



EXPEDITIONARY  
LEARNING

# Grade 5: Module 2B: Unit 2: Lesson 9

## The Painted Essay: The Introductory Paragraph



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.5.2)

- a. I can introduce a topic clearly.
- b. I can provide a general observation and focus.
- c. I can group related information logically.

**Supporting Learning Targets**

- I can identify and explain the purpose of the introduction, thesis, and points of an introductory paragraph about the invention of the electric motor.
- With peers, I can sort and color-code the introduction, focus, and points of an introductory paragraph about the invention of basketball.

**Ongoing Assessment**

- Independent Reading Choice Board responses
- Independent reading index card (completed during Opening A)
- The Electric Motor introductory paragraph, color-coded
- Basketball introductory paragraph, sorted and color-coded



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Homework Review and Engaging the Writer (10 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Determining the Gist and Structure: Model Painted Essay “The Electric Motor” (10 minutes)</li> <li>B. The Painted Essay: Identifying and Explaining the Parts and Purposes of the Introductory Paragraph (20 minutes)</li> <li>C. The Painted Essay: Sorting and Color-Coding the Parts of an Introductory Paragraph about the Invention of Basketball (15 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Debrief and Review of Learning Targets (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Written response on index card.</li> <li>B. Read independently for at least 30 minutes; write a response to one of the questions on your Independent Reading Choice Board.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• In this lesson, students analyze a model Painted Essay about the invention of the electric motor, then work with a scaffolded introductory paragraph for an essay they will write about the invention of basketball. This work supports students both in their understanding of the purpose of each part of a Painted Essay, as well as in their preparation for the End of Unit 2 Assessment in Lessons 12 and 13.</li> <li>• First, students read through the Model Painted Essay: “The Electric Motor” to get a sense of the flow of the essay, how all the parts work together to create a big picture for the reader, and the gist.</li> <li>• If your district has printed lessons for you in black and white, it may be helpful to view this lesson in color, and print colored some copies. Go to EngageNY.org or commoncoresuccess.elschools.org and search for 5<sup>th</sup> grade, Module 2B, Unit 2 lessons.</li> <li>• In Work Time B, students analyze how the pieces of the introductory paragraph in the model Painted Essay fit together and establish a foundation for crafting the proof and conclusion paragraphs. It is important to read through Work Time B carefully to reinforce your own understanding of each part and purpose of the introductory paragraph. This will prepare you to accurately explain and precisely model the use of the Painted Essay structure for students.</li> <li>• In Work Time C, students are given sentences or phrases for an introductory paragraph about the invention of basketball: <i>the introduction</i> (attention-getter, background information), <i>thesis</i>, <i>point 1</i>, and <i>point 2</i>. Students work in groups to sort and arrange each piece of their introductory paragraph, then compare their own arrangement against the Color-Coded Painted Essay Introductory Paragraph: Basketball that they will use in Lessons 10 and 11. Allowing students to physically manipulate and arrange each piece of the introductory paragraph provides a concrete way for them to gain a better understanding of its parts and purposes, as well as how those parts fit together to establish a plan for the rest of the essay.</li> <li>• In advance:             <ul style="list-style-type: none"> <li>– Create a new anchor chart titled Parts of a Painted Essay (see the supporting materials).</li> <li>– Cut the introductory paragraph pieces into five pieces per group.</li> <li>– Cut apart the paragraphs of the Color-Coded Painted Essay Introductory Paragraph: Basketball so each student will have one complete color-coded introductory paragraph to paste into his or her journal.</li> </ul> </li> <li>• Post: Learning targets.</li> </ul>



Lesson Vocabulary	Materials
<p>focus, identify, explain, purpose, introduction, context, thesis, points, introductory paragraph, sort, color-code</p>	<ul style="list-style-type: none"><li>• Index cards (one per student)</li><li>• Journals (begun in Unit 1, Lesson 1; one per student)</li><li>• Model Painted Essay: “The Electric Motor” (one per student and one to display; see teaching Notes re colored version)</li><li>• Document camera</li><li>• Students’ completed Painted Essay templates (from Lesson 8)</li><li>• Parts of a Painted Essay anchor chart (new; teacher created; see supporting materials; see Teaching Notes re colored version)</li><li>• Crayons, colored pencils, or highlighters (one red, green, yellow, and blue, for each student)</li><li>• Overhead markers (red, green, yellow, blue; for teacher use)</li><li>• Color-Coded Model Painted Essay: “The Electric Motor” (for teacher reference; see Teaching Notes re colored version)</li><li>• Tape, glue, or staplers (enough to provide access for each student)</li><li>• Introductory paragraph pieces (cut apart; one set of five pieces for each group)</li><li>• Group Norms Checklist (teacher assessment; from Lesson 1)</li><li>• Color-Coded Painted Essay Introductory Paragraph: “Basketball” (one per student; see Teaching Notes re colored version)</li><li>• Index cards (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Homework Review and Engaging the Writer (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to take out their Independent Reading Choice Boards, then focus their attention whole group.</li> <li>• Say something like:             <ul style="list-style-type: none"> <li>* “Now that you have responded to many of the questions on your choice boards, it is time to pause and reflect on your responses to share what you have discovered about the types of texts and authors you prefer for reading independently.”</li> </ul> </li> <li>• Distribute one <b>index card</b> to each student and give these directions:             <ol style="list-style-type: none"> <li>1. Write your name in the upper right corner on one side of your index card.</li> <li>2. Review each response on your Independent Reading Choice Board.</li> <li>3. Think about, then write a response to these questions on <i>one</i> side of your index card:                 <ul style="list-style-type: none"> <li>• “Do I enjoy reading this book? Why or why not?”</li> </ul> </li> <li>4. Think about, then write a response to these questions on the <i>other</i> side of your index card:                 <ul style="list-style-type: none"> <li>• “Would I read another book by this author? Why or why not?”</li> <li>• “Would I read this genre again? Why or why not?”</li> </ul> </li> </ol> </li> <li>• Give students 3 or 4 minutes to work, providing support as needed.</li> <li>• Ask students to pair up with a peer who is not a member of their regular small group and share their thinking for a couple of minutes.</li> <li>• After 2 minutes, focus students whole group. Invite several to share out interesting ideas they heard from their partner.</li> <li>• Collect students' index cards. Review and schedule a meeting with each student to discuss independent reading selections during another part of the school day. Say:             <ul style="list-style-type: none"> <li>* “Remember the guiding question we have primarily focused on during this unit: ‘How do new or improved technologies meet societal needs?’”</li> </ul> </li> <li>• Continue by explaining that it is time for students to apply what they've learned about inventions and to become authors themselves. Therefore, this lesson will focus more on the second guiding question:             <ul style="list-style-type: none"> <li>* “How do authors structure text ... to engage and support readers' understanding of complex ideas?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Consider providing students with a prewritten task card that includes each of the reflection questions for the homework review.</li> </ul> <p>Side One</p> <ul style="list-style-type: none"> <li>* “Do I enjoy reading this book? Why or why not?”</li> </ul> <p>Side Two</p> <ul style="list-style-type: none"> <li>* “Would I read another book by this author? Why or why not?”</li> <li>* “Would I read this genre again? Why or why not?”</li> </ul> <ul style="list-style-type: none"> <li>• To support ELLs, consider displaying an anchor chart with descriptions, including pictures, of different genres.</li> <li>• Display the guiding question. Consider highlighting, circling, underlining, or otherwise drawing attention to key terms, such as <i>technologies</i>, <i>societal needs</i>, <i>structure</i>, <i>engage</i>, and <i>complex</i>.</li> <li>• Consider locating images of puzzle pieces and a completed puzzle to visually demonstrate for students how smaller pieces fit together to create a bigger picture.</li> </ul>



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Tell students that in today's lesson, they will examine the introductory paragraph for a Painted Essay in order to understand each part and its purpose. They will consider how parts of the introductory paragraph fit together like pieces of a puzzle to engage readers, support their understanding of the text, and provide a "big picture" of the topic.</li> </ul>	
Work Time	Meeting Students' Needs
<p><b>A. Determining the Gist and Structure: Model Painted Essay: "The Electric Motor" (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to take out their <b>journals</b> and join their regular groups.</li> <li>Distribute the <b>Model Painted Essay: "The Electric Motor"</b> and display a copy using a <b>document camera</b>.</li> <li>Give groups these directions:             <ul style="list-style-type: none"> <li>Each person takes a turn reading one paragraph aloud, starting with the first paragraph.</li> <li>After reading the model essay aloud, discuss what you think the gist of the essay is. Then, as a group, find and underline the sentence or sentences in the introductory paragraph that best describe what the whole essay is about (the gist).</li> <li>Write the gist of this essay on a new page in your own journal.</li> </ul> </li> <li>Clarify directions as needed and ask students to begin. Circulate to offer support.</li> <li>After 5 minutes, cold call members from each group to share out their gist statements with the class. Listen for them to identify all or part of the <i>focus</i> (thesis, points 1 and 2) of the piece:             <ul style="list-style-type: none"> <li>"The electric motor changed everything."</li> <li>"The invention of the electric motor solved a big problem for people living in the 1800s."</li> <li>"The electric motor improved people's lives in many ways."</li> </ul> </li> <li>Next, ask students to open their journals to the page where they added their <b>Painted Essay templates</b> during Lesson 8.</li> <li>Tell them to refer to their templates and model essay to discuss these questions with their group:             <ul style="list-style-type: none"> <li>* "What do you notice about the structure of the model essay in comparison to the Painted Essay template?"</li> <li>* "What do you wonder about the structure of the model essay?"</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Consider providing students with the option to read aloud in pairs, alternating paragraphs for each pair in their group.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• After 1 or 2 minutes, invite a few students to share their thinking whole group. Listen for:<ul style="list-style-type: none"><li>– “I notice that both the template and the essay have four parts, or paragraphs.”</li><li>– “I notice there are introduction sentences in the essay that catch the reader’s attention and provide background information.”</li><li>– “I notice that the last sentences (the thesis, points 1 and 2) of the introductory paragraph tell you the gist or focus of the essay.”</li><li>– “I notice that the proof paragraphs have information about the electric motor that is related to each point from the introductory paragraph.”</li><li>– “I notice that the conclusion sounds similar to the introductory paragraph but doesn’t repeat it.”</li><li>– “I wonder how all the parts of the introductory paragraph fit together like a puzzle to create a bigger picture for the reader.”</li></ul></li><li>• Tell students that next, they will analyze each part of a strong introductory paragraph and consider how its parts fit together.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. The Painted Essay: Identifying and Explaining the Parts and Purposes of the Introductory Paragraph (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to read the first learning target together aloud:           <ul style="list-style-type: none"> <li>* “I can identify and explain the purpose of the introduction, thesis, and points of an introductory paragraph about the invention of the electric motor.”</li> </ul> </li> <li>• Circle these terms in the target: <i>identify</i>, <i>explain</i>, and <i>purpose</i>. Focus students on the first two, <i>identify</i> and <i>explain</i>. Ask them to consider what they already know about the meaning of each of these familiar target words, and then discuss in groups:           <ul style="list-style-type: none"> <li>* “What is the difference between ‘identifying’ something and ‘explaining’ something?”</li> </ul> </li> <li>• Give groups 1 or 2 minutes to discuss, then invite a few students to share out whole class. Listen for them to say that identifying something means recognizing it, naming it, or pointing it out, but explaining something involves giving a detailed description so that others can understand it.</li> <li>• If students are not able to explain the difference between the two words, provide clarification.</li> <li>• Next, focus students’ attention on the word <i>purpose</i> and ask them to think about and discuss:           <ul style="list-style-type: none"> <li>* “In the context of this target, what does the word <i>purpose</i> mean?”</li> <li>* “Explain how you used context clues to figure out the meaning of this word.”</li> </ul> </li> <li>• After 1 or 2 minutes, cold call a few students to share out whole group. Listen for responses such as:           <ul style="list-style-type: none"> <li>– “In the context of this target, <i>purpose</i> means a goal, objective, or point. I figured out the meaning by replacing the word <i>purpose</i> in the target with words I thought meant the same thing, and these words made the most sense with the rest of the sentence.”</li> </ul> </li> <li>• Display the <b>Parts of a Painted Essay anchor chart</b> and draw students’ attention to the first row. Underline the next three key terms from the target: <i>introduction</i>, <i>thesis</i>, and <i>points</i>. Ask students to locate each of these words on their Painted Essay templates, then discuss:           <ul style="list-style-type: none"> <li>* “What do you remember from the previous lesson about the purpose of each of these parts in the introductory paragraph?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To support visual learners and ELLs, consider displaying the learning targets on chart paper and adding pictures and words to help define key terms.</li> <li>• Consider displaying directions for student reference.</li> <li>• Consider providing students with color-coded sticky notes to use as note-catchers while they reflect on each structural element: introduction, focus, and two points. Have them place their sticky notes on the corresponding section of their essay.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• After 3 or 4 minutes, invite students from each group to share out with the class. Listen for:               <ul style="list-style-type: none"> <li>– “The <i>introduction</i> catches the reader’s attention so she or he will want to read more, and it gives some background information about the topic.”</li> <li>– “The <i>thesis</i> is the most important part of the introductory paragraph. It tells the reader the main idea of the essay, and it ‘steers’ the writing the way a steering wheel steers a car.”</li> <li>– “The <i>points</i> are the parts of your <i>thesis</i> that are going to be described in the proof paragraphs of the essay. They are colored blue and yellow because when blue and yellow combine they make green, to show they are put together to create the thesis.”</li> <li>– “The thesis and points combine to create the focus of the essay, what the essay is mainly about.”</li> </ul> </li> <li>• Ask students to reread the learning target with group members, consider their understandings about key terms, and then discuss what they think they will be doing to meet the target.</li> <li>• After 1 or 2 minutes, cold call a few students to share out their thinking with the class. Listen for ideas such as:               <ul style="list-style-type: none"> <li>– “I think we will find each part of an introductory paragraph in our model electric motor essays and then explain how each part works, what its purpose is, and how the parts work together.”</li> </ul> </li> <li>• Distribute <b>crayons, colored pencils, or highlighters (red, green, yellow, blue)</b> and lead the class in color-coding the introductory paragraph, stopping to check for accuracy and address misunderstandings after each step. As you work, use your <b>overhead markers (red, green, yellow, blue)</b> to underline each sentence and phrase on the displayed model essay. As you demonstrate and guide students through the following color-coding process, refer to the <b>Color-Coded Model Painted Essay: “The Electric Motor” (for teacher reference)</b> to inform your own understanding of how to color-code each part of the introductory paragraph.</li> <li>• Draw a red box around the whole introductory paragraph of your electric motor essay and ask students to do the same. Say:               <ul style="list-style-type: none"> <li>* “We draw a red box around this entire paragraph to indicate that this section of the essay provides context (attention-getter and background information) and focuses readers on what the entire essay will be about. Which sentences in the introductory paragraph do you think are the <i>introduction</i> to the essay, the sentences that provide context by grabbing the reader’s attention and giving some background information?”</li> </ul> </li> </ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Invite a few students to share their thinking. Listen for:<ul style="list-style-type: none"><li>– “The first sentence grabs the reader’s attention by asking a question.”</li><li>– “The second and third sentences provide background information and provide context for the reader.”</li></ul></li><li>• Underline the first through third sentences with the red marker and ask students to do the same. Then write: “Gets the reader’s attention and gives background/provides context” in the Purposes box of the first row of the anchor chart, to the right of “introduction.”</li><li>• Next, draw a green box around the <i>focus</i> (this will include the thesis and yellow and blue points).</li><li>• Say: “The focus tells the reader what the essay is mostly about. Which sentence in the focus is the <i>thesis</i> (a general statement about what the essay will be about)? Locate the <i>thesis</i> of the electric motor essay. What will this essay be about?”</li><li>• Invite a few students to share out. Listen for:<ul style="list-style-type: none"><li>– “‘The electric motor changed everything’ is the thesis.”</li></ul></li><li>• Model and ask students to lightly highlight the thesis in <i>green</i>. Tell them to be sure they color the thesis lightly so they can still read it.</li><li>• Ask:<ul style="list-style-type: none"><li>* “What is the purpose of the <i>thesis</i>?”</li></ul></li><li>• After 1 minute, invite a few students to share out whole class. Listen for:<ul style="list-style-type: none"><li>– “The thesis gives a general statement about what the essay is about.”</li></ul></li><li>• Write “Tells what the essay is about” in the Purposes box of the first row of the anchor chart, to the right of “thesis.”</li><li>• Say: “Each point helps to explain the focus. What do you think is the <i>first point</i> that the author will use in explaining how the invention of the electric motor changed everything?”</li><li>• After a moment, ask a few students to share their thinking with the class. Listen for:<ul style="list-style-type: none"><li>– “The invention of the electric motor solved a big problem for people living in the 1800s.”</li></ul></li><li>• Model and ask students to lightly highlight the first point in <i>yellow</i>. Remind them to lightly color so they are still able to read all the words.</li><li>• Say: “The <i>second point</i> also helps to explain the focus and provide more detail about the thesis. What is the <i>second point</i> that the author will use in explaining how the invention of the electric motor changed everything?”</li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• After a moment, cold call a few students to share their ideas aloud with the class. Listen for:<ul style="list-style-type: none"><li>– “(The electric motor) improved people’s lives in many ways.”</li></ul></li><li>• Model and ask students to lightly highlight the second point in <i>blue</i>. Ask:<ul style="list-style-type: none"><li>* “What is the purpose of the first and second points of the focus and thesis of an informative essay?”</li></ul></li><li>• After a moment, invite a few students to share out whole group. Listen for:<ul style="list-style-type: none"><li>– “The first and second points provide more detail about the focus and break the thesis down into more specific parts.”</li></ul></li><li>• Write “Provide more details about the focus and break the thesis into more specific parts” in the Purposes box of the first row of the anchor chart, to the right of “Point 1 and Point 2.”</li><li>• Then, pose these synthesizing questions for students to consider and discuss with their group:<ul style="list-style-type: none"><li>* “How did the introduction grab the reader’s attention?”</li><li>* “What type of background information was provided in the introduction?”</li></ul></li><li>• After 1 or 2 minutes, cold call a few students to share out whole group. Listen for:<ul style="list-style-type: none"><li>– “It grabs the reader’s attention by asking a question.”</li><li>– “The background information is about who invented the electric motor (Michael Faraday) and how it was refined by other inventors.”</li></ul></li><li>• Next, ask groups to discuss:<ul style="list-style-type: none"><li>* “How were you able to identify the <i>focus</i> of this essay?”</li><li>* “How were you able to identify the <i>thesis</i>?”</li><li>* “In what ways does the <i>thesis</i> ‘steer’ the essay?”</li></ul></li><li>• After a few minutes, cold call several students to share their thinking with the class. Listen for ideas such as:<ul style="list-style-type: none"><li>– “Knowing that the <i>focus</i> connects to the <i>context</i> (introduction) helped me locate and identify it.”</li><li>– “The thesis is a big idea that kind of sums up and tells the reader what the whole essay is about.”</li></ul></li><li>• Ask groups to discuss:<ul style="list-style-type: none"><li>* “How were you able to identify the two <i>points</i> of the essay?”</li><li>* “How do they BOTH connect to the focus and thesis of the essay?”</li></ul></li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• After 1 or 2 minutes, cold call several students to share out whole group. Listen for:<ul style="list-style-type: none"><li>– “I noticed on my Painted Essay template that the points seem to be two parts of the same sentence, so I located the sentence in the introductory paragraph that provides more details about the focus and thesis of the essay.”</li><li>– “Both points are about how the electric motor changed people’s lives, because one point states how the electric motor solved a problem for people and the second point says how the electric motor improved people’s lives.”</li></ul></li><li>• Ask students to <b>tape, glue, or staple</b> their model essays onto the next blank page in their journals.</li><li>• Congratulate students on their growing understanding of the Painted Essay structure as well as their ability to explain the purpose of each part of the introductory paragraph.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>C. The Painted Essay: Sorting and Color-Coding the Parts of an Introductory Paragraph about the Invention of Basketball (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to read the second learning target aloud together:           <ul style="list-style-type: none"> <li>* “I can sort and color-code the introduction, focus, and points of an introductory paragraph about the invention of basketball.”</li> </ul> </li> <li>• Circle the words <i>sort</i> and <i>color-code</i> in this target, then invite one or two students to share out their understanding of each term. Listen for:           <ul style="list-style-type: none"> <li>– “<i>Sort</i> means to arrange in a particular way, to organize parts or pieces.”</li> <li>– “<i>Color-code</i> means to identify something by using colors.”</li> </ul> </li> <li>• Tell students that over the course of this and the next two lessons, they will practice writing a Painted Essay about the invention of basketball to help them prepare for the essays they will write about Philo Farnsworth’s invention of television for the end of unit assessment.</li> <li>• Explain that because the Painted Essay is a new structure for them, they will be given an introductory paragraph about the invention of basketball to help focus their writing of the proof and conclusion paragraphs.</li> <li>• Distribute the <b>introductory paragraph pieces</b> to each group and give these directions:           <ul style="list-style-type: none"> <li>– Identify the <i>introduction</i>, <i>thesis</i>, and two <i>points</i> of the introductory paragraph about the invention of basketball.</li> <li>– Arrange each piece to create an introductory paragraph about the invention of basketball.</li> <li>– Read through your paragraph to check your thinking and rearrange as needed until you feel you have all the parts in the correct order.</li> <li>– Highlight the introduction (context) of the introductory paragraph in red; the thesis in green; the first point in yellow; and the second point in blue.</li> <li>– Refer to the Parts of a Painted Essay anchor chart, your color-coded model essay, and your Painted Essay template as needed for guidance.</li> </ul> </li> <li>• Clarify directions as necessary, then ask students to begin working. Circulate to support and use this time as an opportunity to informally assess groups’ mastery toward CCELA Standard SL.5.1 using the <b>Group Norms Checklist</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider displaying directions for student reference.</li> <li>• To support ELLs, encourage groups to read each of the five pieces aloud, and briefly discuss any challenging words before identifying the <i>introduction</i>, <i>focus</i>, and <i>two points</i>.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• After 6 or 7 minutes, focus students' attention whole group. Ask one group to share out the sentences they identified as the <i>introduction</i> and ask other groups to show a thumbs-up if they identified the same sentences or a thumbs-down if they identified different sentences. Refer to the <b>Color-Coded Painted Essay Introductory Paragraph: "Basketball"</b> as needed during this discussion. If there is disagreement among groups, probe students' thinking by asking:<ul style="list-style-type: none"><li>* "How does the first sentence grab the reader's attention?"</li><li>* "What type of background information is that?"</li><li>* "Does another one of your sentences grab the reader's attention better or provide clearer background information about the invention of basketball?"</li></ul></li><li>• Ask a different group to share the sentence they identified as the <i>thesis</i> and other groups to show a thumbs-up or thumbs-down to demonstrate agreement or disagreement. As needed, probe students' thinking by asking:<ul style="list-style-type: none"><li>* "How does the sentence explain the general idea, or focus, of the piece?"</li></ul></li><li>• Ask another group to share out the two <i>points</i> they identified, and once again ask the rest of the class to show agreement or disagreement with a thumbs-up or thumbs-down. If there is disagreement, pose questions such as:<ul style="list-style-type: none"><li>* "How do these two pieces fit together to express separate points about the thesis within the same sentence?"</li><li>* "How does each point relate to the <i>thesis</i>?"</li></ul></li><li>• Display and distribute the Color-Coded Painted Essay Introductory Paragraph: "Basketball". Ask students to tape, glue, or staple their color-coded introductory paragraphs about basketball onto a new blank page in their journals. Then ask:<ul style="list-style-type: none"><li>* "How is the color-coded paragraph about basketball similar to or different from the one you sorted and color-coded with your group members?"</li><li>* "What strategies did you use to identify each part of the introductory paragraph about basketball?"</li><li>* "How do the pieces of the introductory paragraph work together to both engage the reader and give her or him a sense of what the essay will be about?"</li></ul></li><li>• Give groups 2 or 3 minutes to discuss their thinking, then cold call a few students to share out with the class.</li><li>• Once again, commend students on their developing understanding of the purpose of each part of the introductory paragraph in a Painted Essay and their ability to explain how these parts work together.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Review of Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Focus students' attention on the top row, third column of the Parts of a Painted Essay anchor chart, titled Purposes. Point out that one of the purposes of the <i>introduction</i> is to grab the reader's attention. Ask students to refer back to the introductory paragraphs about the invention of the electric motor and basketball and discuss with group members:             <ul style="list-style-type: none"> <li>* "What two types of attention-getters were used in these introductions?"</li> </ul> </li> <li>• Give students 1 or 2 minutes to share their ideas in groups, then invite one or two students to share out their thinking with the class. Listen for:             <ul style="list-style-type: none"> <li>– "The electric motor essay used a question to engage the reader."</li> <li>– "The basketball introduction used a quote from James Naismith, the inventor of basketball."</li> </ul> </li> <li>• Write "Ask a question" and "Use a quote" in the top row, third column next to where you wrote "attention-getter" (or similar phrase) on the anchor chart during Work Time B.</li> <li>• Read each learning target aloud and ask students to use Fist to Five to demonstrate their level of mastery toward each target. Note students who show three to fist, as they may need more support identifying the parts of an introductory paragraph and the purpose of each part.</li> </ul>	<ul style="list-style-type: none"> <li>• For students who struggle with verbalizing their ideas, consider providing a sentence starter ("One of the attention getters in the introduction is ...").</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• On an <b>index card</b>, write a response to this question:             <ul style="list-style-type: none"> <li>* "In what ways do the pieces of the introductory paragraph form a plan for the rest of the essay?"</li> </ul> </li> <li>• Read independently for at least 30 minutes; write a response to one of the questions on your Independent Reading Choice Board.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider providing students with a task card that includes the homework question, an image of puzzle pieces, and a picture of a complete puzzle.</li> </ul>



EXPEDITIONARY  
LEARNING

# Grade 5: Module 2B: Unit 2: Lesson 9

## Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.

**Model Painted Essay:**  
“The Electric Motor”

Did you know that you probably use an electric motor every day? Michael Faraday invented this useful device in 1821. Over time, other inventors refined the electric motor to help make people’s lives easier. The electric motor changed everything. The invention of the electric motor solved a big problem for people living in the 1800s and improved people’s lives in many ways.

The main source of electricity in the early 1800s was batteries, but batteries were very expensive and did not actually work for very long. Therefore, most people did not have access to electricity. So scientists wanted to find other ways to create electricity. In 1821, when Michael Faraday hung a magnetic rock over a bowl of liquid, it began to spin and create energy. This experiment was the first example of an electric motor. Faraday’s electric motor was able to generate electricity better and for less money than batteries. Other inventors developed new technologies based on Faraday’s idea, and the new inventions changed people’s lives.

After the electric motor was invented, people’s lives improved. In 1882, Thomas Edison used Faraday’s idea to construct the first power plant in New York City. This plant made it possible for most people in the area to have electricity in their homes for the very first time. Then, in the 1930s, the electric motor was used to make useful household items such as refrigerators, washing machines, and fans. Today, electric motors can also be found in computers, windshield wiper motors, and many other devices we use.

The invention of the electric motor has undoubtedly solved many people’s problems over the last 200 years! Just try to imagine what life would be like without electricity, refrigerators, or computers. Thanks to Michael Faraday’s invention of the electric motor, our lives have become much better.



Parts of a Painted Essay Anchor Chart  
(Example)

	Parts	Purposes
Introductory Paragraph	1. <b>Introduction</b>  2. <b>Thesis</b>  3. <b>Point 1</b> and <b>Point 2</b>	
Proof Paragraph 1 <hr/>	<b>Reasons</b>  <b>Evidence</b>	
Proof Paragraph 2 <hr/>	<b>Transition</b>  <b>Reasons</b>  <b>Evidence</b>	
Conclusion Paragraph	<b>What?</b>  <b>So What?</b>	



Color-Coded Model Painted Essay:  
"The Electric Motor"  
(For Teacher Reference)

Did you know that you probably use an electric motor every day? Michael Faraday invented this useful device in 1821. . Over time, other inventors refined the electric motor to help make people's lives easier. The electric motor changed everything. The invention of the electric motor solved a big problem for people living in the 1800s and improved people's lives in many ways.

The main source of electricity in the early 1800s was batteries, but batteries were very expensive and did not actually work for very long. Therefore, most people did not have access to electricity. So scientists wanted to find other ways to create electricity. In 1821, when Michael Faraday hung a magnetic rock over a bowl of liquid, it began to spin and create energy. This experiment was the first example of an electric motor. Faraday's electric motor was able to generate electricity better and for less money than batteries.

Other inventors developed new technologies based on Faraday's idea, and the new inventions changed people's lives. In 1882, Thomas Edison used Faraday's idea to construct the first power plant in New York City. This plant made it possible for most people in the area to have electricity in their homes for the very first time. Then, in the 1930s, the electric motor was used to make useful household items such as refrigerators, washing machines, and fans. Today, electric motors can also be found in computers, windshield wiper motors, and many other devices we use.

The invention of the electric motor has undoubtedly solved many people's problems over the last 200 years! Just try to imagine what life would be like without electricity, refrigerators, or computers. Thanks to Michael Faraday's invention of the electric motor, our lives have become much better.

## Introductory Paragraph Pieces

James Naismith, the inventor of basketball, once said, “The invention of basketball was not an accident. It was developed to meet a need.”

Basketball has become a big part of people’s lives.

What began as a game for students to play indoors during the winter quickly became a popular form of entertainment for fans across the country.

James Naismith created the game of basketball in 1891, based on a game he played as a child called “duck-on-a-rock.”



Color-Coded Painted Essay Introductory Paragraph:  
“Basketball”  
(For Teacher Reference)

James Naismith, the inventor of basketball, once said, “The invention of basketball was not an accident. It was developed to meet a need.” James Naismith created the game of basketball in 1891, based on a game he played as a child called “duck-on-a-rock.” Basketball has become a big part of people’s lives. What began as a game for students to play indoors during the winter quickly became a popular form of entertainment for fans across the country.

James Naismith, the inventor of basketball, once said, “The invention of basketball was not an accident. It was developed to meet a need.” James Naismith created the game of basketball in 1891, based on a game he played as a child called “duck-on-a-rock.” Basketball has become a big part of people’s lives. What began as a game for students to play indoors during the winter quickly became a popular form of entertainment for fans across the country.

James Naismith, the inventor of basketball, once said, “The invention of basketball was not an accident. It was developed to meet a need.” James Naismith created the game of basketball in 1891, based on a game he played as a child called “duck-on-a-rock.” Basketball has become a big part of people’s lives. What began as a game for students to play indoors during the winter quickly became a popular form of entertainment for fans across the country.

James Naismith, the inventor of basketball, once said, “The invention of basketball was not an accident. It was developed to meet a need.” James Naismith created the game of basketball in 1891, based on a game he played as a child called “duck-on-a-rock.” Basketball has become a big part of people’s lives. What began as a game for students to play indoors during the winter quickly became a popular form of entertainment for fans across the country.