



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 2B: Unit 2: Lesson 7**

## **Mid-Unit 2 Assessment, continued: Fishbowl**

### **Discussion of *Magic Tree House* books**



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

I can read third grade level texts accurately and fluently to make meaning. (RF.3.4)  
I can answer questions using specific details from literary text. (RL.3.1)  
I can compare and contrast stories by the same author. (RL.3.9).  
I can document what I learn about a topic by taking notes. (W.3.8)  
I can effectively engage in discussions with diverse partners about third-grade topics and texts. (SL.3.1)  
I can express my own ideas clearly during discussions. (SL.3.1)  
I can build on others' ideas during discussions. (SL.3.1)  
I can ask questions when I am confused about what a speaker is saying. (SL.3.3)  
I can answer questions to show what I know when listening to a speaker. (SL.3.3)

**Supporting Learning Targets**

- I can answer questions about my *Magic Tree House* book using specific details from the text.
- I can effectively engage in a conversation with my peers about our *Magic Tree House* books.
- I can compare and contrast stories in the *Magic Tree House* series.

**Ongoing Assessment**

- Mid-Unit 2 Assessment: Expert Research Matrix (begun in Lesson 6)
- Teacher Assessment Checklist for Discussion



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Engaging the Reader: Fluency Partners (10 minutes)</li> <li>B. Unpacking the Learning Targets (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Fishbowl Model in Preparation for Discussion (10 minutes)</li> <li>B. Mid-Unit 2 Assessment: Fishbowl Discussion of Our <i>Magic Tree House</i> Books (30 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Turn and Talk (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. 2-1 Homework: Tell someone at home 2 new facts you learned about other <i>Magic Tree House</i> books from your discussion and 1 book discussion skill you are getting really good at.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• In Lesson 6, students began their Mid-Unit 2 Assessment, completing Part 1 of the Expert Research Matrix. In Lesson 7, students begin the second part of the assessment, starting their Fishbowl discussion with their new triads. In Lesson 8, students will have time to complete their discussions and also complete the Expert Research Matrix, Part 2. Preview Lessons 7-8 in advance to have a clear sense of the arc of students' work.</li> <li>• During the discussion in Lessons 7 and 8, circulate to assess students' discussion skills, using the checklist aligned to SL.3.1 and SL.3.3.</li> <li>• To help students succeed with the Fishbowl discussion, model the discussion setup and process with one of the established Book Clubs during Work Time A. Identify this group ahead of time and brief them on their tasks: Let them know they will use Question 1 on the Mid-Unit 2 Assessment: Expert Research Matrix for their model conversation. The group will need to practice the following:               <ul style="list-style-type: none"> <li>– Have one student volunteer act as facilitator for this discussion. This student will get the process started.</li> <li>– Read the question aloud.</li> <li>– Each member of the group takes a turn sharing evidence and what page it is on</li> <li>– After everyone has shared, the student facilitator asks if there are any questions for anyone in the group. If there are questions, the student asked must respond.</li> <li>– If there are no questions or clarifications needed, the facilitator asks the group to give a thumbs-up if they're ready to move on to the next question.</li> <li>– The facilitator chooses a new person to start.</li> <li>– The group then moves on to the next question.</li> </ul> </li> <li>• To streamline logistics, distribute the Book Discussion checklist to students before the lesson start.</li> <li>• In advance:               <ul style="list-style-type: none"> <li>– Create strategic groups of three for the Fishbowl discussions. Each triad should have one representative from each <i>Magic Tree House</i> book. Consider posting these groups on chart paper or displaying them on the document camera to aid in quick transitions. If you have an uneven number of students, form some groups of four, doubling up with two students who read the same text.</li> <li>– Post learning targets, Procedure for Mid-Unit 2 Assessment Discussion anchor chart.</li> </ul> </li> </ul>



Lesson Vocabulary	Materials
Fishbowl, facilitator	<ul style="list-style-type: none"> <li>• Fluent Reader Criteria anchor chart (begun in Module 1, Unit 2, Lesson 8)</li> <li>• Magic Tree House books (one per student for their assigned Book Club group)</li> <li>• Procedure for Mid-Unit 2 Assessment Discussion anchor chart (new; teacher-created; see supporting materials)</li> <li>• Mid-Unit 2 Assessment: Expert Research Matrix (from Lesson 6)</li> <li>• Book Discussion checklist (from Lesson 1; one new blank copy per student)</li> <li>• Assessment Checklist for Discussion (for teacher reference)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Fluency Partners (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Celebrate the strong work students have been doing in their Book Clubs. Remind them that today is the day they will share their expertise with others. Say something like:             <ul style="list-style-type: none"> <li>* “Today, you will share your expertise with some of your peers not in your Book Clubs. To introduce our books to others in the group, we will begin by reading a short passage. This will also help us to practice reading fluently.”</li> </ul> </li> <li>• Remind students of their fluency practice in Lessons 2 and 4. Let them know they will not be working with their fluency partners, but rather with new Book Club members.</li> <li>• Inform students of the new triads they will work with today. Have them meet with their new triads in a circle in the room.</li> <li>• Direct students' attention to the <b>Fluent Reader Criteria anchor chart</b>. Quickly review each of the criteria. Explain and expand as necessary.</li> <li>• Ask students to take out their <b><i>Magic Tree House</i> books</b> and search for a couple of paragraphs from the section they practiced reading fluently for homework.</li> <li>• Tell students to spend 2 minutes softly reading aloud the passage they selected to themselves, focusing on aspects of good oral reading fluency. They can refer to the anchor chart as often as necessary.</li> <li>• Students should take turns sharing their selected paragraphs with their new Book Clubs by reading aloud.</li> <li>• After a member of the group reads, each student should give verbal feedback using the star and step framework. Consider using sentence frames: “I like how you_____” and “I think you would be more fluent if you_____.”</li> </ul>	<ul style="list-style-type: none"> <li>• For students who need extra support with fluency, allow them time to practice whisper-reading to themselves or using assistive technology.</li> </ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Unpacking the Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to gather in a circle in the middle of the classroom.</li><li>• Invite them to turn and talk with an elbow partner:<ul style="list-style-type: none"><li>* “Turn to your partner and tell him/her what work you did yesterday with your collection of Capturing Key Details recording forms and the <i>Magic Tree House</i> Expert Jigsaw Research Matrix recording form. Talk to him/her about how you were becoming an expert that can share your knowledge of the story and the culture of the country with others.”</li></ul></li><li>• Cold call pairs to share what their partner told them.</li><li>• Direct students’ attention to the learning targets and read them aloud:<ul style="list-style-type: none"><li>* “I can answer questions about my <i>Magic Tree House</i> book using specific details from the text.”</li><li>* “I can effectively engage in a conversation with my peers about our <i>Magic Tree House</i> books.”</li><li>* “I can compare and contrast stories in the <i>Magic Tree House</i> series.”</li></ul></li><li>• Clarify the targets as needed.</li><li>• Ask for volunteers to restate the learning targets in their own words.</li><li>• Tell students that today they will complete Part 1 of the Mid-Unit 2 Assessment: Book Discussions of Our <i>Magic Tree House</i> Books today, and tomorrow they will complete Part 2.</li></ul>	<ul style="list-style-type: none"><li>• When unpacking the learning targets, consider using visuals to support the meaning of key words in the target.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Fishbowl Model in Preparation for Discussion (10 minutes)</b></p> <ul style="list-style-type: none"><li>Students should still be gathered in the middle of the classroom in a circle.</li><li>Say something like:<ul style="list-style-type: none"><li>* “Now that you have organized your research, it is time to have a discussion with your Book Club. This discussion will give you the opportunity to share with others the knowledge you gained from your <i>Magic Tree House</i> book. You will also get to learn about the other <i>Magic Tree House</i> books that your classmates have been reading and discussing. I have asked one Book Club to help me show you how this will look. This group is going to come sit in the center of what we call the ‘fishbowl.’”</li></ul></li><li>Consider giving students a brief explanation as to why it is called a Fishbowl discussion:<ul style="list-style-type: none"><li>* “It is because, just like when we look at fish inside a bowl or aquarium, we can watch everything students are doing, but we can’t interrupt them. When students are in the center, we can watch and hear what they are doing, but we don’t interrupt. We watch and learn.”</li></ul></li><li>Display the <b>Procedure for Mid-Unit 2 Assessment Discussion anchor chart</b> and read each point aloud. Clarify as necessary.</li><li>Have the model group sit in the center with their <i>Magic Tree House</i> books and <b>Mid-Unit 2 Assessment: Expert Research Matrix</b>.</li><li>Tell the class:<ul style="list-style-type: none"><li>* “I want you to watch and listen as this group has a conversation about their book. Notice how they use their Mid-Unit 2 Assessment: Expert Research Matrix to guide their conversations. I am going to display the research matrix for you so that you can follow along with what the group is saying.”</li></ul></li><li>Ask if there are any clarifying questions. Prompt the group to begin. Set a time limit of 3 minutes for their model. See Teaching Notes for how the group conversation should be organized.</li><li>After the group has finished, direct the rest of the class to turn to a neighbor and share what they saw and heard. Circulate around to listen in on what students saw and heard.</li><li>Cold call a couple of students to share with the class. Ask whether there are any clarifying questions on how the conversation will go or how to use the Mid-Unit 2 Assessment: Expert Research Matrix during the discussion.</li></ul>	<ul style="list-style-type: none"><li>Allowing students to see a model of the discussion from their own peers lets them see how it can be done. Students may feel more capable if they see the model from their peers.</li><li>When students are being asked to talk with a neighbor, consider pairing ELLs with a peer who speaks their native language so they can discuss in their native language.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Mid-Unit 2 Assessment: Fishbowl Discussion of Our <i>Magic Tree House</i> Books (30 minutes)</b></p> <ul style="list-style-type: none"><li>• Assign groups for the discussions.</li><li>• Ask students to take their Mid-Unit 2 Assessment: Research Matrix and join their new group.</li><li>• Once students are settled, display the <b>Book Discussion checklist</b>. Remind students that just like in other book clubs, they will be responsible for tracking progress with discussion skills using this checklist.</li><li>• Have students begin their discussions.</li><li>• During the discussions, circulate and use the <b>Assessment Checklist for Discussion</b> to observe students and assess standards SL.3.1 and SL.3.2. This lesson and the next have time allotted for students to engage in the discussions. This will allow for them to participate in high-quality discussions and for teachers to be able to observe all groups.</li><li>• If students do not complete the discussion in 30 minutes, reassure them that they will continue tomorrow. Monitor the pace of discussions to support stopping them in an appropriate spot.</li></ul>	<ul style="list-style-type: none"><li>• When reviewing graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.</li></ul>

Closing and Assessment	Meeting Students' Needs
<p><b>A. Turn and Talk (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Refocus students whole group. Ask them to return to sitting in the circle in the middle of the room.</li><li>• Recognize students for their hard work in preparing for the discussions and for sharing their expertise with each other.</li><li>• Ask them to turn and talk:<ul style="list-style-type: none"><li>* "Tell your partner what has been going well so far in your discussion and something that you want to improve for tomorrow."</li></ul></li><li>• Cold call a few pairs to share out. Remind students that this discussion will continue tomorrow and you will, again, be listening in to conversations.</li></ul>	<ul style="list-style-type: none"><li>• Consider using sentence starters for ELLs to support them in talking with their partner.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• 2-1 Homework: Tell someone at home 2 new facts you learned about other <i>Magic Tree House</i> books from your discussion and 1 book discussion skill you are getting really good at.</li></ul>	



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## Supporting Materials



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**Procedure for Mid-Unit 2 Assessment Discussion**

1. Choose someone in your group to start. You could ask for a volunteer or rock/paper/scissors for who will go first.
2. The first person will begin by reading the question aloud.
3. After reading the question, the first person will respond with the evidence he or she wrote on the Mid-Unit 2 Assessment: Expert Research Matrix.
4. This person is then responsible for calling on another member to respond.
5. The person chosen cannot pass but must respond with the evidence he/she recorded on his/her research matrix.
6. After sharing the evidence that he/she recorded, a new person is chosen to share and the pattern continues.
7. A student cannot be called on a second time until everyone has had a turn.
8. After the first round, group members can ask clarifying questions of other members. To ask a question, a group member should say: “(Name), I have a question for you about what you said.”
9. Whomever the question was directed to needs to answer the question.
10. For a second round, students continue the process, but with a new discussion question.
11. Make sure to refer to the page numbers in your book to support your ideas and help listeners stay engaged.



**Assessment Checklist for Discussion**  
(For Teacher Reference)

**Teaching Directions:**

*This checklist is used to assess SL.3.1a–d and SL.3.3. To use this checklist, record student names in the column headings. Observe each group for about 5 minutes. During that time, circle behaviors either observed or not observed for each student. This checklist can be used as an assessment tool and as a tool during individual conferences with students after the discussion.*

Group A	Student A	Student B	Student C	Notes:
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  (SL3.1a)	Observed  Not yet observed	Observed  Not yet observed	Observed  Not yet observed	
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  (SL3.1b)	Observed  Not yet observed	Observed  Not yet observed	Observed  Not yet observed	



**Assessment Checklist for Discussion**  
(For Teacher Reference)

Group A	Student A	Student B	Student C	Notes:
Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  (SL3.1c)	Observed  Not yet observed	Observed  Not yet observed	Observed  Not yet observed	
Explain their own ideas and understanding in light of the discussion.  (SL3.1d)	Observed  Not yet observed	Observed  Not yet observed	Observed  Not yet observed	
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.  (SL.3.3)	Observed  Not yet observed	Observed  Not yet observed	Observed  Not yet observed	