



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 3: Lesson 10

End of Unit 3 Assessment: Presenting a Public Service Announcement about the Importance of Voting



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

- I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)
I can identify evidence a speaker provides to support particular points. (SL4.3)
I can speak clearly and at an understandable pace. (SL.4.4)
I can add audio or visual support to a presentation in order to enhance main ideas or themes. (SL.4.5)

Supporting Learning Targets

- I can speak clearly and at an understandable pace when presenting my public service announcement.
- I can identify reasons and evidence that supports the points my peers make in their PSAs.
- I can listen as my peers share their writing and give specific praise for their work.

Ongoing Assessment

- Recording or performance of PSA
- End of Unit 3 Assessment: Public Service Announcement about the Importance of Voting
- Tracking My Progress, End of Unit 3 recording form



| Agenda | Teaching Notes |
|---|---|
| <ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Preparing for the Presentation (10 minutes)2. Work Time<ol style="list-style-type: none">A. Presenting PSAs (40 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Reflecting on the Performance Task (5 minutes)B. Tracking My Progress (5 minutes)4. Homework<ol style="list-style-type: none">A. None. | <ul style="list-style-type: none">• Lesson 10 is the last of five lessons focused on the creation of the Performance Task: Public Service Announcement about the Importance of Voting. This lesson focuses on presenting the PSAs and reflecting on the process of creating the PSAs.• Students begin by reviewing the rubric criteria for speaking and oral presentation and practicing their PSAs. If students will be recording their PSAs, be sure to do this part of the lesson prior to beginning the recordings. Build in time throughout the day to record.• Students then present their PSAs in small groups, either by speaking or by playing their recordings. They should display their visuals while presenting their PSAs. While this is happening, the rest of the group observes and notices strengths of the presentation and completes Part I of the end of unit assessment, which is focused on identifying reasons and evidence that support the points their peers made in their PSAs. Because they will be assessed on SL.4.3, be sure to group students so they are not in a group with their partners for critiques in earlier lessons, since they provided critique based on this in Lesson 8• The Public Service Announcement about the Importance of Voting Rubric (from Lesson 6) is aligned to the NYS Expository and Analytical Writing Rubric for grades 4/5. Use the rubric completed with your class or the model in Lesson 6 to evaluate students' public service announcements.• In advance: Prepare and review Author's Chair Celebration anchor chart; create presentation groups of five to seven students.• Post: learning targets. |



| Lesson Vocabulary | Materials |
|----------------------|--|
| publishing, strength | <ul style="list-style-type: none">• Document camera• Public Service Announcement about the Importance of Voting Rubric (from Lesson 6; completed in lessons 7 and 8; one per student and one to display)• Author's Chair Celebration anchor chart (new; teacher-created; see supporting materials)• Sticky notes (five to seven per student, depending on the number of students in each group)• End of Unit 3 Assessment: Presenting a Public Service Announcement about the Importance of Voting (one per student and one to display)• Equity sticks• Tracking My Progress, End of Unit 3 recording form (one per student) |



| Opening | Meeting Students' Needs |
|---|--|
| <p>A. Preparing for the Presentation (10 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the document camera. Post the now completed Public Service Announcement about the Importance of Voting Rubric and invite students to take out their copies.• Ask students to reread the criteria in the Speaking and Oral Presentation section of the rubric:<ul style="list-style-type: none">* "I can speak clearly and at an understandable <i>pace</i> in the oral presentation of my public service announcement."* "I can use formal English in the oral presentation of my public service announcement."• Ask students to Think-Pair-Share:<ul style="list-style-type: none">* "What can a speaker do to show evidence of meeting these targets?"• Listen for comments like: "A speaker can speak formally, like when we talk to teachers, instead of how we talk to our friends," or "A speaker would not speak too quickly or too slowly, and would pronounce all of their words so the audience can understand them."• Tell students they will be presenting (or recording, depending on technology available) their final PSAs, and will have time to rehearse before sharing.• Invite students to take out their final drafts of the PSAs and begin practicing. Remind students to keep in mind the rubric criteria and the critique they received on speaking and oral presentation in Lesson 8. Circulate while students practice, giving brief points of feedback to students based on the rubric, such as: "You're speaking very clearly but are going too quickly. I can't understand everything you are saying." | <ul style="list-style-type: none">• Providing a rubric for expected work supports all students, but especially supports challenged learners. |



| Work Time | Meeting Students' Needs |
|---|--|
| <p>A. Presenting PSAs (40 minutes)</p> <ul style="list-style-type: none"> Ask students to give you a thumbs-up or thumbs-down showing whether or not they are ready to share their PSAs. Praise the thumbs-up and tell students they will now break into smaller groups to present their PSAs. Tell students that they have come a long way as writers. Remind them that at the beginning of the year they were working on writing strong paragraphs about the Iroquois (Module 1), then writing historical fiction or scientific narratives (Module 2), then writing editorials or opinion letters (Module 3). Now, they have built expertise as writers of opinion pieces and are ready to celebrate by sharing the PSAs by holding an Author's Chair Celebration. Post the Author's Chair Celebration anchor chart. Explain that an Author's Chair Celebration is an event similar to a book signing that authors sometimes have at bookstores to celebrate <i>publishing</i> their work. Tell students that at these events, the author reads his or her work to an audience and signs copies. Explain that while they will not have to sign copies of their work, they will get to read their work to a small group. Review the steps on the Author's Chair Celebration anchor chart and revisit the following learning target: <ul style="list-style-type: none"> * "I can listen as my peers share their writing and give specific praise for their work." Remind students that they have been practicing giving kind feedback during peer critiques and that today they will really just be focusing on the <i>strengths</i> in their group members' work. They will write this praise on a sticky note for each group member after each share. Clarify or model kind praise as needed. Explain to students that while they share their PSAs, they will also complete Part I of the End of Unit 3 Assessment: Presenting a Public Service Announcement about the Importance of Voting. Distribute assessments and invite students to review Part I. Explain that students will complete Part II during the closing of this lesson. Tell students that they must complete this part independently during the presentations. Clarify that they will not need to complete the chart for every student in their group, and that they will get to choose which two students to complete the chart for. Tell students that they should not complete the chart for a student who was their critique partner in an earlier lesson in this unit. Answer any clarifying questions about Part I. Split students into groups (five to seven per group, being sure students who have worked together to give critique in lessons 6–9 are not grouped together). Tell students that they will have about 5 minutes for each person in their group to read, reflect, and receive praise. Tell students that they should display their PSA visuals while presenting. | <ul style="list-style-type: none"> Anchor charts provide a visual cue to students about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas. As an alternative to an Author's Chair Celebration anchor chart, you can copy the steps for each group and display them using a document camera. This may be better for ELL students or those with visual impairments. Graphic organizers and recording forms provide scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning. They also engage students more actively. For students needing additional support, you may want to provide a partially filled-in graphic organizer. Asking students to provide feedback to their peers based on explicit criteria benefits students in clarifying the meaning of the learning target. |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <ul style="list-style-type: none"> Circulate as students share their work, reflect, and give each other praise. Monitor to be sure that students are taking turns about every 5 minutes. Write the following prompt on the board: <ul style="list-style-type: none"> * "How have we grown as writers since the beginning of the year?" If a group finishes early have them discuss the prompt. When all groups have finished presenting, refocus whole class. Use equity sticks to call on students to share a strength they observed during the presentations. | |
| Closing and Assessment | Meeting Students' Needs |
| <p>A. Reflecting on the Performance Task (5 minutes)</p> <ul style="list-style-type: none"> Explain to students that they will now reflect on the visual portion of the performance task. Invite students to review Part II of the End of Unit 3 Assessment: Presentation of Public Service Announcement about the Importance of Voting. Explain to students that they will be using the checklist to self-assess the visual they created for their PSA. Answer any clarifying questions. After 5 minutes, cold call on two students to share their self-assessment and justification for one criterion on the checklist. | |
| <p>B. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none"> Congratulate students on all their learning as readers and writers as they researched the importance of voting and created PSAs. Comment that you are proud of the knowledge and skill they have built and would like them to take a short moment to reflect in writing. Distribute the Tracking My Progress, End of Unit 3 recording form. Give students 5 minutes to reflect in writing, and collect the sheets as additional assessment information for the students' progress toward the learning targets. | |
| Homework | Meeting Students' Needs |
| None | |



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Supporting Materials



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Author's Chair Celebration Anchor Chart
For Teacher Reference

As an alternative to an anchor chart, you can copy the steps below for each group.

Author's Chair Celebration

In groups of three or four, do the following:

1. Find a space where your group can sit in a circle.
2. Select an author to read and reflect first.
3. Authors should read their piece to the group and share their thinking on the following questions:
 - What are you most proud of in this piece?
 - What was your biggest challenge and how did you handle it?
4. Group members should listen as the author reads and reflects, then take a moment to write the author's name and one piece of specific praise on a sticky note. (Hold on to your sticky notes until everyone has read their pieces.)
5. Take turns so that each author has a chance to read and reflect, and listeners can write praise for each author.
6. Exchange sticky notes with praise so that authors can read.
7. Congratulate one another on the completion of your work.



End of Unit 3 Assessment:

Presenting a Public Service Announcement about the Importance of Voting

Part I

Directions: For two classmates, complete the chart as you listen to the presentation.

I can identify the reason a speaker provides to support a particular point. (SL.4.3)

I can identify evidence a speaker provides to support particular points. (SL.4.3)

| Presenter's name | Title of PSA | Reasons that support the presenter's main point | Evidence that support the presenter's reasons |
|------------------|--------------|---|---|
| | | | |
| | | | |



End of Unit 3 Assessment:

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Part II

Directions: Use the checklist below to self-assess your visual.

I can add audio or visual support to a presentation in order to enhance main ideas or themes. (SL.4.5)

| | My Assessment | My Teacher's Assessment |
|---|---------------|-------------------------|
| I included the title of my PSA on my visual. | | |
| I included the sources I used in the research of my PSA on my visual. | | |
| I included at least one picture on my visual. | | |
| I included at least one quote or statistic on my visual. | | |
| My picture and quote support the main idea of my PSA. | | |



End of Unit 3 Assessment:

Presenting a Public Service Announcement about the Importance of Voting

On the lines below, justify your self-assessment.



Tracking My Progress, End of Unit 3

Name:

Date:

Learning Target: I can speak clearly and at an understandable pace when presenting my public service announcement.

1. The target in my own words is:

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:



Tracking My Progress, End of Unit 3

Name: _____

Date: _____

Learning Target: I can identify reasons and evidence that supports the points my peers make in their PSAs.

1. The target in my own words is:

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:
