



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 3B: Unit 2: Lesson 10**

## **End of Unit Assessment, Part 2: Research and Response**



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

I can engage effectively in a range of collaborative discussions with diverse partners. (SL.5.1)

I can summarize information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2)

**Supporting Learning Targets**

- I can explain how Canada's natural resources are used to meet people's needs and wants today and how resource industries modify the environment, by engaging in collaborative discussions with peers.
- I can support my ideas by summarizing information from a variety of sources.

**Ongoing Assessment**

- Modifying the Physical Environment: Lesson 9 resource web (from homework)
- End of Unit 2 Assessment, Part 2: Research and Response
- Tracking My Progress, End of Unit 2 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Engaging the Reader: Modifying the Physical Environment: Lesson 9 Resource Web (5 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Reviewing Learning Targets and Engaging the Speaker (5 minutes)</li><li>End of Unit 2 Assessment, Part 2: World Café (35 minutes)</li><li>Tracking My Progress (10 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Debrief and Sharing Reflections (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Read independently for at least 30 minutes.</li></ol></li></ol>	<ul style="list-style-type: none"><li>In this lesson, students complete Part 2 of the End of Unit 2 Assessment by referring to the texts and their notes from Part 1 of the assessment. Students participate in collaborative discussions with peers using the World Café protocol to express their thinking about the focus questions.</li><li>This lesson is patterned after Lesson 8, when students participated in the World Café.</li><li>Speaking and listening targets will be assessed using an observational checklist. Research skills will be assessed using the students' written preparation for discussion, as well as observation during discussion.</li><li>In advance:<ul style="list-style-type: none"><li>Review and post directions for the World Café protocol (see Lesson 8 and Appendix 1); predetermine group leaders.</li><li>Create an End of Unit 2 Focus Questions chart for each group (see example in supporting materials).</li></ul></li><li>Post: Learning targets; World Café directions; key terms from the learning targets.</li></ul>



Lesson Vocabulary	Materials
resources, industries, modify, environment, collaborative, discussions, support, summarizing, variety, sources	<ul style="list-style-type: none"><li>• Canada's Natural Resources anchor chart (begun in Lesson 1)</li><li>• Canada's Natural Resources anchor chart (completed, for teacher reference; see Unit 2 Overview)</li><li>• Students' completed End of Unit 2 Assessment, Part 1 (from Lesson 9)</li><li>• World Café directions (one to display; also used in Lesson 8; see Appendix)</li><li>• End of Unit 2 Focus Questions charts (one per group; new, teacher-created; see example in supporting materials)</li><li>• Document camera</li><li>• End of Unit 2 Assessment, Part 2: Research and Response Criteria (one to display)</li><li>• Markers (one for each group leader)</li><li>• Tracking My Progress, End of Unit 2 recording form (one per student)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Modifying the Physical Environment Lesson 9: Resource Web (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that for homework they were to reread the research resources and fill out a Modifying the Physical Environment: Lesson 9 resource web.</li><li>• Invite students to share their resource webs with their group, to justify their responses on the resource web to the rest of the group, and to make any additions or revisions based on what they see and hear from others.</li><li>• Refocus students whole group. Invite volunteers to share their responses aloud. Add appropriate student suggestions to the <b>Canada's Natural Resources anchor chart</b>. Refer to <b>Canada's Natural Resources anchor chart (completed, for teacher reference)</b> for how the anchor chart should look.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets and Engaging the Speaker (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Bring students together whole group. Then, ask them to turn to a nearby partner and share an interesting detail or new piece of information they learned from reading their independent reading book for homework.</li><li>• After 1 minute, invite a few students to share out with the class.</li><li>• Next, draw students' attention to the posted learning targets:<ul style="list-style-type: none"><li>* "I can explain how Canada's natural resources are used to meet people's needs and wants today and how resource industries modify the environment, by engaging in collaborative discussions with peers."</li><li>* "I can support my ideas by summarizing information from a variety of sources."</li></ul></li><li>• Underline key words from the targets: <i>resources, industries, modify, environment, collaborative, discussions, support, summarizing, variety, and sources.</i></li><li>• Ask students to discuss with peers what they think they will be doing for Part 2 of the assessment today, based on their understanding of these terms from previous lessons and units.</li><li>• After 2 minutes, invite a few students to share their thinking aloud. Listen for students to suggest they will use their notes and text from Part 1 of the assessment to discuss with peers how Canada's natural resources are used to meet people's needs and wants, and ways that resource industries modify the physical environment.</li><li>• Explain that in this lesson, they will refer to the quotes and paraphrased evidence recorded on their graphic organizers during Part 1 of the assessment, as well as the texts they read and viewed, in order to share their thinking about the guiding questions for the second half of this unit, using the World Café protocol.</li><li>• Ask students to join their regular groups and prepare for group discussions.</li></ul>	<ul style="list-style-type: none"><li>• Consider displaying a student-paraphrased version of both learning targets to support all students, especially during the Tracking My Progress portion at the end of this assessment.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. End of Unit 2 Assessment, Part 2: World Café (35 minutes)</b></p> <ul style="list-style-type: none"> <li>• Return <b>students' completed End of Unit 2 Assessment, Part 1</b>.</li> <li>• Draw students' attention to the posted <b>World Café directions</b> and clarify as needed. Explain that during the World Café, groups will rotate four times. During each rotation, students will discuss the focus questions from their Part 1 graphic organizers:             <ul style="list-style-type: none"> <li>* "How are Canada's available resources used to meet people's needs and wants today?"</li> <li>* "How do natural resource industries modify the physical environment?"</li> </ul> </li> <li>• Point out the <b>End of Unit 2 Focus Questions charts</b> posted around the room, which is where the leader of each discussion will record notes.</li> <li>• Using a <b>document camera</b>, display the <b>End of Unit 2 Assessment, Part 2: Research and Response Criteria</b>. Explain to students that these are the criteria you will use to evaluate students' level of mastery toward the learning targets as they discuss each question with peers. Review all rubric criteria and answer any clarifying questions.</li> <li>• Assign one member of each group as the "leader," and then distribute one <b>marker</b> to each leader to record ideas from group discussions on their End of Unit 2 Focus Questions chart.</li> <li>• Direct students to begin the World Café by discussing Focus Question 1 and then 2. Remind students to support their ideas with quotes, paraphrased ideas, and specific evidence from the texts.</li> <li>• As students work, move throughout the room and use the End of Unit 2 Assessment, Part 2: Research and Response rubric to assess individual students' level of mastery toward each of the targets.</li> <li>• Give students 5 or 6 minutes to work in each World Café group before changing to meet with a new discussion group.</li> <li>• Continue to circulate and evaluate students' mastery of learning targets.</li> <li>• After 15–20 minutes, or four group rotations, refocus students' attention whole class.</li> <li>• Ask the leader from each of the final World Café tables to share their discussion notes whole class. Student responses will vary, but listen for students to cite specific examples from End of Unit 2 Assessment texts, as well as the notes on their graphic organizers, that support their understanding of how Canada's natural resources are used to meet people's needs and wants and how resource industries modify the environment.</li> <li>• Collect students' End of Unit 2 Assessments, Part 1. Use these to provide more detailed assessment information on students' research skills (see sample responses in Lesson 9). Then ask students to prepare to reflect on their learning using a Tracking My Progress form, which they are familiar with from previous lessons and units.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider previewing the World Café protocol with students who find it difficult to navigate multistep protocols.</li> <li>• If students receive accommodations for assessment, communicate with the cooperating service providers regarding appropriate accommodations that can be used during group discussions, to meet individualized goals for the assessment.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>C. Tracking My Progress (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute a <b>Tracking My Progress, End of Unit 2 recording form</b> to each student. Ask students to refer to their Part 1 graphic organizers and World Café chart responses as they reflect on their ability to meet each of the targets.</li><li>• Point out to students that there are targets on the tracker from both Part 1 of the assessment (which students completed in Lesson 9) and Part 2 (which students just finished in this lesson). Explain that the targets listed reflect the learning students have been most focused on during the second half of this unit.</li><li>• Tell students to hold on to their progress forms to share with a partner during the debrief.</li></ul>	<ul style="list-style-type: none"><li>• Consider allowing students who struggle with written language to dictate their reflections to a partner or the teacher. This allows all students to participate in the self-reflection in a meaningful way.</li></ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Sharing Reflections (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to join a partner who is <i>not</i> a part of their regular small group to share reflections from their progress trackers.</li><li>• After 2 or 3 minutes, focus students whole group and pose the following questions:<ul style="list-style-type: none"><li>* “Which target(s) have you mastered? Explain your thinking.”</li><li>* “Which target(s) are you struggling with? Explain.”</li><li>* “How can you move toward mastery of the targets you are struggling with? What strategies might help you?”</li></ul></li><li>• Invite several students to share their thinking aloud.</li><li>• Collect students' progress trackers to review.</li><li>• Congratulate students on their ability to demonstrate an understanding of how resources available in Canada today are used to meet people's needs and wants, as well as the ways that resource industries modify the physical environment.</li></ul>	<ul style="list-style-type: none"><li>• Provide sentence starters for students who have difficulty expressing themselves orally.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read independently for at least 30 minutes.</li></ul>	<ul style="list-style-type: none"><li>• Consider providing an audio version of independent reading texts to support students who struggle reading independently.</li></ul>



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## Supporting Materials



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**End of Unit 2 Focus Questions Chart**  
(Example, for Teacher Reference)

**How are Canada's available resources used to meet people's needs and wants today?**

**How do natural resource industries modify the physical environment?**



**End of Unit 2 Assessment, Part 2: Research and Response Criteria**  
(For Teacher Reference)

I can engage effectively in a range of collaborative discussions with diverse partners. (SL.5.1)

I can summarize information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2)

Record each student's name and the date of evaluation. Mark the criteria you are able to evaluate with a check (meeting criteria) or a minus (not meeting criteria.) Use the "Notes/Comments" area to record any additional observations.

<p>Student Name and Date:</p>          <p>Notes/Comments:</p>	<p>Criteria:</p> <ul style="list-style-type: none"><li>– Contributes to discussion</li><li>– Stays on topic</li><li>– Takes turns speaking</li><li>– Asks follow-up or clarifying questions</li><li>– Points to specific details/lines from multiple texts, as well as notes from graphic organizers, to explain ideas clearly</li><li>– Asks questions to encourage participation of others</li><li>– Shows respect for diverse perspectives in the group</li><li>– Listens actively by making eye contact with the speaker, providing others with time to speak, and building on partners' ideas</li></ul>
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End of Unit 2 Assessment, Part 2: Research and Response Criteria  
(For Teacher Reference)

<p>Student Name and Date:</p>          <p>Notes/Comments:</p>	<p>Criteria:</p> <ul style="list-style-type: none"><li>– Contributes to discussion</li><li>– Stays on topic</li><li>– Takes turns speaking</li><li>– Asks follow-up or clarifying questions</li><li>– Points to specific details/lines from multiple texts, as well as notes from graphic organizers, to explain ideas clearly</li><li>– Asks questions to encourage participation of others</li><li>– Shows respect for diverse perspectives in the group</li><li>– Listens actively by making eye contact with the speaker, providing others with time to speak, and building on partners' ideas</li></ul>
<p>Student Name and Date:</p>          <p>Notes/Comments:</p>	<p>Criteria:</p> <ul style="list-style-type: none"><li>– Contributes to discussion</li><li>– Stays on topic</li><li>– Takes turns speaking</li><li>– Asks follow-up or clarifying questions</li><li>– Points to specific details/lines from multiple texts, as well as notes from graphic organizers, to explain ideas clearly</li><li>– Asks questions to encourage participation of others</li><li>– Shows respect for diverse perspectives in the group</li><li>– Listens actively by making eye contact with the speaker, providing others with time to speak, and building on partners' ideas</li></ul>



Tracking My Progress, End of Unit 2

Name:

Date:

Learning Target: I can prepare to speak knowledgeably about how Canada's natural resources meet people's needs and wants and how resource industries modify the environment, by integrating information from a variety of sources.

1. The target in my own words is:

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2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:

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Tracking My Progress, End of Unit 2

**Learning Target:** I can explain how Canada's natural resources are used to meet people's needs and wants and how resource industries modify the environment, by engaging in collaborative discussions with peers.

1. The target in my own words is:

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2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:

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Tracking My Progress, End of Unit 2

Learning Target: I can support my ideas by summarizing information from a variety of sources.

1. The target in my own words is:

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2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:

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