitalization and punctuation to all sentences and repaired fragments.</p>	<p>Have students complete this activity as a class.</p> <p>Say, “When you react to a text, you explain what you understand and do not understand about what you have just read. You can react to the text by speaking or writing a response.”</p> <p>Direct students to <u>work as a class</u> to react to the text by changing the <u>sentence fragments</u> into sentences.</p> <p>Ask students to write their response.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> • Ask guiding questions. • Provide direct support or examples. <ul style="list-style-type: none"> • As students answer the questions, use teacher talk moves. • Ask students to use the conversation stems in the discussion reference guide. <p>1. Guided Pract. w/ class (1 minute) 2. Partner pract. (2 minutes) 3. independent (2 minutes)</p>

Purpose: Practice identifying and correcting sentences and fragments. Check for content knowledge.

Student	Teacher
<p>Let's check each sentence for:</p> <ul style="list-style-type: none"> • correct content that is relevant to the text. • a capital letter at the beginning of the sentence. • punctuation at the end of the sentence. • a subject, a predicate, and expresses a complete thought. <p>Have students volunteer to share their sentences.</p> <p>Ask the class to check each sentence for correct content, capitalization, punctuations and structure.</p> <p>If needed, have student correct sentence using ELMO.</p>	<p>Direct students to determine how to change fragments into sentences. 5 minutes</p> <p>Direct students to determine how to capitalize and punctuate all sentences.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> • Ask guiding questions. <ul style="list-style-type: none"> • <u>What information is missing?</u> • <u>What details could you add to make a complete thought?</u> • Provide direct support or examples. <ul style="list-style-type: none"> • Review the TWR student reference guide for common student errors with this strategy. • As needed, provide students with the definition of a sentence and a fragment. • As needed, remind students that when they correct the fragment, the sentence they create should be related to the text. <p>Anticipated Responses: (answers may vary)</p> <ol style="list-style-type: none"> 1. lasted 1,000 years <ul style="list-style-type: none"> • The Middle Ages lasted 1,000 years. 2. the middle ages <ul style="list-style-type: none"> • The Middle Ages were known as the medieval era. • The Middle Ages were the time period between the ancient times and the modern era. • The Middle Ages were between the ancient times and the modern era. 3. medieval people <ul style="list-style-type: none"> • Medieval people fought over land and religion in Europe. <p>© 2021 The Writing Revolution. All Rights Reserved.</p>

Notes: Create anchor chart to identify the parts of a complete simple sentence using AR.