



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 2: Lesson 8

Speaking and Listening Skills: Practice



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

I can engage effectively in a range of collaborative discussions with diverse partners. (SL.5.1)

I can summarize information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2)

Supporting Learning Targets

- I can explain how Canada's natural resources are used to meet people's needs and wants and how resource industries modify the environment, by engaging in collaborative discussions with peers.
- During peer discussions, I can support my ideas by summarizing information from a variety of sources, including my notes.

Ongoing Assessment

- Modifying the Physical Environment: Lesson 7 resource web (from homework)
- Self-assessment on research and response rubric



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Modifying the Physical Environment: Lesson 7 Resource Web (10 minutes)2. Work Time<ol style="list-style-type: none">A. Speaking and Listening Skills (15 minutes)B. Speaking and Listening Practice: World Café (30 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Self-Assessment and Debrief (5 minutes)4. Homework<ol style="list-style-type: none">A. Read your independent reading book for at least 15–20 minutes.	<ul style="list-style-type: none">• In this lesson, students review speaking and listening skills and practice orally summarizing the research resources they have analyzed and interpreted in Lessons 6 and 7, in preparation for Part 2 of the End of Unit 2 Assessment in Lesson 10. Students participate in collaborative discussions with peers to express their thinking about the focus questions, using the World Café protocol. World Café allows students to orally process and practice sharing information within a group setting, and gives students an opportunity to develop leadership skills as the role of “group leader” is rotated.• In advance:<ul style="list-style-type: none">– Review and post directions for the World Café protocol in Work Time B and in Appendix 1; predetermine group leaders.– Create a Focus Questions chart for each group (see example in supporting materials).• Post: Learning targets; World Café directions; key terms from the learning targets.• Review: Fist to Five in Checking for Understanding techniques (see Appendix).



Lesson Vocabulary	Materials
summarize	<ul style="list-style-type: none">• Canada's Natural Resources anchor chart (begun in Lesson 1)• Canada's Natural Resources anchor chart (completed, for teacher reference; see Unit 2 Overview)• Lined paper (one piece per group)• Research and Response Criteria (one per student and one for display)• Research note-catchers (completed by students in Lesson 6)• Research note-catchers (completed by students in Lesson 7)• Resources from Lessons 5-7:<ul style="list-style-type: none">– “Freshwater Quality by Land Use in Canada, 2007–2009” (from Lesson 6)– “The Canadian Oil Boom” (from Lesson 6)– Reclamation images (from Lesson 6)– Text: “Deforestation in Canada” (from Lesson 7)– Image: “Oil: A Promise of Wealth” (from Lesson 7)– Graph: “Releases of Lead to Water by Source, Canada, 2011” (from Lesson 7)– “A Limited Supply” (from Lesson 5)• Research note-catcher, Part 1 (suggested answers for teacher reference; from Lesson 6)• Research note-catcher, Part 2 (suggested answers for teacher reference; from Lesson 7)• World Café directions (one to display; see Appendix)• Focus Questions charts (one per group; new, teacher-created; see example in supporting materials)• Markers (one per group)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Modifying the Physical Environment: Lesson 7 Resource Web (10 minutes)</p> <ul style="list-style-type: none">• Remind students that for homework they were to reread the research resources and fill out a Modifying the Physical Environment: Lesson 7 resource web.• Invite students to share their resource webs with their group, to justify their responses on the resource web to the rest of the group, and to make any additions or revisions based on what they see and hear from others.• Refocus students whole group. Invite volunteers to share their responses aloud. Add appropriate student suggestions to the Canada's Natural Resources anchor chart. Refer to Canada's Natural Resources anchor chart (completed, for teacher reference) for how the anchor chart should look.	<ul style="list-style-type: none">• Provide sentence frames to allow all students access to the discussion: "The resource _____ is used to make products like _____, which meet people's needs and wants because _____."



Work Time	Meeting Students' Needs
<p>A. Speaking and Listening Skills (15 minutes)</p> <ul style="list-style-type: none"> Focus students on the learning targets. Invite them to read them with you: <ul style="list-style-type: none"> * “I can explain how Canada’s natural resources are used to meet people’s needs and wants and how resource industries modify the environment, by engaging in collaborative discussions with peers.” * “During peer discussions, I can support my ideas by summarizing information from a variety of sources, including my notes.” Invite students to discuss in groups: <ul style="list-style-type: none"> * “What does it mean to <i>summarize</i>?” Cold call students to share their responses. Listen for students to explain that to summarize means to make a short statement about the main ideas. Tell students that today they are going to orally summarize the information they found from each research resource they have analyzed and interpreted over the past couple of lessons, and also provide relevant supporting quotes, in order to answer the two guiding questions. Explain that they are going to do this in a group discussion in preparation for the second part of the end of unit assessment, which is a speaking and listening assessment. Distribute lined paper to each group. Ask students to discuss in groups and to record their answers on their lined paper: <ul style="list-style-type: none"> * “During group discussions, what speaking and listening skills do we need to be mindful of to ensure that the group discussion is effective?” * “Which speaking and listening skills have we practiced before?” Cold call students to share their responses with the whole group. Display and distribute Research and Response Criteria. Tell students that the criteria in the box are those they will be assessed on in the end of unit assessment. Point out any skills that students missed in the whole group discussion. Invite students to read the directions at the top of the Research and Response Criteria and invite students to ask any clarifying questions. Invite students to take out their Research note-catchers and the following resources from Lessons 5-7: <ul style="list-style-type: none"> – “Freshwater Quality by Land Use in Canada, 2007–2009” – “The Canadian Oil Boom” 	<ul style="list-style-type: none"> Learning targets are a research-based strategy that helps all students, especially challenged learners. Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">– Reclamation images– Text: “Deforestation in Canada”– Image: “Oil: A Promise of Wealth”– Graph: “Releases of Lead to Water by Source, Canada, 2011”– “A Limited Supply” <ul style="list-style-type: none">• Tell students that you are going to give them some time to spend independently reviewing the resources and all of the information they have collected to answer the two guiding questions.• Model how to do this for the first question about meeting people’s wants and needs with “A Limited Supply” and the Lesson 6 Research note-catcher, Part 1 (suggested answers for teacher reference). Before you do so, remind students that the learning target asks them to summarize. Invite students to refer to their texts and their Research note-catchers for this text as you model.• Say something like:<ul style="list-style-type: none">* “In ‘A Limited Supply,’ I found out that Canada’s natural resources meet people’s needs and wants by providing jobs. It says, ‘As resources are being used up in the south, oil and gas, mining, and forestry industries are moving northward. Resource industries bring needed jobs to people in the north.’”• Explain that you would then continue answering that same question by summarizing the other resources before moving on to answer the next question.• Give students time to reread their note-catchers and to review the research resources from Lessons 6 and 7 in order to prepare for the group discussion. Remind students to refer to the sections they have underlined on the texts, as those were sections they identified as answering the questions.	



Work Time (continued)	Meeting Students' Needs
<p>B. Speaking and Listening Practice: World Café (30 minutes)</p> <ul style="list-style-type: none">• Focus students' attention on the posted World Café directions and invite students to read them with you.• Clarify any directions as needed. Explain that during the World Café, groups will rotate four times. During each rotation students will discuss the focus questions:<ul style="list-style-type: none">* "How are Canada's available resources used to meet people's needs and wants today?"* "How do natural resource industries modify the physical environment?"• Point out the Focus Questions charts posted around the room; the leader of each discussion will record notes on them.• Remind students of the Research and Response Criteria and invite them to reread the criteria so that the criteria are fresh in their minds before they begin.• Assign one member of each group as the "leader," and then distribute one marker to each leader to record ideas from group discussions on their Focus Questions chart.• Direct students to begin the World Café by discussing Focus Question 1 and then 2. Remind students to support their ideas with quotes, paraphrased ideas, and specific evidence from the texts.• As students work, move throughout the room to identify any speaking and listening issues that you can use as teaching points later in the lesson.• Give students 5 or 6 minutes to work in each World Café group before changing to meet with a new discussion group.• After 15–20 minutes, or four group rotations, refocus students' attention whole class.• Ask the leader from each of the final World Café tables to share their discussion notes whole class. Student responses will vary, but listen for students to cite specific examples from texts, as well as the ideas recorded on their note-catchers, that support their understanding of how Canada's resources are used to meet people's needs and wants and how natural resource industries modify the environment.• Use the remaining time to address any speaking and listening issues that you identified as you were circulating.	<ul style="list-style-type: none">• Consider previewing the World Café protocol with students who find it difficult to navigate multistep protocols.



Closing and Assessment	Meeting Students' Needs
<p>A. Self-Assessment and Debrief (5 minutes)</p> <ul style="list-style-type: none">• Invite students to place a check mark next to the criteria they think they achieved on the Research and Response Criteria. Ask them to circle the criteria they think they need to work to be successful in the assessment.• Fist to Five: Invite students to revisit the learning targets and to respond to each learning target by showing a number of fingers for how confident they feel about meeting the target.• Take note of students who show a low number of fingers in order to discuss any issues they have before Part 2 of the End of Unit 2 Assessment.	<ul style="list-style-type: none">• The debrief can help build a culture of achievement in your classroom.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read your independent reading book for at least 15–20 minutes.	<p>Consider providing an audio version of independent reading texts to support students who struggle reading independently.</p>



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Supporting Materials



Research and Response Criteria

I can explain how Canada's natural resources are used to meet people's needs and wants and how resource industries modify the environment, by engaging in collaborative discussions with peers.

During peer discussions, I can support my ideas by summarizing information from a variety of sources, including my notes.

Directions

In groups you are going to discuss the answers to the two questions:

1. How are Canada's available resources used to meet people's needs and wants today?
2. How do natural resource industries modify the physical environment?

To answer the question, you are going to:

- a. **Summarize** the information in at least two of the resources you used to research
- b. Include quotes from the text or information from the charts/graphs or images to **support** your answer

Criteria:

- Contributes to discussion
- Stays on topic
- Takes turns speaking
- Asks follow-up or clarifying questions
- Points to specific details/lines from multiple texts, as well as notes from graphic organizers, to explain ideas clearly
- Asks questions to encourage participation of others
- Shows respect for diverse perspectives in the group
- Listens actively by making eye contact with the speaker, providing others with time to speak, and building on partners' ideas



Focus Questions Chart
(Example, for Teacher Reference)

How are Canada's available resources used to meet people's needs and wants today?

How do natural resource industries modify the physical environment?