



EXPEDITIONARY
LEARNING

Grade 6: Module 3B: Unit 3: Lesson 9

Planning Content of Informative Consumer Guide: Sustainable Fishing Methods



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)</p> <p>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)</p> <p>I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can evaluate research to choose the most relevant and compelling factual information and quotes for my informative consumer guide.• I can organize the information and quotes I have chosen about sustainable fishing methods into a Quote Sandwich graphic organizer.	<ul style="list-style-type: none">• Circled information and quotes on Researching graphic organizer from Lesson 4• Quote Sandwich for sustainable fishing methods• Circled information and quotes on the graphic organizer from the Mid-Unit 3 Assessment (from Lesson 5)



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Receiving Feedback from the Mid-Unit 3 Assessment (5 minutes)B. Unpacking Learning Targets (3 minutes)2. Work Time<ol style="list-style-type: none">A. Identifying Relevant and Compelling Factual Information and Quotes (10 minutes)B. Working on the Quote Sandwich (10 minutes)C. Identifying More Relevant and Compelling Factual Information and Quotes (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Whole Group Share (7 minutes)4. Homework<ol style="list-style-type: none">A. Review and revise (where necessary, if at all) all of your completed Quote Sandwich graphic organizers. Look at the subheadings on the model informative consumer guide and notice how they are very short and guide the consumer to understand what will follow. Think of a short subheading for each of your Quote Sandwiches that accurately represents the information you are presenting.B. Continue reading your independent reading book.	<ul style="list-style-type: none">• Be prepared to return students' Mid-Unit 3 Assessments from Lessons 5 and 6 with feedback at the beginning of this lesson.• This lesson is very similar to Lesson 8; however, students begin by evaluating the information and quotes gathered in Lesson 4 about sustainable fishing methods and then use the Quote Sandwich organizer to arrange their chosen information and quotes into a paragraph that could be used on their informative consumer guide.• Students also evaluate the information and quotes gathered in Lesson 5 as part of the mid-unit 3 assessment about suggestions for buying fish caught using sustainable fishing methods to choose the most relevant and compelling; however, students will not complete a Quote Sandwich graphic organizer for buying fish caught using sustainable methods because this section should be a bulleted list on their informative consumer guide (see model informative consumer guide).• Post: Learning targets.



Lesson Vocabulary	Materials
evaluate	<ul style="list-style-type: none">• Mid-Unit 3 Assessment Parts 1 and 2 (from Lessons 5 and 6, returned in this lesson with teacher feedback)• Performance Task Prompt: Informative Consumer Guide (from Lesson 1; one per student)• Researching graphic organizer: Lesson 4 (students' completed copies)• Quote Sandwich graphic organizer (one per student)• Model informative consumer guide (from Lesson 1; one to display)• Mid-Unit 3 Assessment Part 1: Researching Information about Buying Fish Caught Using Sustainable Methods (from Lesson 5; students' completed copies)

Opening	Meeting Students' Needs
<p>A. Receiving Feedback from the Mid-Unit 3 Assessment (5 minutes)</p> <ul style="list-style-type: none">• Hand back students' Mid-Unit 3 Assessments Parts 1 and 2.• Invite students to spend time reading your feedback.• Ask students to write their name on the board if they have questions so you can follow up either immediately or later on in the lesson.	



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets and ask for volunteers to read them aloud:<ul style="list-style-type: none">* "I can evaluate research to choose the most relevant and compelling factual information and quotes for my consumer guide."* "I can organize the information and quotes I have chosen about sustainable fishing methods into a Quote Sandwich graphic organizer."• Remind students that they practiced using Quote Sandwiches in the previous lesson and they have experience with them from Module 2 as well.• Remind students also of what <i>evaluate</i> means.	<ul style="list-style-type: none">• Learning targets are a research-based strategy that helps all students, especially challenged learners.• Reviewing the key academic vocabulary in learning targets can prepare students for vocabulary they may encounter in the lesson.• 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	Meeting Students' Needs
<p>A. Identifying Relevant and Compelling Factual Information and Quotes (10 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their copy of the Performance Task Prompt: Informative Consumer Guide and reread it, focusing particularly on the third bullet: “Your informative consumer guide needs to include relevant and compelling factual information and quotes about: A solution: sustainable methods for catching fish.”• Remind students that their informative consumer guide needs to be no longer than one piece of letter-sized paper containing all of the information listed in the bullet points, so they need to select the information that is most relevant and compelling while providing all of the information consumers will need to buy fish caught using more sustainable methods.• Explain that they will evaluate their information and quotes about a depleted fish species from Lesson 4 to choose what to use in their informative consumer guide.• Invite students to take out their Researching graphic organizer: Lesson 4.• Ask students to work together in pairs to evaluate all of the factual information and quotes on their Researching graphic organizers to identify what is most relevant and compelling about sustainable fishing methods.• Circulate to assist students. Ask guiding questions:<ul style="list-style-type: none">* “Why have you put a star next to this?”* “Why do people need to know this information?”* “Which of these pieces of information/quotes about sustainable fishing methods is most relevant and compelling? Or do you need to use them both?”* “Does the quote support a particular piece of information? Or does it provide relevant information in a compelling way itself?”	



Work Time (continued)	Meeting Students' Needs
<p>B. Working on the Quote Sandwich (10 minutes)</p> <ul style="list-style-type: none">• Distribute a new Quote Sandwich graphic organizer.• Tell students that they are now going to organize the information and quotes about sustainable fishing methods they have circled on their Researching graphic organizer from Lesson 4.• Remind students that they completed Quote Sandwich graphic organizers in the previous lesson for the issue of overfishing and for homework for a depleted fish species.• Explain to them that they may not be able to use all of the information and quotes they have circled, in which case they may need to reevaluate and choose new ones.• They may discuss ideas with an elbow partner, but this work is to be their own. Invite students to begin working.• Circulate to support students in filling in their organizers. Ask guiding questions:<ul style="list-style-type: none">* “How can you introduce sustainable fishing methods? What information do you have from research that would introduce them well?”* “How can you include the quotes you have selected?”* “How can you explain the quotes you have selected? Do you have any other information that you can use to explain the quote you have selected?”	<ul style="list-style-type: none">• Consider seating students who may need additional support in one area to work with them as a group.



Work Time (continued)	Meeting Students' Needs
<p>C. Identifying More Relevant and Compelling Factual Information and Quotes (10 minutes)</p> <ul style="list-style-type: none">• Redirect students' attention to their Performance Task Prompt: Informative Consumer Guide.• Invite them to reread the prompt, focusing particularly on the fourth bullet: "Your informative consumer guide needs to include relevant and compelling factual information and quotes about: Suggestions for how to buy fish that has been caught using sustainable methods."• Display the model informative consumer guide.• Invite students to reread the "What Can I Do?" section.• Tell students that they need to include as many suggestions in their informative consumer guides as they can to give consumers as much help as possible in choosing fish that have been caught using sustainable methods.• Invite students to refer to their Mid-Unit 3 Assessment Part 1: Researching Information about Buying Fish Caught Using Sustainable Methods• Explain that this time, when evaluating, they still must choose relevant and compelling suggestions, but at the end they should have as many suggestions as possible.• Invite students to work together in pairs to evaluate all of the factual information and quotes they have collected on their Researching graphic organizers to identify those that are most relevant and compelling about suggestions for buying fish caught using sustainable methods.• Ask students to begin working.• Circulate to assist students. Ask guiding questions:<ul style="list-style-type: none">* "Why have you put a star next to this?"* "Why do people need to know this information?"* "How does it guide consumers toward what to buy?"	



Closing and Assessment	Meeting Students' Needs
<p>A. Whole Group Share (7 minutes)</p> <ul style="list-style-type: none">• Tell students that they aren't going to complete a Quote Sandwich graphic organizer for the suggestions because, as seen on the model, these should be in a bulleted or numbered list rather than recorded in a paragraph to make them clear for consumers.• Invite a volunteer to share his/her Quote Sandwich, completed for sustainable fishing methods, with the class.• Invite the volunteer to read what he/she has recorded to the class and to justify the information and quotes chosen.• Take the Quote Sandwich section by section and invite students to suggest ways each section could be improved. Ask them:<ul style="list-style-type: none">* "This looks already looks good, but how can he/she make it better? Why?"• Invite the volunteer to make any notes for revisions on his/her Quote Sandwiches.• Tell students to remember the discussion and revisions suggested by the class when they review and revise their own Quote Sandwiches for homework.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Review and revise (where necessary, if at all) all of your completed Quote Sandwich graphic organizers. Look at the subheadings on the model informative consumer guide and notice how they are very short and guide the consumer to understand what will follow. Think of a short subheading for each of your Quote Sandwiches that accurately represents the information you are presenting.	

There are no new supporting materials for this lesson.