



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 3A: Unit 3: Lesson 3**

## **Preparing for the Mid-Unit Assessment: Planning the Children's Book**



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

I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.7.3)  
I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)  
I can use correct grammar and usage when writing or speaking. (L.7.1a and b)

**Supporting Learning Targets**

- I can plan a children's book that is organized in a way that makes sense to the reader.
- I can use narrative tools purposefully.

**Ongoing Assessment**

- My Children's Book Plan



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Entry Task: Preparing for the Mid-Unit Assessment Part 1 (5 minutes)</p> <p>2. Work Time</p> <p>A. Tell a Friend (12 minutes)</p> <p>B. Writing My Children's Book Plan (23 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: Planning for the Mid-Unit Assessment Part 1 (5 minutes)</p> <p>4. Homework</p> <p>A. To help you prepare for the sentence-level questions on the mid-unit assessment, complete the Sentence Practice homework. This will be due in Lesson 5. Read your independent reading book.</p>	<ul style="list-style-type: none"><li>• In this lesson, students prepare for Part 1 of the mid-unit assessment and plan their children's book.</li><li>• The first part of the mid-unit assessment is a group discussion called a Writer's Roundtable (see Lesson 4 Teaching Notes). To prepare for that, students return to their excerpt analysis triads from Unit 2 and practice speaking in small groups today as they discuss the children's book they studied in Lesson 2 of this unit. Be sure to have the Children's Book Scavenger Hunt worksheets from Lesson 2 ready to hand back.</li><li>• Students discuss their plans for their children's book and work on creating that plan for the bulk of this lesson. Assure students that this plan will guide their writing but will not dictate what they write on every page. They will have multiple chances to revise their thinking.</li><li>• Part 2 of the mid-unit assessment is centered on L.1a, b, and c, and will be assessed in Lesson 5. The homework assigned today will help students prepare for that portion of the assessment.</li><li>• In this lesson, you share a Ladder to Success anchor chart with the students. This will make the scaffolding for the final children's book project clear and help students see how all of the assignments and handouts are leading to the end project. Consider posting this anchor chart for the duration of the unit so that you can reference it during lessons. You could also have students write their names on sticky notes and post them on whatever step they have completed. In this way you can see each student's progress.</li><li>• You can see each step linked to specific lessons on the Ladder to Success Rationale in the supporting materials. If you feel your students need more time, consider doing more in-class work with independent reading or moving on to the introductory lessons of the next module to give students more time outside class to finish their books. This may be particularly useful when the students are working on their illustrated, final versions.</li><li>• The Ladder to Success anchor chart will also help you keep track of the various papers this scaffolding generates. Consider how you can support your students with their organization and help them keep track of their drafts and revision sheets. Many teachers like to set up a filing system in the classroom where students can keep their working papers.</li></ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"> <li>• At the end of class today, students hand in their My Children’s Book Plan. Use this, along with the exit ticket, to identify students who may need additional time or support in this important first step.</li> <li>• Read the My Children’s Book Plan and the exit ticket, looking for strong candidates for the Fishbowl discussion in Lesson 4.</li> <li>• The homework of this lesson helps students practice L.7.1. Consider pulling errors (i.e., sentence fragments, run-ons, or misplaced modifiers) from the students’ work to include as an additional worksheet. The homework for this lesson is due in Lesson 5.</li> <li>• This lesson does not use <i>Frederick Douglass: The Last Day of Slavery</i> directly, but the supporting material My Children’s Book Plan refers to it. If you used the alternate text, the lesson structure stays the same, but you will need to use My Children’s Book Plan (alternate) from the file of alternate materials that accompanies the book.</li> <li>• Post: Learning targets.</li> </ul>

Lesson Vocabulary	Materials
	<ul style="list-style-type: none"> <li>• Entry Task: Preparing for the Mid-Unit Assessment Part 1 (one per student)</li> <li>• Children’s Book Scavenger Hunt worksheets (from Lesson 2; returned this lesson)</li> <li>• Ladder to Success anchor chart (one per student and/or one to display)</li> <li>• Ladder to Success Rationale (for teacher reference)</li> <li>• My Children’s Book Plan (one per student)</li> <li>• Exit Ticket: Planning for the Mid-Unit Assessment Part 1 (one per student)</li> <li>• Sentence Practice homework (one per student)</li> </ul>



Opening	Meeting Students’ Needs
<p><b>A. Entry Task: Preparing for the Mid-Unit Assessment Part 1 (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>Entry Task: Preparing for the Mid-Unit Assessment Part 1</b>. Instruct students to work on it individually.</li> <li>• After a few minutes, ask a handful of students to share out their ideas. Clarify any questions about the mid-unit assessment. Be sure to explain that the mid-unit assessment has two parts: The first part will be the Writer’s Roundtable; the second part will be a short grammar test on sentences.</li> </ul>	
Work Time	Meeting Students’ Needs
<p><b>A. Tell a Friend (12 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>Children’s Book Scavenger Hunt worksheets</b> (from Lesson 2). Arrange the students in their excerpt analysis triads from Unit 2.</li> <li>• Direct the students’ attention to Section IV of the Children’s Book Scavenger Hunt. Point out that the mid-unit assessment will use the same sentence stems. Encourage students to use this discussion as a “dress rehearsal” for tomorrow. Tell them that their goal in the discussion today is not to share all the information they gathered yesterday. Rather, it’s to get everyone involved in an interesting and engaging discussion about what makes a good children’s book.</li> <li>• Tell the students to begin their discussion. Circulate to help as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Many students will benefit from having the time available for this activity displayed via a visible timer or stopwatch.</li> </ul>
<p><b>B. Writing My Children’s Book Plan (23 minutes)</b></p> <ul style="list-style-type: none"> <li>• Refocus whole class. Notice and name some of the specific comments you overheard during the discussion. Express your confidence in their ability to have a useful discussion on the assessment tomorrow.</li> <li>• Ask students to return to their seats and get out their homework.</li> <li>• Distribute and/or display the <b>Ladder to Success anchor chart</b>. Tell students that you want them to be successful on this project but you know they will need to work hard to make that happen. Just as you don’t expect someone to suddenly jump to the top of a ladder, you don’t expect your students to suddenly turn in a fabulous children’s book without taking certain steps to be successful. Instead, you have provided rungs, or different assignments and checkpoints that will help them climb the ladder to success. If they use these steps, they all will be able to turn in a fantastic story. Use the <b>Ladder to Success Rationale</b> for your own reference.</li> </ul>	<ul style="list-style-type: none"> <li>• Analogies like this help students understand abstract concepts like planning for success.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Point out that students stepped on the first rung in Unit 2 when they filled out their Excerpt Analysis note-catcher. You may wish to have students put a checkmark on this rung on their personal sheets and/or put a sticky note for each student on the classroom copy (see Teaching Notes). Today they will step up to the second rung by making their My Children’s Book Plan.</li> <li>• Remind students that tomorrow they will be stepping on the third rung and discussing their ideas for their children’s book. By getting those ideas down on paper ahead of time, they will have a more fruitful discussion. Distribute the <b>My Children’s Book Plan</b>.</li> <li>• Read over the directions and the model for the students. This model comes from the first page of <i>The Last Day of Slavery</i>.</li> <li>• Students should use last night’s homework to fill out this sheet. Clarify if there are any questions. Tell students they have the next 20 minutes to work on their plans. Point out that it may be easier to start from the end of the story and work backward. Circulate to help as needed.</li> </ul>	
Closing and Assessment	Meeting Students’ Needs
<p><b>A. Exit Ticket: Planning for the Mid-Unit Assessment Part 1 (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>Exit Ticket: Planning for the Mid-Unit Assessment Part 1</b> and instruct students to fill it out before they leave.</li> <li>• Distribute and preview the Sentence Practice homework.</li> </ul>	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• To help you prepare for the sentence-level questions on the mid-unit assessment, complete the Sentence Practice homework. This will be due in Lesson 5. Read your independent reading book.</li> </ul>	



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# Grade 7: Module 3A: Unit 3: Lesson 3

## Supporting Materials



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Entry Task: Preparing for the Mid-Unit Assessment Part 1

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Name:

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Date:

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**Directions:** Please complete this task individually. Read over the assessment prompt and criteria. Then answer the questions below.

**7M.3A.3 Mid-Unit Assessment Prompt**

Tomorrow you will participate in a Writer’s Roundtable. You will present your Children’s Book Plan to the group and talk about the questions and concerns you have. This will be an excellent chance for you to get feedback on your Children’s Book Plan so far. You will also help your fellow classmates by critiquing their plans thoughtfully. In addition, it will demonstrate how well you can reach the following learning targets:

- \* I can effectively engage in discussions with diverse partners about seventh grade topics, texts, and issues.
- \* I can follow rules for collegial discussions and track my progress toward a specific goal.
- \* I can pose questions that elicit elaboration and respond to the questions and comments of others with relevant observations.
- \* I can acknowledge new information expressed by others and, when warranted, modify my own views.



Entry Task: Preparing for the Mid-Unit Assessment Part 1

**Speaking and Listening Criteria**

What it will look like when I reach the learning targets:	Sentence stems that may help me:
<p>___ Asks relevant, helpful questions that elicit elaboration</p>	<p>Why did you think ...? Did you consider ...?</p>
<p>___ Seeks to clarify and understand other perspectives, especially when they differ from one's own</p>	<p>Could you explain your thinking about ...? I hear you saying... Is that right? Do you agree that ...?</p>
<p>___ Makes helpful observations about another's work</p>	<p>I hear you saying ... I see you have ... A real strength of this part is ... This part needs a little work because ...</p>
<p>___ Seeks out and respectfully acknowledges others' ideas</p>	<p>I'd like to hear your thoughts on ... I'm glad you said ... I hadn't thought of ... I see it differently because ...</p>
<p>___ Does not dominate conversation</p>	<p>I'd like to hear your thoughts on ...</p>



**Entry Task: Preparing for the Mid-Unit Assessment Part 1**

**1. What will you need to do to be successful in the group discussion tomorrow?**

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**2. What are some potential pitfalls? How will you avoid them?**

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The Ladder to Success Anchor Chart

**Children’s Book  
Final Version—Publishable!  
Performance Task**

Teacher Feedback

I Heart Revision  
Check-in

Begin Final  
Illustrations

**Children’s Book Storyboards  
Second Draft  
End of Unit Assessment**

Self-Assessment  
with the Rubric

I Heart Revision  
Check-in

**Children’s Book Storyboards  
Second Half—First Draft**

Peer Edit

I Heart Revision  
Check-in

**Children’s Book Storyboards  
First Half—First Draft**

Writer’s Roundtable  
Mid-Unit  
Assessment  
Part 1

I Heart Revision  
Check-in

**My Children’s Book Plan**

**Excerpt Analysis Note-catcher**



Ladder to Success Rationale  
(For Teacher Reference)

Step on the Ladder	Lesson Taught	Rationale
Excerpt Analysis Note-catcher	Unit 2	This helps students keep track of the major events in the episode.
My Children’s Book Plan	Lesson 3	This helps students begin to break down the events of the episode into smaller chunks and begin envisioning each page. This should guide their writing but not dictate it.
Writer’s Roundtable	Lesson 4	Talking through their stories before they begin writing will help students synthesize and clarify their thinking.
Children’s Book Storyboards First Half—First Draft	Lessons 5, 6	The storyboard worksheets are an important part of the writing process. They have space for students to do a rough draft version of both the text and the illustrations.
Peer Edit	Lesson 6	This is a chance for students to get their work looked at by another students early in the process.
Children’s Book Storyboards Second Half—First Draft	Lesson 7 (and homework); due Lesson 8	Breaking the first draft into two major chunks will help students not feel overwhelmed with the writing task.



Ladder to Success Rationale  
(For Teacher Reference)

Step on the Ladder	Lesson Taught	Rationale
Self-assessment with the Rubric	Lesson 8	By letting students self-assess their own work, they gain familiarity with the rubric and learn a valuable skill.
Children's Book Storyboards Second Draft	Lesson 8 (and homework); due lesson 9	By requiring students to do at least two drafts of every page, you will get higher quality work and develop students' intellectual stamina.
Begin Final Illustrations	Lesson 9	By giving students some class time to work on illustrations, you will encourage collaboration and get higher quality work.
Teacher Feedback	Between Lessons 9 and 10	When students get a chance to use your feedback to work on another draft, they will learn more from the writing process.
Children's Book Final Version	After Lesson 10	Students may benefit from having additional time at home to finish their books. Consider the needs of your students when you give them the final due date.



My Children’s Book Plan

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:**

Now you will plan your children’s story. When you begin writing, you will use this plan as a guide. However, you will probably make small adjustments as you write. As you plan, think carefully about where you will zoom in and be more detailed; do it deliberately and only in moments of the story that need to be examined closely. You may have six to eight pages in your book. You must have at least five pages planned for the Writer’s Roundtable tomorrow.

<b>Gist of the story:</b>
<b>Thematic statement</b>

Page number	Gist of the text  * Narrative tool I will use	Gist of illustration (Remember: Not every page needs an illustration. Choose the pages that best lend themselves to images.)	Step on the narrative arc
<i>Model</i>	<p><i>Douglass was born on a plantation. He didn’t know his mother.</i></p> <p><i>* Sensory details: slept with “miserable blankets” on a “cold, damp floor”</i></p> <p><i>* Showing character traits: mother walking all night</i></p>	<p><i>FD as a baby with a shadowy, blurry image of his mother standing over him</i></p>	<p><i>Establishing context—setting, character, and central conflict</i></p>



My Children's Book Plan

Page 1			
Page 2			
Page 3			
Page 4			



My Children's Book Plan

Page 5			
Page 6			
Page 7			



My Children's Book Plan

My Takeaway from the Writer's Roundtable (do this during discussion tomorrow)



Exit Ticket: Planning for the Mid-Unit Assessment Part 1

\_\_\_\_\_  
**Name:**

\_\_\_\_\_  
**Date:**

How confident are you in your children's book plan? Why?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What are you still unclear about? How could talking it over with your peers help address your concerns?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Exit Ticket: Planning for the Mid-Unit Assessment Part 1

**What five questions will you ask your group tomorrow? Here are some examples to get you started (you may use these example questions—they're useful!):**

- I'm thinking of zooming in on these moments. Do they seem critical to the story?
- What pages should have an illustration?
- Is my thematic statement appropriate to the story?

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2.

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3.

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4.

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5.

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Sentence Practice Homework

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Name:

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Date:

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**Directions:** Use this practice sheet to help you prepare for the Mid-Unit 3 Assessment Part 2.

**Reading Complex Sentences**

1. When we got halfway to St. Michael’s, while the constables in charge were looking ahead, Henry inquired of me what he should do with his pass.

Underline the main clause of the sentence.

2. We were spreading manure; and all at once, while thus engaged, I was overwhelmed with an indescribable feeling, in the fullness of which I turned to Sandy, who was nearby, and said, “We are betrayed!”

Underline the main clause of the sentence

Which noun does the phrase “who was nearby” modify?

3. During the scuffle, I managed—I know not how—to get my pass out and, without being discovered, put it into the fire.

Underline the main clause of the sentence.

The phrase “without being discovered” modifies which phrase: “out into the fire” or “I know not how”?



Sentence Practice Homework

**Writing Complex Sentences**

1. Combine these three phrases into a grammatically correct sentence:

Frederick Douglass was a runaway slave  
who wrote an autobiography  
Frederick Douglass was a passionate abolitionist

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2. Combine these phrases into a grammatically correct sentence:

Mrs. Auld surprised Frederick by looking at him kindly  
who had never owned slaves before

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Sentence Practice Homework

3. Combine these three sentences into a grammatically correct sentence:

A slave who tried to run away faced many dangers

Some of the dangers a slave faced were crossing treacherous terrain, being chased by  
bloodthirsty dogs

and starving to death

Many slaves didn't dare to run away

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Sentence Practice Homework

**Correct the following sentences. (Note: There is more than one correct answer.)**

1. Frederick saw slaves being beaten, this changed his life and made him wonder how human beings could treat each other this way.

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2. When he escaped to the North, Frederick was amazed at the people and the kindness they offered, who were so hard working.

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3. Frederick was dizzy and hot but he knew if he didn't get up.

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Sentence Practice Homework

4. Because many slaves were terrified of being caught.

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5. When a slave sings, it is not because he is happy and carefree. But because he has no other way to express his deep sadness.

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