

## Lesson 11: Unit 1 Assessment, Parts I and III: Recounting the Story and Determining the Central Message and Creating Videobooks



### CCS Standards

- **RL.2.1:** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- **RL.2.2:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- **RL.2.3:** Describe how characters in a story respond to major events and challenges.
- **RL.2.6:** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **W.2.2:** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- **SL.2.2:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.2.5:** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.



### Daily Learning Targets

- I can recount story elements from *The Ant and the Grasshopper*. (RL.2.1, RL.2.2, SL.2.2)
- I can write a paragraph describing the central message of *The Ant and the Grasshopper*. (RL.2.2, W.2.2)
- I can fluently read aloud a page of “Bunnyyarl the Flies and Wurrunnunnah the Bees” for a videobook. (RL.2.6, SL.2.5)

### Ongoing Assessment

- After Work Time A, collect Part I of students’ Unit 1 Assessment to track their progress toward RL.2.1, RL.2.2, RL.2.3, and RL.2.6 (see Assessment Overview and Resources).
- After Work Time B, view students’ “Bunnyyarl the Flies and Wurrunnunnah the Bees” videobooks and use the Speaking and Listening Checklist to track students’ progress toward SL.2.5 (see Assessment Overview and Resources).

## Agenda

### 1. Opening

A. Reviewing Learning Targets (5 minutes)

### 2. Work Time

A. Unit 1 Assessment, Part I: Responding to a Read-aloud and Recounting and Determining the Central Message in a Story (35 minutes)

B. Unit 1 Assessment, Part III: Creating a Videobook (15 minutes)

### 3. Closing and Assessment

A. Song and Movement: “We Do What We Can” (5 minutes)

## Teaching Notes

### Purpose of lesson and alignment to standards:

- In this lesson, students complete Part I of the Unit 1 Assessment: Responding to a Read-aloud and Recounting and Determining the Central Message. This is Day 1 of a two-day assessment. In Part I, students hear an excerpt of *The Ant and the Grasshopper* read aloud. This is a book written by Diane Marwood. Although the name is very similar to “The Ants and the Grasshopper” from Lesson 6, please note that this version is new. Students then answer selected response and short response questions in writing (RL.2.1, SL.2.2). They then reread the fable on their own, complete a graphic organizer about its story elements, and write a paragraph describing its central message (RL.2.1, RL.2.2, RL.2.3, W.2.2).
- In this last module of Grade 2, the assessments shift to become less embedded in the lesson and more stand-alone (which is more typical for high-stakes testing), with students engaging with an assessment text, responding to selected response questions, and writing short constructed responses. The Unit 1 Assessment is designed to support students as they transition to more traditional assessments in Grade 3 while still providing a valid sample of what they know and can do.
- Work Time B is the first of two opportunities (Lessons 11 and 12) for role-play groups to complete Part III of the Unit 1 Assessment: Creating a Videobook by reading aloud the text of “Bunnyarl the Flies and Wurrunnunnah the Bees” and showing the corresponding “Bunnyarl the Flies and Wurrunnunnah the Bees” scene painting created in Lesson 9. The audio portion is used to measure progress toward SL.2.5. The technology used to create the “Bunnyarl the Flies and Wurrunnunnah the Bees” videobook can be modified according to student and teacher expertise and the technology available (see Technology and Multimedia). If technology is not available, role-play groups can read the text aloud with fluency and expression while another group listens.

### How this lesson builds on previous work:

- In Lessons 8–9, students worked in role-play groups to practice a fluent read-aloud of “Bunnyarl the Flies and Wurrunnunnah the Bees.” In Work Time B, students complete Part III of the Unit 1 Assessment to create a videobook of this text read-aloud with accompanying illustrations (i.e., “Bunnyarl the Flies and Wurrunnunnah the Bees” scene paintings).

**Areas in which students may need additional support:**

- Some students may need additional support with maintaining focus during a longer assessment. Consider seating them close to the teacher. Also, consider providing a brief, quiet stretch break midway through the assessment if needed. For students who need additional time to complete the assessment, consider allocating more time.

**Down the road:**

- In Lesson 12, students will complete Part II of the Unit 1 Assessment: Comparing Two Versions of a Story and continue Part III: Creating Videobooks.
- Also in Lesson 12, students will reflect on their learning across Unit 1 and preview the work of Unit 2: learning about the dangers pollinators face and how we can take action to protect pollinators.

**In advance:**

- Prepare Parts I and III of the Unit 1 Assessment (see Assessment Overview and Resources).
- Pre-determine:
  - A workspace for each small group in Work Time B.
  - An order for visiting role-play groups during Work Time B. Consider visiting groups in this lesson with stronger fluent reading skills in order to allow an extra practice day for groups that need it. Consider recording those groups during Work Time B of Lesson 12.
- For Work Time B, pre-distribute copies of “Bunnyarl the Flies and Wurrunnunnah the Bees” and each role-play group’s set of “Bunnyarl the Flies and Wurrunnunnah the Bees” scene paintings (created in Lesson 9), sequenced to represent pages 1–5 of “Bunnyarl the Flies and Wurrunnunnah the Bees,” to designated workspaces for each small group.
  - Each student’s “Bunnyarl the Flies and Wurrunnunnah the Bees” scene painting should represent the page of text that he or she will read aloud (e.g., Sharon will read page 1 aloud, and her “Bunnyarl the Flies and Wurrunnunnah the Bees” scene painting is an illustration of page 1).
- Prepare and practice using technology for creating “Bunnyarl the Flies and Wurrunnunnah the Bees” videobooks in Work Time B, so you feel comfortable modeling its use for students. Consider allocating additional time for creating “Bunnyarl the Flies and Wurrunnunnah the Bees” videobooks (e.g., during morning work time or independent reading time).
- Post: Learning targets and applicable anchor charts (see materials list).

Technology & Multimedia

**Consider using an interactive white board or document camera to display lesson materials.**

- Continue to use the technology tools recommended throughout Modules 1–3 to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.
- Work Time B: Video record students in role-play groups reading aloud “Bunnyyar! the Flies and Wurrunnannah the Bees” to measure progress toward SL.2.5. Most devices (cellphones, tablets, laptop computers) come equipped with free videobook apps or software. Also, consider using video recording software or apps such as Audacity (<http://audacity.sourceforge.net>) or GarageBand (<http://www.apple.com/mac/garageband/>). If one is available, you may consider using a microphone to ensure a good-quality recording.

**Supporting English Language Learners**

Supports guided by in part by CA ELD Standards 2.I.B.6, 2.I.B.8, and 2.I.C.10

**Important points in the lesson itself**

- The basic design of this lesson supports ELLs by inviting them to complete assessment tasks similar to the classroom tasks completed in Lessons 2–10. Students also work with a familiar text to compare two versions of the same story.
- ELLs may find the assessment challenging. Encourage students to consult classroom resources and give them specific, positive feedback on the progress they’ve made with learning English.
- Make sure that ELLs understand the assessment directions. Answer their questions, refraining from supplying answers to the assessment questions themselves (see Meeting Students’ Needs).
- After the assessment, ask students to discuss which assessment task was easiest and which was most difficult, and why. In future lessons, focus on the language skills that will help students address these assessment challenges.

**Universal Design for Learning**

- **Multiple Means of Representation (MMR):** Continue to support students as they generalize skills that they learned in this unit in order to set themselves up for success on the assessment.
- **Multiple Means of Action and Expression (MMAE):** Continue to support students in setting appropriate goals for their effort and the level of difficulty expected during the assessment.
- **Multiple Means of Engagement (MME):** Invite students to reflect on their learning from previous lessons to help them understand the value and relevance of the assessment in this lesson. Continue to provide prompts and sentence frames for those students who require them.

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

W): Vocabulary Used in Writing

### New:

- videobook (L)

### Review:

- recount, central message (L)

## Materials

- ✓ Unit 1 Assessment, Part I: Responding to a Read-aloud and Recounting and Determining the Central Message (one per student; see Assessment Overview and Resources)
- ✓ Pencils (one per student)
- ✓ *The Ant and the Grasshopper* by Diane Marwood (one per student and one to display)
- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Strategies to Answer Selected Response Questions anchor chart (begun in Module 2)
- ✓ Revising and Editing Checklist anchor chart (begun in Module 1)
- ✓ Fluency anchor chart (begun in Lesson 2)
- ✓ Unit 1 Assessment, Part III: Creating a Videobook (one per student; see Assessment Overview and Resources)
- ✓ “Bunnyarl the Flies and Wurrunnunnah the Bees” (from Lesson 8; one per student)
- ✓ “Bunnyarl the Flies and Wurrunnunnah the Bees” scene paintings (completed in Lesson 9; one per student)
- ✓ Device (one per class; used by the teacher to record “Bunnyarl the Flies and Wurrunnunnah the Bees” videobooks; see Technology and Multimedia)
- ✓ “We Do What We Can” (from Lesson 2; one to display)

## Opening

### A. Reviewing Learning Targets (5 minutes)

- Invite students to the whole group area.
- Direct students’ attention to the learning targets and read the first two aloud:

**“I can recount story elements from *The Ant and the Grasshopper*.”**

**“I can write a paragraph describing the central message of *The Ant and the Grasshopper*.”**

- Remind students that they have seen similar targets in previous lessons, and that they have already read two versions of this fable. Today, they will read another version of this fable, a book called *The Ant and the Grasshopper*, during their Unit 1 Assessment.

- Using a total participation technique, invite responses whole group:  
*“What will you do to meet the first target?” (recount/retell the important parts of the story)*  
*“What will you do to meet the second target?” (write about the important thing in the story that the author wants us to take away from reading the text to apply to our own life; write about the important thing in the book the author wants to teach us)*
- Confirm the meaning of the two targets. With excitement, share that students will now have the opportunity to show how much they have learned about stories through the Unit 1 Assessment.
- As needed, review the definitions of recount (to retell with only the important details) and *central message* (the important thing the author is trying to teach us through this book).
- Share that the assessment time today might feel long, and the work might feel challenging. Assure students that they can respond to this challenge just as the little hummingbird and the other characters in the folktales and fables do ... by taking action and working hard to overcome it!

### Meeting Students' Needs

- For ELLs and students who may need additional support with motivation: (Working on Same Learning Target) Invite students to discuss how they previously worked toward each learning target. (MME)

## Work Time

### A. Unit 1 Assessment, Part I: Responding to a Read-aloud and Recounting and Determining the Central Message (35 minutes)

- Transition students to their workspaces.
- Distribute copies of the **Unit 1 Assessment, Part I: Responding to a Read-aloud and Recounting and Determining the Central Message** and **pencils**, and orient students to the directions.
- Display the cover of ***The Ant and the Grasshopper***. Share that this text is another version of the two texts “The Ants and the Grasshopper” and “Bunnyyar! the Flies and Wurrunnunah the Bees.”
- Tell students they will listen to the text read aloud and then answer several questions about it.
- While still displaying the text, complete a first read.
- Referring to the Unit 1 Assessment, orient students to the directions for Questions 1–3.
- Direct students’ attention to the following anchor charts:
  - **Close Readers Do These Things anchor chart**
  - **Strategies to Answer Selected Response Questions anchor chart**
- Remind students to refer to these anchor charts as they answer the assessment questions.
- Direct students to answer Questions 1–3 on their assessment.
- After 5–7 minutes or when students have completed Questions 1–3, distribute copies of *The Ant and the Grasshopper* and invite students to complete Question 4 independently.



- When students have completed Question 4, orient them to the directions for Questions 5–6. Tell students that for this part of the assessment, they will complete a graphic organizer and write a paragraph.
- Direct students’ attention to the **Revising and Editing Checklist anchor chart** and remind them to refer to this anchor chart as they write their paragraph in Question 6.
- As students complete Questions 5–6 independently, circulate and provide support by rereading the directions and reminding students to refer to the text as needed. This is also an opportunity to analyze students’ behavior while taking an assessment. For example, look for those who are returning to the text as they complete Questions 5–6.
- Prompt students who finish early to check their spelling, capitalization, and punctuation using the Revising and Editing Checklist anchor chart.
- After 20–25 minutes or when students have completed Part I of their assessment, collect copies of the assessment and transition students back to the whole group area.
- Invite students to take a stretch break by flying like hummingbirds who tried their best and didn’t give up!

### Meeting Students’ Needs

- For ELLs and students who may need additional support with comprehension: (Assessment Map) While explaining, display a “map” of the assessment. (MMR, MMAE)
- For ELLs: (Reading Aloud and Monitoring Assessment) Read aloud the entire assessment. Rephrase directions. Monitor to see that students correctly complete the assessment.
- For students who may have difficulty with using the far-point displayed anchor charts: Consider providing individual copies of anchor charts as near-point display for reference. (MMR)

## Work Time

### B. Unit 1 Assessment, Part III: Creating a Videobook (15 minutes)

- Direct students’ attention to the posted learning targets and read the third one aloud:  
***“I can fluently read aloud a page of ‘Bunnyarl the Flies and Wurrunnunnah the Bees’ for a videobook.”***
- Remind students that they have practiced reading “Bunnyarl the Flies and Wurrunnunnah the Bees” aloud fluently in role-play groups, and they have also created watercolor paintings that illustrate the text.
- With excitement, share that a *videobook* is a video that shares the words and pictures in a book. Explain that there are two parts in the videobook: You hear the words read aloud and you see the illustrations.
- Share that students will work together in their role-play groups in this lesson and the next to create a videobook that can be shared later with others.
- Direct students’ attention to the **Fluency anchor chart** and review as needed.

- Distribute copies of **Unit 1 Assessment, Part III: Creating a Videobook** and orient students to the directions.
- Review the procedure for recording with a video device:
  - Group members put themselves into the correct sequence (based on their “Bunnyyarl the Flies and Wurrunnunnah the Bees” scene paintings) to read each part of the story aloud.
  - Each group member holds up his or her “Bunnyyarl the Flies and Wurrunnunnah the Bees” scene painting in the camera’s view while reading his or her part aloud.
  - Read fluently and with expression.
  - All other group members remain quiet while waiting their turn.
- Invite students to transition to their pre-determined area with their small group, and point out the materials waiting for them: copies of **“Bunnyyarl the Flies and Wurrunnunnah the Bees”** and their **“Bunnyyarl the Flies and Wurrunnunnah the Bees” scene painting**.
- Direct students to begin preparing themselves to read the text.
- Tell students that only one role-play group will record themselves reading at a time and that you will travel from group to group to help them with the recording process. When it is not their group’s turn, they have the choice of listening to other groups or reading independently. Remind students that you won’t have time to visit every group today and assure them that any remaining groups will be recorded in the next lesson.
- Emphasize that the room must be quiet during recording so that the recording is clear and of good quality.
- Circulate and choose two or three groups to record.
- Use the **device** to record students reading aloud while showing their accompanying “Bunnyyarl the Flies and Wurrunnunnah the Bees” scene paintings.
- After 10 minutes, refocus students whole group and invite them back to the whole group area.
- Collect copies of “Bunnyyarl the Flies and Wurrunnunnah the Bees” and the scene paintings.

### Meeting Students’ Needs

- For students who may need additional support with reading fluency and confidence:  
Invite students to practice reading their part in a quiet corner before recording.  
(MMAE, MME)

## Closing and Assessment

### A. Song and Movement: “We Do What We Can” (5 minutes)

- Display **“We Do What We Can”** and invite students to stand up and sing it chorally.
- Give students specific, positive feedback on working hard to complete a challenging assessment and to create videobook of a text.
- Remind them that working hard on these tasks helps to make the classroom a better place. Preview tomorrow’s work by sharing that students will complete Part II of the Unit 1 Assessment.