Grade 3: Module 2B: Unit 2: Lesson 6

Beginning the Mid-Unit 2 Assessment: Expert Research Matrix, Part 1

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can answer questions using specific details from literary text. (RL.3.1)   I can document what I learn about a topic by sorting evidence into categories. (W.3.8)   I can document what I learn about a topic by taking notes. (W.3.8)

Supporting Learning Target	Ongoing Assessment
• I can record what I will share with others about my *Magic Tree House* book on my Mid-Unit 2 Assessment: Expert Research Matrix.	• Mid-Unit 2 Assessment: Expert Research Matrix, Part 1

Agenda	Teaching Notes

1. Opening
    A. Unpacking the Learning Target (10 minutes)
2. Work Time
    A. Modeling: Organizing Research in the : Expert Research Matrix (10 minutes)
    B. Mid-Unit 2 Assessment, Part 1: Expert Research Matrix (30 minutes)
3. Closing and Assessment
    A. Debrief: Becoming an Expert (10 minutes)
4. Homework
    A. Choose a chapter in your *Magic Tree House* book to practice reading for fluency in class tomorrow. Practice reading it fluently at home.
	• This lesson is the first part of the Mid-Unit 2 Assessment, which centers on standards NYSP ELA CCSS RL.3.1, RL.3.9, W.3.8, SL.3.1, and SL.3.3. Students work on this assessment across Lessons 6-8: preview these lessons in advance in order to have a full sense of the arc of students' work. This series of lessons is loosely based on the Jigsaw protocol (see Appendix).
	  – During Lesson 6, students gather evidence from their notes on the Mid-Unit 2 Assessment: Expert Research Matrix, Part 1 only. These notes will help students prepare to share what they have learned with peers who read <u>different</u> *Magic Tree House* books. Lesson 6 serves both as an authentic preparation for students' upcoming discussion and an assessment of RL.3.1, RL.3.9, and W.3.8.
	  – Lessons 7 and 8 serve as an assessment of speaking and listening skills as well as RL.3.9. In Lesson 7, students will leave their Book Clubs and share in new triads, made up of one student who read each of the *Magic Tree House* books. In these new triads, students discuss key details about the plot of their *Magic Tree House* book, as well as what they have learned about their country's culture. The discussion will take the form of a Fishbowl (see Appendix). During the discussion, you will circulate and use a checklist to assess students' progress toward mastery of SL.3.1 and SL.3.3.
	  – At the end of Lesson 8, students complete the Expert Research Matrix, Part 2, writing down key learning from their triad discussions.
	• To prepare to share their knowledge with others, students will use their Capturing Key Details recording forms from Lessons 1–5, as well as their *Magic Tree House* books, to complete the Mid-Unit 2 Assessment: Expert Research Matrix.
	• To save time in the lesson and streamline logistics, distribute the Mid-Unit 2 Assessment: Expert Research Matrix to students before the start of the lesson. If students are using a two-pocket folder for the unit materials, the recording form could be placed in their folders before the lesson.
	• In addition to spending time on their Mid-Unit 2 Assessment: Expert Research Matrix, students spend a significant amount of time unpacking the learning target and self-assessing. It is essential for students to continually reflect and check in on their learning. This helps them to self-assess where they stand and understand where they need to go, and it also helps you to formatively assess students' progress.
	• Work Time A includes some teacher modeling; adapt to suit your style and the needs of your students.
	• Review Jigsaw protocol and Fishbowl discussion protocol (see Appendix).
	• Post: Learning targets.

Lesson Vocabulary	Materials
expert, jigsaw, matrix,	• Mid-Unit 2 Assessment: Expert Research Matrix (one per student; see Teaching Notes. Students only complete Part 1 in Lesson 6) • Document camera • Capturing Key Details recording forms from Lessons 1–5 (one set per student) • *Magic Tree House* books (one per student for their assigned Book Club group)

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Opening	Meeting Students' Needs

A. Unpacking the Learning Target (10 minutes)
 	
 • Begin by acknowledging students' hard work on their *Magic Tree House* books. They have read closely and talked with peers to retell the story and learn about the culture of various countries. Today, they have the opportunity to think about the important details from their reading and complete the **Mid-Unit 2 Assessment: Expert Research Matrix**. In the next lesson, they will share what they know with someone who has not read their book through a discussion.
 	
 • Direct students' attention to the learning target and read it aloud:
 	
   * "I can record what I will share with others about my *Magic Tree House* book on my Mid-Unit 2 Assessment: Expert Research Matrix."
 	
 • Circle and discuss the word *expert* and add visuals as necessary to ensure that students understand the target. Remind students that, as in Unit 1, a *matrix* is a tool to organize information.
 	
 • Inform students that they will also be participating in a Fishbowl discussion in the next lesson.
 	
 • Ask:
 	
   * "Who is the expert on each *Magic Tree House* book?"
 	
 • Allow students some independent think time. Cold call someone to share with the class. Students should discuss that they are the experts because they have read the stories and discussed them.
 	
 • Ask:
 	
   * "Why will you share your expertise with people who have not read your book?"
 	
 • Allow students to talk with a partner. Cold call another student to share with the class. They should discuss that they will share their expertise so that they can teach others about the book and about the country that their book was set in.
 	
 • Guide students toward understanding that they have become experts on the *Magic Tree House* stories they have read and discussed, and they have also become experts on that country's past culture. Remind students that one of the big questions of this module is how researchers share their knowledge. Since they are now experts on these books, they will share their knowledge with others through a discussion in Lessons 7 and 8. They will also get the chance to learn from others and compare the settings of the different *Magic Tree House* stories.
 	
 • Ask students to show a Fist to Five about their clarity on what they are being asked to do and think about today based on the learning target. Clarify as needed.
	• Consider using visuals or images to support students in understanding what an expert is. This will be particularly helpful for ELLs.
	
	 • When unpacking a learning target and circling key words, use a different color pen/marker. Write synonyms above or below the circled words to support students in understanding the key words in the learning target.

Work Time	Meeting Students' Needs
A. Modeling: Organizing Research in the Expert Research Matrix (10 minutes) • Focus the class whole group. • Distribute the Mid-Unit 2 Assessment: Expert Research Matrix and display a copy using a **document camera**. Ask students to read the form over. • Call on volunteers to share out what they noticed about the form. Students should notice that this recording form is different from others because it has questions listed within the recording form. • Then, say something like: "We discovered from our learning target that today you are going to prepare to share your expertise about your *Magic Tree House* books with others who have not read the book. This form is designed to support you in being able to have a discussion about your book. Today you will be thinking about and answering the questions to help you decide what you will say to people who have not read your book." • During this time, students will work individually to look through their **Capturing Key Details recording forms** (from Lessons 1-5) and record their individual responses to the questions for the discussions. This will give them an opportunity to prepare for the discussion and will also serve as a written component of the Mid-Unit 2 Assessment. • Ask students to take out their Capturing Key Details recording forms from Lessons 1–5, *Magic Tree House* **book,** and Mid-Unit 2 Assessment: Expert Research Matrix. • Say something like: "Before you share with your new group, you will have the opportunity to look back through your Capturing Key Details recording forms and record your own evidence. I will show you first how I might do this." • Model for students having your recording forms from Lessons 1–5, your *Magic Tree House* book, and your Mid-Unit 2 Assessment: Research Matrix in front of you. • Think out loud about the process you will be going through. Say something like: "Now that I have all my materials, I need to know what I am looking for. I will read the first question, 'What was the title of your book and where does the story take place?' That is an easy one! I just have to look at the cover of my book to make sure I get it right." • Model recording the title on the Mid-Unit 2 Assessment: Expert Research Matrix recording form. Continue to think aloud for students: "I also have to find the setting. I know that the setting is [India], but I am not sure which page that was originally on. I better look back at my recording forms. It was probably somewhere near the beginning of the book. If I can't find it, I will look back in the actual book." • After finding the page number, model recording it on the recording form. Be sure to model for students that they are going to be filling out Part 1 today. Part 2 will be completed during Lesson 8.	• When reviewing graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing. • Providing models of expected work supports all learners, but especially challenged learners.

Work Time (continued)	Meeting Students' Needs
• Have students turn to a neighbor and share what they saw and heard you doing. Cold call students to share. • Read through the remaining questions to clarify directions.	
B. Mid-Unit 2 Assessment, Part 1: Expert Research Matrix (30 minutes) • Release students to work on Mid-Unit 2 Assessment, <u>Part 1</u>: Expert Research Matrix independently for 30 minutes. • Students may need assistance in clarifying directions. Be sure that students answer the questions themselves independently, as they are part of the assessment • Remind students to only complete Part 1. Part 2 will be completed during Lesson 8.	

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Closing and Assessment	Meeting Students' Needs
A. Debrief: Becoming the Expert (10 minutes) • Refocus students whole group. • Reread the learning target for the day as a class. • Ask students to show a Fist to Five for how they felt they did in accomplishing the target. • Remind students that the process they went through today was so that they could be prepared to share their expertise with others in the next lesson. • Ask: * "How do you feel about sharing your knowledge of your *Magic Tree House* book with others?" • Have students turn to a neighbor and share how they are feeling. Ask for a couple of volunteers to share with the whole group. • Thank students for their hard work today and let them know that you are excited that they will have the opportunity to share their expertise with others in the next lesson.	• Offer a cloze sentence to students who may struggle with the debrief. A sample cloze sentence could be: "I feel (excited, nervous, ready) to share with others because (my group helped me, I know my book really well, I really enjoyed this book and am excited to share)."
Homework	**Meeting Students' Needs**
• Choose a chapter in your *Magic Tree House* book to practice reading for fluency in the next class. Practice reading it fluently at home. *Note: Decide whether to collect students' Mid-Unit 2 Assessments, Part 1 at this point or whether to have students hold on to their research matrixes. They will need their matrix again in Lessons 7 and 8.*	

EXPEDITIONARY LEARNING

Grade 3: Module 2B: Unit 2: Lesson 6
Supporting Materials

Mid-Unit 2 Assessment: Expert Research Matrix

Name:

Date:

Focus question for discussion:
How are our Magic Tree House books similar? How are they different?

Part 1

Directions:

1. Read the "Question that will be asked" to yourself.

2. Think about your response to the question. Look back at your recording forms or in the book for evidence.

3. Record your response to the question and the page(s) where you found it in the text.

4. When you are finished, reread your response to make sure you have completely answered the questions that will be asked during discussion tomorrow.

Mid-Unit 2 Assessment: Expert Research Matrix

PART 1			
Question that will be asked	**Evidence from my notes I want to share**		**Page(s) in text**
1. What was the title of your book?			
2. When and where does the story take place?			
3. Who are the important characters?			
4. What are two key events in the story?	**EVENT 1**		
	EVENT 2		
5. What are two interesting customs or traditions that you found in the story?	**CUSTOM or TRADITION**	**WHAT I LEARNED ABOUT CULTURE**	
6. What did you learn about the country's culture from each?			
7. Find one new word or phrase in your book that you found interesting. What does the word or phrase mean in the text?	**WORD or PHRASE:**		
	DEFINITION:		

Mid-Unit 2 Assessment: Expert Research Matrix

PART 2 Please fill in this part during discussion during Lesson 8.	
Question that will be asked	**Evidence from my notes I want to share**
8. What is one way all three *Magic Tree House* books are similar?	The books are similar because
	Evidence/examples from the discussion to support my thinking:
9. What is one way all three *Magic Tree House* books are different?	The books are different because
	Evidence/examples from the discussion to support my thinking: