



EXPEDITIONARY
LEARNING

Grade 7: Module 2B: Unit 3: Lesson 13

Performance Task: Celebration



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

I can use criteria to classify, select, and evaluate texts to make informed judgments about the quality of pieces. (RI.7.11)

Supporting Learning Targets

- I can consider how what I learn in school can affect my life outside of school.
- I can write a book review that helps my classmates decide whether or not to read a book.

Ongoing Assessment

- Independent book reviews

Agenda

1. Opening
 - A. Celebrating Final Performance Task (5 minutes)
2. Work Time
 - A. Reflecting on the Module (10 minutes)
 - B. Writing a Book Review (25 minutes)
3. Closing and Assessment
 - A. Goal Setting for Independent Reading (5 minutes)
4. Homework
 - A. Finish your book review.
 - B. Continue independent reading, or choose a new book.

Teaching Notes

- In this final lesson of the unit and module, students will turn in their final performance task. Before doing so, they will celebrate their work by participating in a Gallery Walk (see Appendix). Following the Gallery Walk, students reflect on their final performance task by explaining how they engaged their audience and communicated with them effectively on a sticky note. Consider displaying these sticky notes in the classroom as a reminder of the high-level work students have achieved.
- Consider how students might share their work with a larger audience, and remind students of that opportunity in this lesson if desired.
- In Work Time A, students use their Writing Improvement Trackers and essay on *Pygmalion* to reflect on the writing they completed in this module. The reflection is intended to support their personal and civic growth; it is not intended as an assessment of literacy skills. Remind students of this.
- Students move into Work Time B to write book reviews for their independent reading books. See two separate stand-alone documents on EngageNY.org—The Importance of Increasing the Volume of Reading, and Launching Independent Reading in Grades 6–8: Sample Plan—which together provide the rationale and practical guidance for a robust independent reading program. Consider what will be most helpful to students in planning their book review. Scaffolds are provided in the lesson. Also consider what form you would like students' book reviews to take and create a model for students to reference. This model will remind students of the expectations as they work.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• In advance:<ul style="list-style-type: none">– Decide on a format for students' book review and create a model.– Decide whether you will follow up the book reviews with book talks.– Review the Gallery Walk protocol (see Appendix).• Post: Learning targets.

Lesson Vocabulary	Materials
book review	<ul style="list-style-type: none">• Ad Analysis (one per pair)• Counter ad (one per pair)• Sticky notes (one per student)• Student essays and rubrics on <i>Pygmalion</i> (from Unit 2, Lesson 19)• Writing Improvement Trackers (from Unit 1, Lesson 16; one per student)• Model book review (new; teacher-created; one per student and one to display; see Teaching Notes)



Opening	Meeting Students' Needs
<p>A. Celebrating Final Performance Task (10 minutes)</p> <ul style="list-style-type: none">• Have students place their Ad Analysis and Counter ad on their desks.• Tell students that they will participate in a brief Gallery Walk to view their peers' good work.• Review the Gallery Walk protocol with students as necessary (see Appendix).• Conduct the Gallery Walk.• Give each student a sticky note and ask them to write and complete this sentence on it: * "In my ad analysis, I engaged my audience and communicated effectively by ..."• Ask several students to share out. Consider posting their sticky notes on a bulletin board or flip chart to create a class narrative about high-quality work.• Celebrate students' grasp of the issues, use of evidence, effective voice, and creative layout. Point out that by researching carefully, they developed expertise on a relevant subject and shared it effectively.	
Work Time	Meeting Students' Needs
<p>A. Reflecting on the Module (10 minutes)</p> <ul style="list-style-type: none">• Congratulate students on their work and their accomplishments in reading and writing over the course of the module. Tell them to take a few minutes now to consider what they will take away from this module about writing.• Distribute student essays and rubrics on <i>Pygmalion</i> (from Unit 2), as well as students' Writing Improvement Trackers (from Unit 1).• Ask students to use the Writing Improvement Tracker to reflect on their writing skills as they did before writing their essays on <i>Pygmalion</i>.• Give students time to work individually. Assure them that the purpose of this reflection is not a test—it is just to give them time to think about what they have learned. You will check off that it is complete and thoughtful, but there are no right answers and this is not an assessment.	<ul style="list-style-type: none">• Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• If time permits, call on several students to share their responses.• Collect the Writing Improvement Trackers and save them for reference in Module 3.	
<p>B. Writing a Book Review (25 minutes)</p> <ul style="list-style-type: none">• Congratulate students on their work with independent reading. If possible, share data about how many books students have read or how many of them met their reading goals.• Tell students that they are experts in recommending their books to their classmates: They know the books and they know their classmates. Today, they will begin a process that will eventually build a big collection of book recommendations, so that students can figure out what books they want to read by asking the experts—other teenagers who have read those books.• Distribute and display the model book review in the form you have chosen for students to use to publish their book reviews. Read the model aloud as students read silently. Ask:<ul style="list-style-type: none">* “What do you notice about this book review?”* “What did the author say about the book? What didn’t she say?”• Tell students that now they will write a review for their independent reading book. Consider which scaffolds will help your students succeed with this task, and use some or all of the following:<ul style="list-style-type: none">* Turn and talk: Give a 1-minute oral review of your book* Reader’s Review worksheet from the separate EngageNY.org document* Another graphic organizer* A rubric you plan to use to assess the reviews <p>Give students the remainder of the time to work individually. Confer with them as needed. Depending on your class and the format of the book review, some students may need to complete their reviews for homework.</p>	



Closing and Assessment	Meeting Students' Needs
<p>A. Goal Setting for Independent Reading (5 minutes)</p> <ul style="list-style-type: none">• Have students check in with you to see if they met their most recent independent reading goal. Use whichever routine(s) you have established with students to complete these tasks.• Have them set a new goal. Again, use whichever routine(s) you have established with students to complete these tasks.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish your book review.• Continue independent reading, or choose a new book based on recommendations from your peers. <p><i>Note: Save students' Writing Improvement Trackers for reference in Module 3.</i></p>	

There are no new supporting materials for this lesson.