



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 17

On-Demand End of Unit Assessment and Bookmark Celebration



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

I can write an informative text. (W.3.2)

Supporting Learning Targets

- I can write a new informative paragraph about how people help deliver books to children in remote and difficult places.
- I can read my Accessing Books around the World bookmark fluently to my audience.

Ongoing Assessment

- On-Demand End of Unit Assessment (informative paragraph)
- Student presentation of bookmark

Agenda

1. Opening
 - A. Engaging the Writer (5 minutes)
2. Work Time
 - A. On-Demand End of Unit Assessment (35 minutes)
 - B. Bookmark Share and Celebration (15 minutes)
 - C. Creating Illustrations (30 minutes)
3. Closing and Assessment
 - A. Debrief (5 minutes)
4. Homework
 - A. None.

Teaching Notes

- In this assessment, students read an excerpt from *My Librarian is a Camel* from another country (not the country that they made their bookmark about).
- Be sure to invite a real audience for the bookmark share (it may be students within the class, students in a different class, families, etc.). Depending on the audience, the share may happen within this lesson or within another block of time.
- Note: Although students read their bookmarks aloud, this does not formally address a fluency CCLS, since students' own writing is unlikely to be at the third-grade reading level.



Lesson Vocabulary	Materials
audience, informative, paragraph, fluently	<ul style="list-style-type: none"> • Paragraph Writing Accordion graphic organizer (one per student) • Students will need access to the text from <i>My Librarian Is a Camel</i> for the following countries: Finland, Indonesia, Papua New Guinea, Thailand, Zimbabwe. • On-Demand End of Unit Assessment: Accessing Books around the World: An Informative Paragraph (one per student) • Final published bookmarks • Accessing Books around the World Paragraph Content Checklist (introduced in Lesson 12; included here for Teacher Reference for scoring the assessment)Materials for student illustrations (small pieces of paper, colored pencils, markers)

Opening	Meeting Students' Needs
<p>A. Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none"> • Tell the class that today's lesson is all about demonstrating and celebrating what they've learned as writers and bookmark creators. • Students should be familiar with the language of the targets, so read them aloud and invite students to turn and tell a partner what each target means in their own words. Address any questions or misconceptions. 	

Work Time	Meeting Students' Needs
<p>A. Publishing Paragraphs, Part 2 (15 minutes)</p> <ul style="list-style-type: none"> • A. On-Demand End of Unit Assessment (35 minutes) • Students will write a paragraph independently (no assistance from peers or teachers). • Introduce the assessment with language such as: "You all have been working hard as writers to learn what makes a quality informative paragraph. Today you are going to show everything you know about writing a quality informative paragraph. You may not write about the librarian or organization portrayed on your bookmark, but you may write about any other librarian or organization you learned about in <i>My Librarian Is a Camel</i>." • Answer any clarifying questions and invite students to begin writing once they are clear on the assessment task. • Tell them that they may use the Paragraph Writing Accordion graphic organizer if it is helpful. 	<ul style="list-style-type: none"> • Provide time for students to practice reading their bookmark paragraph aloud fluently in preparation for the celebration/share.



Work Time (continued)	Meeting Students' Needs
<p>B. Bookmark Share and Celebration (15 minutes)</p> <ul style="list-style-type: none"> Celebrate the end of Module 1 by having students share their Accessing Books around the World bookmarks with others. Students read their paragraphs aloud to an audience (this may be done one-on-one or in small groups) and answer any questions the audience has about the librarian. Depending on the audience, consider setting up a structure for audience feedback: "I like how you _____," and "I learned _____." 	
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none"> Invite students to share with a small group their most interesting new learning about Accessing Books around the World. "I used to _____, but now I _____." (For example: "I used to think that all children went to the library to get their books, but now I know that people like the 'Book Woman' delivered books to children high in the Appalachian Mountains on her horse.") 	<ul style="list-style-type: none"> Consider providing a sentence frame or starter, or a cloze sentence to assist ELLs with language production and the structure required.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> None 	



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Read a new short excerpt from *My Librarian is a Camel* about a new country. Write an informative paragraph describing whom the librarian or organization is and why the person or organization is special.

You may use your “Accessing Books around the World” recording forms or your background knowledge to write your paragraph. You may also use the Paragraph Writing Accordion graphic organizer if it’s helpful.

You will write all by yourself today. Remember to try to meet all of the criteria for a quality informative paragraph.



.....
Name:
.....

.....
Date:
.....

Topic:

Detail:

Explain:

Detail:

Explain:



Learning Target	Not Yet	Almost There	Excellent!	Teacher Comments
I can write a clear topic sentence that introduces the reader to my hero.				
I can include important details about my librarian: 1. Where the librarian is located 2. How the person or organization acted in a special way in order to deliver books				
I can write a conclusion that wraps up the paragraph for my reader.				