

Lecture Notes: Expository Organizer

| Expository Lecture Notes | | |
|--|---------------------------------|---|
| Setting (optional) When? Where? | Subject Who? or What? | Big Idea What about _____? Why is _____ Important? |
| Organize the Information: Categories, Sequence, Description, Compare & Contrast, Cause & Effect, Problem & Solution | | |

Purpose: To provide students with an interactive prereading activity for expository text utilizing a consistent organizer.

Directions: To begin the lecture, the teacher states, *We are going to learn about the Chumash Native American. After this lesson we will read about them in our social studies books.*

The students ask, *What's the big idea?*

Teacher: *The big idea has three parts: setting, subject and big idea. The setting tells us when and where; the subject tells us who or what are we studying about; and the big idea tells us what's the big idea about the subject and why is it so important.*

The teacher tells students about the big idea parts, while drawing icons on the organizer to represent the information. Throughout the lesson, the teacher stops, points to the notes, and models how to read them, using academic language (sentences structure like a textbook). Students then read their own notes to their buddies.





After the big idea is taught, the teacher models how to select the appropriate expository organizer (pages 36-41) to fit the information being studied. This particular class (in the sample on the next page) decided that the categories organizer would fit best for the lecture notes and notetaking information from the text.

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During the lesson the teacher included vocabulary. For example, in this lesson she stated, *The Chumash formed communities. Communities...hmmm...I wonder what a community is? Maybe a place where people, live, work, and play? Turn to your buddies and tell them what a community is.* Next, the teacher and students record the vocabulary word on their organizers, then draw a drop box (below it) to record the meaning of community.

After the lecture note lesson, students read their social studies textbook about the Chumash. Book notes will be recorded on the organizer while they read, followed by a written summary at the end of the chapter.

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|--|---|--|
| 100's ← ≡ ↳ | Chumash Native American tribe | formed communities live, work, play + survived (lived) using landforms, resources, climate |
| Organize the Information: Categories, Sequence, Description, Compare & Contrast, Cause & Effect, Problem & Solution | | |
| homes  | circular round  | thatched long grass stabilized long, thin |
| clothing  | temperate climate calm weather typical weather | little clothing bare babies buckskin deer hide |
| resources Native that helps us survive  | Redwood and staves Sticky Substance tomols canoes | bones Shellfish antlers = tools |

Hundreds of years ago along the central coast of California the Chumash, a Native American tribe, formed their communities and survived by using the landforms, resources and climate. They lived in circular homes with thatched roofs. Long poles stabilized the hot because they supported the walls and roof like a frame. Clothing was primarily made of buckskin. Since the ~~temperate~~ temperate weather was year round little clothing was needed. They enjoyed plenty of resources from the ocean and forest. For example, Redwood Trees and tar were used to make tomols (canoes) and antlers, shellfish and bones were used for tools.

Expository Lecture Notes

Setting (optional)

When?

Where?

Subject

Who? or What?

Big Idea

What about _____?

Why is _____ important?

Organize the Information: Categories, Sequence, Description, Compare & Contrast, Cause & Effect, Problem & Solution