

Writing Paragraphs after Research with Duple **- Suggested Grade Level: 4**

RATIONALE/COMMON CORE STANDARDS

CCSS.ELA-Literacy.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.SL.4.1

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.

CCSS.ELA-Literacy.L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.SL.4.4

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.

CCSS.ELA-Literacy.W.4.7

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

CCSS.ELA-Literacy.W.4.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE

Students will use the game, Duple, to research and determine importance about various topics.

Students will write paragraphs about the topics.

MATERIALS

- 1) Paper, Pencils
- 2) Duple Game
- 3) Document Camera
- 4) Computers
- 5) Dictionaries
- 6) Brainstorming Chart (Students should be able to make their own chart grids on notebook paper or in spiral notebooks. Student-document-self-creation is a note-taking skill that can be used in different curricular areas).

PROCEDURE

1. Remove blue cards from Duple game.
2. Four category cards are placed at the top of the chart per Teacher's choice. These will be the topics for which students will conduct research, so the teacher can decide in which curricular area is the focus.
3. Students play the game in small groups.
4. Students brainstorm words to fit the criteria when symbol matches are in play. This brainstorming can occur with all student input or as competitive play, per teacher's decision.
5. Students may use a dictionary or other reference material if they find it difficult to name a word that fit the criteria. The teacher may want to provide a time limit for the brainstorming or offer assistance when needed. Each student completes a chart as the play and brainstorming occur (See Chart Example)
6. Students then pick 3 of the words from the completed chart. This is done as individual work.
7. These three words are used for a mini research session, where students look up the words using a computer, read to determine important information, and write bullet point notes about the topics. From the notes, the students will write at least one paragraph for each topic.

Chart Example:

	Disease	Exercise	Insect	Animal
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R and T	Rickets/Diphtheria/	Track	Butterfly	Rat
L and I	Epilepsy/ Fragile X	Elliptical	Lice	Dalmatian
B and E	Breast Cancer/Diabetes/Ebola	Riding a Bike	Bee/Beetle	Beagle
A and I	AIDS/Arthritis/Autism	Wall Climbing	Dragonfly	Gorilla
S and P	Epilepsy/ Strep	Jumping Jacks	Grasshopper	German Sheppard

EVALUTION

Assessment is subjective and requires the teacher to take note of the success of students in:

1. Did the student successfully form words that contain both letters per game rules?
2. Did the student determine important facts from the research?
3. Did the student write paragraphs following the rules of standard English mechanics?

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Written by Karen Luciana
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