



EXPEDITIONARY
LEARNING

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

Completing the Mid-Unit 2 Assessment:

Continuing Fishbowl Discussion and Completing Expert Research Matrix, Part 2



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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 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 other's 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)
I can compare and contrast stories by the same author. (RL.3.9)

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)
- Assessment Checklist for Discussion (begun in Lesson 7)



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unpacking the Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Mid-Unit 2 Assessment, continued: Completing Fishbowl Discussion of Our <i>Magic Tree House</i> Books (20 minutes)B. Model for Completing the Expert Research Matrix (5 minutes)C. Completing the Mid-Unit 2 Assessment: Part 2 of the Expert Research Matrix (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (10 minutes)4. Homework<ol style="list-style-type: none">A. Tell someone at home one similarity and one difference between your <i>Magic Tree House</i> book and another one of the <i>Magic Tree House</i> books.	<ul style="list-style-type: none">• In this lesson, students complete their Mid-Unit 2 Assessment. They finish their discussion with their new triads (begun in Lesson 7). They then return to their Expert Research Matrix to fill in Part 2, in which they write down what they learned from comparing and contrasting their <i>Magic Tree House</i> books• Work Time is broken up into three purposeful sections.<ul style="list-style-type: none">– Work Time A provides students with time to wrap up unfinished discussions.– Work Time B gives the teacher time to model how students will complete Part 2 of the assessment, and it serves as a clear transition period between group work to independent work.– In Work Time C, students will complete Part 2 of the Expert Research Matrix independently.• As students finish their discussions during Work Time A, teachers circulate and use the Teacher Assessment Checklist for Discussion to assess any students they did not get to in Lesson 7.• Collect students' Mid-Unit 2 Assessment: Expert Research Matrix at the conclusion of this lesson. Use the Teacher Assessment Checklist for <i>Magic Tree House</i> Expert Jigsaw Research Matrix to collect assessment data on students' progress toward mastery of standards RL.3.1, RL.3.9, and W.3.8.• Post: learning targets.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• <i>Magic Tree House</i> books (one per student for their assigned Book Club group)• Mid-Unit 2 Assessment: Expert Research Matrix (from Lesson 6; students' own, plus one for display)• Document camera• Book Discussion checklist (from Lesson 1; one new blank copy per student)• Procedure for Mid-Unit 2 Assessment Discussion anchor chart (begun in Lesson 7)• Assessment Checklist for Discussion (from Lesson 7; for teacher reference)• Assessment Checklist for Mid-Unit 2 Assessment: Expert Research Matrix (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Ask students to gather in a circle in the middle of the room. Remind them that in the previous lesson, they started their discussions to share about their <i>Magic Tree House</i> books and today, they will finish that discussion.• Ask them to turn and talk:<ul style="list-style-type: none">* “Turn to your neighbor and tell him/her what work you did yesterday with your new Book Club and where your discussion stopped.”• Direct students’ attention to the learning targets and read them aloud:<ul style="list-style-type: none">* “I can answer questions about my <i>Magic Tree House</i> book using specific details from the text.”* “I can effectively engage in a conversation with my peers about our <i>Magic Tree House</i> books.”* “I can compare and contrast stories in the <i>Magic Tree House</i> series.”• Focus on the final learning target. Say something like:<ul style="list-style-type: none">* “Let’s focus on the last learning target. This was one you did not get to yesterday. Let’s focus on two key words: <i>compare</i> and <i>contrast</i>. Who can tell me what those words mean?”• Call on a volunteer to share what the terms <i>compare</i> and <i>contrast</i> mean. Students should say that they mean to find things that are the same and things that are different.• Let students know that today they will compare and contrast the different <i>Magic Tree House</i> books. Say something like: “Today, you will complete your discussions from the last lesson. Then, you will complete Part 2 of the Mid-Unit 2 Assessment. In this part of the assessment, you will discuss how your books are the same and different. As in the previous lesson, you will record this information on the Mid-Unit 2 Assessment: Expert Research Matrix. I will show you a model a little later on for how to complete this.”	<ul style="list-style-type: none">• When unpacking the learning targets, consider using visuals to support the meaning of key words in the target.



Work Time	Meeting Students' Needs
<p>A. Mid-Unit 2 Assessment, continued: Completing Fishbowl Discussion of Our Magic Tree House Books (20 minutes)</p> <ul style="list-style-type: none"> Ask students to take their <i>Magic Tree House</i> books, <i>Magic Tree House Expert Jigsaw Research Matrix</i>, and <i>Magic Tree House Book Discussion checklist</i> and join their groups from the previous lesson. Display the <i>Magic Tree House</i> Book Discussion checklist via a document camera. Remind students that just like in other book clubs, they will be responsible for tracking progress with discussion skills using this checklist. Tell students they have the next 20 minutes to complete the discussions they started yesterday. Encourage them to refer to the Procedure for Mid-Unit 2 Assessment Discussion anchor chart for guidance during their discussions. Ask students to begin. Circulate and use the Assessment Checklist for Discussion to observe students and assess standards SL.3.1 and SL.3.2. 	<ul style="list-style-type: none"> When reviewing graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing. If students complete discussion before the end of the work time, encourage them to recheck their notes from the discussion before moving on to the next part.
<p>B. Model for Completing the Expert Research Matrix (5 minutes)</p> <ul style="list-style-type: none"> Refocus students whole group. Tell students they will now move on to completing the Mid-Unit 2 Assessment, and this part will be done independently. Using a document camera, display the Mid-Unit 2 Assessment: Expert Research Matrix, Part 2. Say something like: "I want to show you quickly how I would take notes on Part 2 of your mid-unit assessment. This part of the recording form is where you will be showing me how you can compare and contrast your <i>Magic Tree House</i> book to the other <i>Magic Tree House</i> books." Do a quick think-aloud for students about how you would fill out this part of the recording form. Since you are modeling for an assessment, it is important that you do not use actual information from the texts. Emphasize to students that you are going to show how to "think through" Part 2 but that you will be creating fictitious information so that they can use their own thinking during the assessment. Model filling in the information on the Mid-unit 2 Assessment: Expert Research Matrix (Part 2) Clarify questions as needed. 	



Work Time (continued)	Meeting Students' Needs
<p>C. Completing the Mid-Unit 2 Assessment: Part 2 of the Expert Research Matrix (20 minutes)</p> <ul style="list-style-type: none">• Allow students 20 minutes to independently record responses to Mid-Unit 2 Assessment: Expert Research Matrix, Part 2. Remind them that you will be collecting these as an assessment piece.• During the work time, circulate to support students. If students complete the assessment before others, encourage them to reread all of their work and revise it if necessary.	

Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (10 minutes)</p> <ul style="list-style-type: none">• Ask students to Think-Pair-Share:<ul style="list-style-type: none">* “Was it easy or challenging to share your book with others? Why?”* “Was it easy or challenging to compare and contrast your <i>Magic Tree House</i> books with others? Why?”• Ask for volunteers to share out.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Tell someone at home one similarity and one difference between your <i>Magic Tree House</i> book and another one of the <i>Magic Tree House</i> books.	



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Supporting Materials



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Assessment Checklist for Mid-Unit 2 Assessment: Expert Research Matrix
(For Teacher Reference)

	Student A	Student B	Student C			
I can answer questions using specific details from literary text. (RL.3.1) <i>Matrix Sections 1–6</i>						
I can document what I learn about a topic by taking notes. (W.3.8) <i>Matrix Sections 1–9</i>						
I can compare and contrast stories by the same author. (RL.3.9) <i>Matrix Sections 8–9</i>						

Key
S= Secure
D= Developing