

Good Morning Board: Grade 4, Cluster 1, Module 2

The Writing Academy | Build a Strong Thesis (central idea)

Day	GRADUATE Stage	Yesterday We Learned	Today We Will...	Passage(s)	Supplies	Quick Think	Thinking Level
1	Gather + Reveal	Taught a partner how to level up a response with stronger signal phrases.	Classify thesis (central idea) statements as WHAT, WHY, or HOW.	"A Promise Written Long Ago" / "Morning in the Village"	Passage, pencil, highlighter	How can you tell whether a prompt is asking for WHAT, WHY, or HOW?	Foundational
2	Attempt	Classified thesis (central idea) statements as WHAT, WHY, or HOW.	Play Build-A-Thesis (central idea) Race: spin a prompt type, identify the topic, and build a matching thesis (central idea).	"A Promise Written Long Ago" / "Morning in the Village"	Passage, pencil, colored pencils	What are the three pieces of a strong thesis (central idea)?	Emergent
3	Discuss + Use	Built thesis (central idea) statements by prompt type in the Build-A-Thesis Race.	Independently build WHAT, WHY, and HOW thesis (central idea) statements and run a conventions sweep.	"A Promise Written Long Ago" / "Morning in the Village"	Passage, pencil, workbook	Why does the prompt type change the sentence structure of your thesis (central idea)?	Visible
4	Award + Target	Built independent thesis (central idea) statements and checked conventions.	Recognize the strong thesis (central idea) you built and set a precise next goal.	"A Promise Written Long Ago" / "Morning in the Village"	Pencil, workbook	What makes your strongest thesis (central idea) better than your weakest one?	Independent
5	Educate + Explain	Recognized a strong thesis (central idea) and set a next goal.	Teach a partner how to build a thesis (central idea) from the three pieces.	Transfer passage	Pencil, workbook, exit ticket	If a partner writes a weak thesis (central idea), what one piece of advice would you give?	Reflective