Grade 3: Module 4: Unit 3: Lesson 8
Crafting Your VoiceThread PSA Script: Organizing Your Ideas Logically to Send a Clear Message

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can pronounce all words clearly so the listener easily understands my message. I can organize my ideas logically to send a clear message to my listener.	

Supporting Learning Targets	Ongoing Assessment
• I can pronounce all words clearly so the listener easily understands my message. • I can organize my ideas logically to send a clear message to my listener.	• VoiceThread PSA Script: Water on Earth, Water Challenges, and Opinion recording forms

Agenda	Teaching Notes

1. Opening
 	
    A. Engaging the Speaker: Reviewing the Speaking Criteria of the Performance Task Rubric (10 minutes)
 	
2. Work Time
 	
    A. Mini Lesson: Organizing Your Ideas Logically to Send a Clear Message (10 minutes)
 	
    B. Guided Practice (10 minutes)
 	
    C. Crafting Your VoiceThread PSA Script: Organizing Your Ideas Logically to Send a Clear Message (25 minutes)
 	
3. Closing and Assessment
 	
    A. Previewing Homework (5 minutes)
 	
4. Homework
 	
    A. Complete your VoiceThread PSA Script: Water Challenges recording form.
 	
    B. Practice reading your script aloud. Focus on saying the words correctly and clearly.
	• In the Opening of this lesson, as well as Lessons 9–11, students take a closer look at specific criteria on the Performance Task Rubric. This rubric will be used during the End of Unit 3 Assessment and the performance task. The purpose of unpacking these criteria is to translate them into student-friendly language and ensure students understand what a "proficient" score (a "3") looks like.
	
	• In this lesson, students review the criteria of "clarity" when speaking and unpack what it means to pronounce words clearly so the listener understands their message. Students have an opportunity to practice these skills for homework.
	
	• At the beginning of Work Time A, seven students are asked to read aloud one sentence from the Water on Earth paragraph model. In advance, cut up the sentence strips and choose seven students to participate in the activity.
	
	• Similar to Lesson 7, students make revisions to writing from previous lessons and units in this module. In this particular lesson, they focus on revising their ideas to be more logically sequenced. In order to do this, students need access to their Water on Earth paragraph and Water Challenges paragraph.
	
	• These revisions are completed after the teacher walks students through a think-aloud mini lesson on making revisions to ensure that ideas are logically ordered. Students should complete their revisions independently. If they need further support, consider creating invitational groups and providing a copy of the think-aloud mini lesson (see supporting materials).
	
	• Some students may need additional time to complete their revisions. Although they are given this time at home as a part of their homework, consider extending this lesson's revision allotment over two sessions based on the needs of your students.
	
	• In advance: Ensure students have access to their VoiceThread PSA Script: Water on Earth, Water Challenges recording forms, VoiceThread PSA Script: Opinion recording forms, Asking and Answering Questions recording forms, and water journals. They will need these in Lesson 9.
	
	• In Lesson 9, the mini lesson follows a "capture and release" pattern. If possible, review students' recording forms in advance to identify students who will need additional support during this time.

Agenda	Teaching Notes (continued)
	• Create a new anchor chart called Criteria from the Performance Task Rubric, composed of three columns: the criteria, Learning Target and "This means ..." (see supporting materials). The purpose of the anchor chart is to visually document what each criterion means in student-friendly language, and it will be co-created with students during this lesson as well as subsequent lessons.
	• Create a copy of Work Time C Steps to display (see supporting materials).
	• Post: Learning targets.

Lesson Vocabulary	Materials
pronounce, clearly, logically	• Document camera
	• Performance Task Rubric (from Lesson 7; one to display)
	• Equity sticks
	• Criteria from the Performance Task Rubric anchor chart (new; co-created with students during Opening)
	• VoiceThread PSA Script: Opinion recording form (answers, for teacher reference) (from Lesson 7)
	• Water on Earth sentence strips (one set)
	• Water on Earth paragraph, teacher model (from Unit 2, Lesson 2)
	• VoiceThread PSA Script: Water on Earth recording form (one per student and one to display)
	• VoiceThread PSA Script: Water on Earth recording form (answers, for teacher reference)
	• Water on Earth paragraphs (from Unit 2, Lesson 2; one per student)
	• Clipboards (one per student)
	• Pencils (one per student)
	• Work Time C Steps (one to display)
	• Think-aloud Model for Mini Lesson (for teacher reference)
	• Water Challenges paragraphs (from Unit 2, Lesson 11; one per student)
	• VoiceThread PSA Script: Water Challenges recording form (one per student and one to display)

Opening	Meeting Students' Needs

A. Engaging the Speaker: Reviewing the Speaking Criteria of the Performance Task Rubric (10 minutes)
 	
 • Ask students to gather in the whole-group area.
 	
 • Say something like: "Today we're going to a take a some time to look at the speaking criteria on the Performance Task Rubric. This will help us think about what you need to do when you practice presenting your PSA this week."
 	
 • Using the **document camera**, display the **Performance Task Rubric**, focusing on the speaking criteria. Remind students that their goal is to score a 3 on the rubric.
 	
 • Highlight the first point in this column and read the text aloud: "The speaker pronounces all words clearly so the listener easily understands the speaker's message."
 	
 • Direct students' attention to the posted learning targets and read the first one aloud:
 	
    * "I can pronounce all words clearly so the listener easily understands my message."
 	
 • Connect the learning target to the speaking criteria you read on the rubric.
 	
 • Next, circle the words *pronounce* and *clearly*. Ask students to Think-Pair-Share what these words mean.
 	
 • Use **equity sticks** to call on students to share. Listen for them to say something like: "'Pronounce' means to say or speak a word correctly," and "'Clearly' means the listener understands the words you are speaking."
 	
 • Start a new **Criteria from the Performance Task Rubric anchor chart** and record students' answers in the "This means ..." column.
 	
 • Display the **VoiceThread PSA Script: Opinion recording form (answers, for teacher reference)**. Read the model aloud to demonstrate how to pronounce all words clearly.
 	
 • Then, intentionally mispronounce the word "agriculture." Stop and explain to students that this is a tricky word to pronounce!
 	
 • Ask students:
 	
    * "What is a strategy I could use so I know how to pronounce this word correctly?"
	• Unpacking the criteria from the rubric allows students to clearly envision what earning a score of "3" looks and sounds like as they craft their scripts and practice their presentations. This practice helps all students, but it supports struggling learners the most.
	
	 • Discussing and clarifying the language of learning targets helps build academic vocabulary.
	
	 • Provide ELLs with a sentence starter to aid in language production. For example, "A strategy I use to figure out how to say a word is _____."

NYS Common Core ELA Curriculum • G3:M4:U3:L8 • November 2013 • 4

Opening (continued)	Meeting Students' Needs

• Cold call students to share a few strategies with the class. Strategies to listen for include:
 	
  – Breaking apart the word, looking for smaller, familiar words or prefixes and suffixes
 	
  – Using an online dictionary to hear the word
 	
  – Asking someone to pronounce the word for you
 	
• Share with students how you noticed the familiar word "culture" and then said the word out loud with the prefix "agri-." Add that then you read the word aloud to a friend to confirm the pronunciation.
 	
• Explain to students that when a speaker pronounces many of the words incorrectly, it makes it difficult for the listener to understand the message. Emphasize how important it is that students practice reading their script aloud repeatedly over the course of the week.	

NYS Common Core ELA Curriculum • G3:M4:U3:L8 • November 2013 • 5

Work Time	Meeting Students' Needs

A. Mini Lesson: Organizing Your Ideas Logically to Send a Clear Message (10 minutes)
 	
• Gather students in the whole-group area.
 	
• Choose seven volunteers and ask them to stand up, side-by-side. Give each student a **Water on Earth sentence strip** and ask him or her to read it silently. Note that if they are not sure how to pronounce something, they can use a strategy from the list they just discussed.
 	
• Share with the class that each sentence strip represents a sentence from the teacher model paragraph about where water is on earth.
 	
• Display the sentence strips so students can follow along as each student reads aloud. Make sure the sentences are read in the order distributed. They should be jumbled up, and the sentences should not make sense as a whole.
 	
• Ask all students to discuss with a partner:
 	
   * "Did this paragraph make sense to you? Why or why not?"
 	
• Then pull equity sticks to have a few students share their thinking. Listen for students to say things like: "No! This didn't make sense. It was hard to follow because it was in an order that confused me," or "It was just a bunch of facts that didn't go together. They weren't organized in a way that I could understand what you were trying to say."
 	
• Direct students' attention again to the posted learning targets and read the second one aloud:
 	
   * "I can organize my ideas logically to send a clear message to my listener."
 	
• Circle the word *logically*. Confirm for students that your sentences or ideas were in fact not organized logically; the message about water on earth was certainly not clear!
 	
• Ask students to turn to an elbow partner and discuss what the word "logically" means.
 	
• Cold call a few students to share their ideas. Listen for students to respond with answers such as: "Logically means in an order that makes sense," and "When we want to say something to someone, we need to place our ideas in an order that makes sense or organize them logically."
 	
• Say: "I need to now organize my ideas logically. What structure will help me connect my ideas and organize them logically or in an order that makes sense?"
	• For students who struggle with following multistep directions, consider displaying these directions using a document camera or interactive white board. Another option is to type up these instructions for students to have in hand.
	
	• For students who struggle with organizing their ideas in a logical manner, consider creating sentence strips from each of their paragraphs. That way students can physically manipulate the sentences and tape them to their scripts.
	
	• For students needing additional support, consider providing a partially filled-in recording form.

NYS Common Core ELA Curriculum • G3:M4:U3:L8 • November 2013 • 6

Work Time (continued)	Meeting Students' Needs

• Pull equity sticks and have a few students share their responses. Confirm that the paragraph writing structure that would help you is the following:
  – Topic sentence
  – Reasons/details
  – Concluding sentence
• Invite students to help you organize your ideas logically using this structure. Tell them to direct the students holding the sentence strips to move to a new place in line to organize your ideas in a logical order. Each time a suggestion is made, ask for a volunteer to read the paragraph until it is organized logically.
• Next, display the **Water on Earth paragraph, teacher model** and review the structure of your paragraph.
• Then, display the **VoiceThread PSA Script: Water on Earth recording form**. Point out to students that this is the same recording form they used yesterday to strengthen the reasons that support their opinion.
• Ask students:
  * "What do you notice is similar about this recording form compared with the structure you used to write your paragraph about water on earth?"
• Cold call students to share.
• Say: "Yes! The structure is the same. This structure helped me organize my ideas logically to send a clear message to my listener."
• Then ask students to discuss with a partner:
  * "Why is it important to organize your ideas logically?"
• Ask for a few students to share their thinking with the whole group. Listen for ideas such as: "If your ideas aren't in order, the listener won't understand what you are trying to say," and "The order of your ideas needs to be logical so it make sense to your listener."	

NYS Common Core ELA Curriculum • G3:M4:U3:L8 • November 2013 • 7

Work Time (continued)	Meeting Students' Needs
B. Guided Practice (10 minutes) • Have students remain in the whole-group area. • Say: "Today you are going to revise your writing so your ideas in your VoiceThread PSA are organized logically. As you organize your ideas, you will also need to make sure that your main idea is clearly stated in your topic sentence." • Explain to students that you are first going to share with them how you revised your main idea. • Redisplay the Water on Earth paragraph, teacher model, and read aloud the first sentence: "When you look down at the earth from space, you see a whole lot of blue." • Say: "Hmm ... does that tell my listener what the main idea is? Not really. I need to reread my paragraph to determine my main idea." • Model reading through the paragraph to determine the main idea. • Say: "OK, so really what I'm trying to say is water is everywhere on earth." • Switch documents and display the VoiceThread PSA Script: Water on Earth recording form. • Write the sentence on the Voice Thread PSA Script: Water on Earth recording form in the "Introduction (Topic Sentence/Opinion)" box: "Water is everywhere on earth." • Next, distribute students' **Water on Earth paragraphs**, a VoiceThread PSA: Water on Earth recording form, a **clipboard**, and **pencil** to each student. • Explain to students that it's their turn to determine their main idea. Invite them to look over their paragraph. • Say: "Read over your topic sentence. What's your main idea? If it's not clear what you're trying to say to your reader, make any necessary revisions until your main idea is clear. Ask an elbow partner for support if needed." • Give students a few minutes to read over their topic sentences and make revisions. Circulate and provide support when needed. • Ask students to give a thumbs-up when they've revised their topic sentence to clearly reflect their main idea.	

Work Time (continued)	Meeting Students' Needs

C. Crafting Your VoiceThread PSA Script: Organizing Your Ideas Logically to Send a Clear Message (25 minutes)
 	
• Explain to students that now they will revise their paragraphs to organize their ideas logically.
 	
• Display and read aloud **Work Time C Steps**:
 	
  1. Read over your paragraph and identify the topic sentence, details/reasons, and conclusion that you used to structure your writing.
 	
  2. Make sure your topic sentence reflects the main idea you want to convey to your listener.
 	
  3. Decide what three details/reasons support this main idea.
 	
  4. Organize these details/reasons logically to send a clear message to the listener.
 	
  5. Record the revisions on the appropriate recording forms.
 	
• Point out that students need only three details or reasons to support the main idea. Note that the other sentences in their paragraph may be used in the script as they continue to revise over the next few days.
 	
• Students may work with a partner but should revise their own work.
 	
• Give students 20 minutes to work. As they work, circulate and confer with students. Questions you might ask are:
 	
  * "Read the order of your ideas out loud. Does it make sense to you?"
 	
  * "Tell me about the details you chose. How do they support your main idea?"
 	
• If some students need more time with guided practice, provide them with the **Think-aloud Model for Mini Lesson (teacher reference)**.
 	
• If students complete this work before the end of the Work Time, return their **Water Challenges paragraphs**.	

Closing and Assessment	Meeting Students' Needs

A. Previewing Homework (5 minutes)
 	
• Gather students in the whole-group area. Give students specific, positive feedback. Name one or two examples of the work observed today. For example:
 	
  * "I noticed many of you were thinking hard about how to put your details in order, to make sense to the listener."
 	
  * "I noticed _____ was stuck for a minute, but he read his ideas aloud to _____ to see if his ideas were organized logically."
 	
• Tell students that tonight's homework is to complete the **VoiceThread PSA Script: Water Challenges recording form**.
 	
• Distribute the VoiceThread PSA Script: Water Challenges recording form (and students' Water Challenges paragraphs, if you haven't already).
 	
• Say to students: "When you wrote your End of Unit 2 Assessment about water challenges, you wrote two paragraphs. Use the first paragraph for your script. This is the paragraph about each of the three challenges of water you researched: access, pollution, and water usage. Revise this first paragraph to organize your ideas logically so your listener understands what you are trying to say."	

Homework	**Meeting Students' Needs**
• Complete your VoiceThread PSA Script: Water Challenges recording form. • Practice reading your script aloud. Focus on saying the words correctly and clearly	

EXPEDITIONARY LEARNING

Grade 3: Module 4: Unit 3: Lesson 8
Supporting Materials

Criteria from the Performance Task Rubric Anchor Chart

Criteria	Learning Target	This means …
Speaking	I can <u>pronounce</u> all words <u>clearly</u> so the listener easily understands my message.	"'Pronounce' means to say or speak a word correctly." "'Clearly' means the listener understands the words you are speaking."

Water on Earth Sentence Strips

Teacher Directions: *At the beginning of Work Time A, seven students from the class are asked to read aloud one sentence from the teacher model of the Water on Earth paragraph (from Unit 2, Lesson 2). In advance, cut up the paragraph into seven sentence strips.*

✂

Water is important because there will never be new water on earth.
When you look down at the earth from space, you see a whole lot of blue.
Water cycles through a process of precipitation, evaporation, and condensation.
That's because our water falls from the sky and goes back up again in something called the water cycle.
Even though our earth is made up of that much water, we won't ever get more.
The surface of the earth is made up of almost 70 percent water.
The water that is on earth today is the same water from billions of years ago.

VoiceThread PSA Script: Water on Earth Recording Form

Name:

Date:

Hook:
Introduction (Topic Sentence/Opinion):
Detail/Reason 1:
Explain/Evidence from Text:
Detail/Reason 2:
Explain/Evidence from Text:
Detail/Reason 3:
Explain/Evidence from Text:
Conclusion:

VoiceThread PSA Script: Water on Earth Recording Form
Answers for Teacher Reference

Hook:
Introduction (Topic Sentence/Opinion): Water is everywhere on earth.
Detail/Reason 1: The surface of the earth is made up of almost 70 percent water.
Explain/Evidence from Text:
Detail/Reason 2: The water that is on earth today is the same water from billions of years ago.
Explain/Evidence from Text:
Detail/Reason 3: That's because our water falls from the sky and goes back up again in something called the water cycle.
Explain/Evidence from Text:
Conclusion: Water is important because we use it everywhere! We use it every day for things like cleaning, cooking, growing crops, and even to make computers.

- Read your paragraph and identify the topic sentence, details/reasons, and conclusion that you used to structure your writing.

- Make sure your topic sentence reflects the main idea you want to convey to your listener.

- Decide what three details/reasons support this main idea.

- Organize these details/reasons logically to send a clear message to the listener.

- Record the revisions on the appropriate recording forms.

Think-aloud Model for Mini Lesson
For Teacher Reference

Directions: If students need more guided practice, consider using the following think-aloud.

• Tell students that today they will revise their writing to organize their ideas logically. Explain that, like yesterday, you are first going to share with them how to revise using the models. Ask them to watch and listen carefully and track what you do.

• Remind students that the first part of the VoiceThread PSA is to teach the listener about water on earth and that this is the paragraph you'll revise for today's think-aloud.

• First, read aloud the first sentence from the Water on Earth paragraph, teacher model: "When you look down at the earth from space, you see a whole lot of blue."

• Think aloud: "Hmm … does that tell my listener what the main idea is? Not really. I need to reread my paragraph to determine my main idea."

• Model reading through the paragraph and determine the main idea.

• Think aloud: "OK, so really what I'm trying to say is water is everywhere on earth."

• Write the sentence on the recording form in the "Introduction (Topic Sentence/Opinion)" box: "Water is everywhere on earth."

• Point out to students they need only three details or reasons to support the main idea. Note that the other sentences in their paragraph may be used in the script as they continue to revise over the next few days.

• Read through the Water on Earth paragraph, teacher model and underline the details that strengthen the main idea:

  – The surface of the earth is made up of almost 70 percent water.

  – The water that is on earth today is the same water from billions of years ago.

  – That's because our water falls from the sky and goes back up again in something called the water cycle.

• Think aloud: "Are my ideas organized logically or in an order that makes sense to the listener?"

• Place sticky notes with the details prerecorded on them on the recording form and try out a different order of ideas, reading each configuration aloud. Pause at the order listed above.

• Think aloud: "I think this order makes the most sense to me. It's in an order that connects each idea and supports my main idea."

• Write each sentence in the appropriate boxes on the recording form.

• Finally, read aloud the conclusion from the Water on Earth paragraph, teacher model: "Water is important because there will never be new water on earth."

- Think aloud: "I already said this. I want to emphasize how water is important, so I'm going to revise my conclusion. I remember reading in *One Well* that we need to conserve and protect our water because we use it for so many things."

- Turn to page 16 in *One Well* and skim to Paragraph 2, which begins: "Today, water is essential in our homes …" Revise the conclusion using this information.

- Write the new sentence in the "Conclusion" box on the recording form and read it aloud: "Water is important because we use it everywhere! We use it every day for things like cleaning, cooking, growing crops, and even to make computers."

- Then, ask students:

  – "Why is it important to organize your ideas logically?"

- Give students a minute to discuss with a partner. Have a few share their thinking with the whole group. Listen for ideas such as: "If your ideas aren't in order, the listener won't understand what you are trying to say," or "The order of your ideas needs to be logical so it makes sense to your listener."

VoiceThread PSA Script: Water Challenges Recording Form

Name:

Date:

Hook:
Introduction (Topic Sentence/Opinion):
Detail/Reason 1:
Explain/Evidence from Text:
Detail/Reason 2:
Explain/Evidence from Text:
Detail/Reason 3:
Explain/Evidence from Text:
Conclusion: