Grade 3: Module 4: Unit 3: Lesson 10

Crafting Your VoiceThread PSA Script: Using Linking Words and Phrases to Connect Ideas

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can speak clearly and at an understandable pace. (SL.3.4) With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4) I can use linking words and phrases to connect ideas within categories of information. (W.3.2) I can express ideas using carefully chosen words. (L.3.3)

Supporting Learning Targets	Ongoing Assessment
• I can vary my volume and expression to present my message. • I can use linking words and phrases to connect my ideas. • I can choose specific and interesting words to "hook" my listener	• VoiceThread PSA Script: Water on Earth recording form • VoiceThread PSA Script: Water Challenges recording form • VoiceThread PSA Script: Opinion recording form

Agenda	Teaching Notes

1. Opening
 	
  A. Engaging the Listener: Reviewing the Speaking Criteria of the Rubric (10 minutes)
 	
2. Work Time
 	
  A. Crafting Your VoiceThread PSA Script: Using Linking Words and Phrases to Connect Ideas (20 minutes)
 	
  B. Crafting Your VoiceThread PSA Script: Choosing Specific and Interesting Words to "Hook" Your Listener (25 minutes)
 	
3. Closing and Assessment
 	
  A. Sharing Your Revisions: Back-to-Back, Face-to-Face Protocol (5 minutes)
 	
4. Homework
 	
  A. Complete all the revisions for your script tonight.
 	
  B. Practice varying your volume and expression as you present your script to your family.
	• In many lessons, students unpack the learning targets in the Opening; however, in this lesson, students unpack them when a target directly relates to a specific part of the lesson. Careful attention to learning targets throughout the lesson engages, supports, and holds students accountable for their learning.
	
	• As in Lessons 8 and 9, students take a closer look at specific criteria from the Performance Task Rubric that will be assessed both during the End of Unit 3 Assessment and the final performance task. In this lesson, students unpack the criteria of volume and expression when speaking.
	
	• Students revise their writing to include linking words and phrases to connect their ideas. Over the course of the year, students have had many experiences working with linking words and phrases. Students were expected to use linking words and phrases when they originally wrote the three paragraphs for their VoiceThread PSA scripts; therefore, they should not need to make many changes. If needed, however, create invitational groups to model revising to include linking words and phrases for struggling students.
	
	• In Work Time B, students listen to the "hooks" used throughout the VoiceThread PSA model and then add "hooks" to their own scripts. If students are familiar with and have completed writing around the concept of "hooks," you may choose to move more quickly through this part of the lesson and treat it as a review.
	
	• Post: Learning targets

Lesson Vocabulary	Materials
vary, volume, expression, linking words and phrases, hook	• Document camera • Performance Task Rubric (from Lesson 7; one to display) • Equity sticks • Criteria from the Performance Task Rubric anchor chart (begun in Lesson 8) • Computer, LCD projector, speakers • VoiceThread PSA model (link needed) • Work Time A Steps (one for display) • Linking Words and Phrases anchor chart (begun in Lesson 2) • Chart paper (one piece

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Opening	Meeting Students' Needs
A. Engaging the Listener: Reviewing the Speaking Criteria of the Rubric (10 minutes)	• 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 script and practice their presentation. This practice helps all learners, but especially struggling learners.
• Ask students to gather whole group. Tell them that today they are looking more closely at another area of speaking criteria of the Performance Task Rubric.	
• Using the **document camera**, display the **Performance Task Rubric**. Remind students that their goal is to score a 3 on the rubric.	
• In the "3" column, highlight the second point and read the text aloud to the class: "The speaker varies his or her volume and expression to present his or her message."	
• Direct students' attention to the posted learning targets and read the first one aloud:	• Discussing and clarifying the language of learning targets helps build academic vocabulary.
∗ "I can vary my volume and expression to present my message."	
• Connect the target to the speaking criteria on the rubric.	• ELLs and other students may benefit from pictorial representations of learning targets. For example, for targets involving details you might use a magnifying glass.
• Next, circle the words *vary, volume*, and *expression*. Invite students to turn and talk to an elbow partner about what these words mean.	
• Use **equity sticks** to call on a few students to share the meaning of *vary*. Listen for students to say something like: "Vary means to change or make something different."	
• Confirm the meaning of the word and explain that in this learning target, they must change their volume and expression so they're not always the same.	
• To check for understanding of the word *volume*, ask students to turn up the volume of their voices. Once the room becomes loud with chatter, ask them to turn down the volume of their voices.	• For students who need more processing time, consider stopping the audio when playing the model at the end of each section before listening to the next part.
• Next, ask students:	
∗ "Often when you are asked to read aloud, teachers ask you to use *expression*. What does it means to speak with *expression*?"	
• Cold call a few students to answer. Listen for answers and guide students to understand that: "When you speak and use expression, it means you show emotions or feelings; like when you say something in an excited voice because something is going to be fun."	

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Opening (continued)	Meeting Students' Needs
- Connect the concept of speaking with expression to work students have done around reading fluency throughout the year. - Demonstrate the opposite of using expression by speaking in a monotone voice. - Record what the learning target means on the **Criteria from the Performance Task Rubric anchor chart** in the "This means …" column. - Next, tell students they will now listen via a **computer, LCD projector**, and **speakers** to the **VoiceThread PSA model**. - Invite them to listen for when the speaker uses volume or expression. Suggest they put a thumb up every time they hear changes in volume and expression to maintain focus as they listen - Play the entire VoiceThread PSA model. - Then ask students to share with an elbow partner an example of when the speaker varied her volume and expression. - Have a few students share their examples whole group. For example, a student might say: "I noticed the speaker used expression when she said, 'If water is in all these places, we must have plenty of water to use, right? Wrong!' She emphasized the word 'wrong' and then presented a new idea in a serious voice and lowered her volume." - Explain to students that when a speaker varies his or her volume and expression, it brings important ideas to the listener's attention and creates an effective PSA that engages the listener.	In addition to playing the VoiceThread PSA model, consider displaying the completed script using the document camera. This may be better for students who are visual learners or struggle with auditory processing.

Work Time	Meeting Students' Needs

A. Crafting Your VoiceThread PSA Script: Using Linking Words and Phrases to Connect Ideas (20 minutes)
• Direct students' attention to the posted learning targets and read the second one aloud:
   * "I can use linking words and phrases to connect my ideas."
• Tell students they will revise their script to include linking words and phrases to connect their ideas. Remind them they have done this many times before in their writing.
• Confirm or remind them of examples from past modules, such as the Freaky Frog paragraph and Peter Pan summary.
• Say: "In fact, you were expected to include linking words and phrases when you wrote the paragraphs you used for your script. You did this in earlier lessons in this module. That means you may not have many changes to make today!"
• Display and read aloud the **Work Time A Steps** for revising their work:
  1. Read each part of your script aloud.
  2. Highlight the linking words and phrases you used.
  3. Decide if there are places in your script that need a linking word or phrase to connect ideas.
  4. Revise using the **Linking Words and Phrases anchor chart** (begun in Lesson 2).
• Students may work with a partner as they complete this task; however, they must do their own revisions.
• Give students 15 minutes to work on this task.
• Circulate to offer support. If needed, pull invitational groups to support struggling students.
	• If needed, pull invitational groups to model how to revise the script to include linking words and phrases for struggling writers.
	• In addition to playing the VoiceThread PSA model, consider displaying the completed script with the document camera. This may be better for visual learners or students who struggle with auditory processing.
	• Compose "hooks" for struggling writers and have them choose the ones they want to use in their script.

Work Time (continued)	Meeting Students' Needs
B. Crafting Your VoiceThread PSA Script: Choosing Specific and Interesting Words to "Hook" Your Listener (25 minutes)	
• Ask students to gather whole group.	
• Give them specific, positive feedback on the work they completed during Work Time A. Note any evidence of persistence or stamina as they revised their writing to include linking words and phrases to connect their ideas.	
• Explain to students that another way to connect ideas in their script is by using a hook.	
• Direct students' attention to the posted learning targets and read the last one aloud:	
∗ "I can choose specific and interesting words to 'hook' my listener."	
• Circle the word *hook*. Ask students,	
∗ "What does the word *hook* mean?"	
• Cold call students to share a few definitions of the word. Some answers might include: "It's something we use to hang our coats on," "I use a hook when I go fishing with my grandpa."	
• Acknowledge that there are different definitions of the word, but all of them are intended to catch, hold, or grab something. Explain that in this case, a *hook* is a sentence that grabs the listeners' attention and keeps them engaged in what the speaker is saying.	
• Ask students to listen to the VoiceThread PSA model again. Tell them to put a thumb up when they hear a *hook*.	
• Play the model and pause it after the first sentence: "When you look down at the earth from space, you see a whole lot of blue. That's water!"	
• Ask:	
∗ "What did the speaker do to hook you, the listener?"	
• Cold call students, and listen for something like: "The speaker used a descriptive detail, so I could imagine what she was trying to say."	
• Point out the speaker's expressive tone when saying this line.	
• Continue playing the model and pause it after the next hook:	
• "If water is in all these places, we must have plenty of water to use, right? Wrong!"	
• Ask again:	

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Work Time (continued)	Meeting Students' Needs

* "What did the speaker do here to hook the listener?"
 	
• Listen for and guide students to an answer that might sound like: "The hook grabs the listener's attention by connecting the ideas with a question."
 	
• Again, make the connection to the way the speaker uses expression to deliver the hook.
 	
• Finish playing the model, pausing at the final hook: "Everyone should become well aware, because without water, you couldn't survive!"
 	
• Invite students to share how the speaker caught the listener's attention in this final hook. Students should notice the speaker:
  – Used specific, academic language
  – Used the phrase "well aware" and brought to the listener's attention how important it is be "well aware"
  – Used expression
 	
• Tell students it's their turn to add hooks to their VoiceThread PSA scripts so they include specific and interesting words to capture their listeners' attention. Remind them that as they write their hooks, they could:
  – Use a descriptive detail.
  – Ask the listener a question.
  – Use specific words to connect one part to the next and/or bring what's important about your message to the listener's attention.
 	
• Write this list on the whiteboard or a piece of **chart paper**. Struggling learners can return to these guidelines to make sure they are on track as they work.
 	
• Students may work with a partner as they complete this task, but they must write their own hooks.
 	
• Give students 15 minutes to work on this task. As they work, circulate and offer support as needed. When conferring, ask students:
  * "How does this hook grab your listener's attention?"
  * "Tell me about the specific or interesting words you chose to hook your listener."
  * "How does this hook connect your ideas?"
 	
• If needed, pull invitational groups to support struggling students.	

Closing and Assessment	Meeting Students' Needs
A. Sharing Your Revisions: Back-to-Back, Face-to-Face Protocol (5 minutes) • Gather students whole group. Tell them to find a partner and stand back-to-back with him or her. • Ask: * "What is one hook you wrote and how does it grab your listener's attention?" • Give students a minute to think about what they want to share. • Then say: "Face-to-face." Students turn to face their partners and share. • Remind students to listen carefully when their partners speak and make eye contact. • Give the signal for students to find a new partner. • Repeat as many times as time allows.	• Use of protocols (such as Back-to-Back, Face-to-Face) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students to practice their speaking and listening skills. • Provide a sentence frame for students who struggle to produce language orally. For example: "My hook is_____. I think it grabs my listener's attention because _____."
Homework	**Meeting Students' Needs**
• Complete all the revisions for your script tonight. • Practice varying your volume and expression as you present your script to your family. *Note:* • *In Lesson 11, students practice their VoiceThread PSA scripts and receive feedback using the Praise-Question-Suggest protocol. This serves as preparation for the End of Unit 3 Assessment. In advance, review this protocol (see Appendix) and create strategic partnerships for this activity.* • *In Lesson 11, you will play the VoiceThread PSA model for students. Ensure the technology for this is available.*	

EXPEDITIONARY LEARNING

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Supporting Materials

Work Time A Steps

1. Read each part of your script aloud.

2. Highlight the linking words and phrases you used.

3. Decide whether there are places in your script that need a linking word or phrase to connect ideas.

4. Revise using the Linking Words and Phrases anchor chart.