

## Lesson 12: Unit 1 Assessment, Parts II and III: Comparing and Contrasting Two Versions of a Story and Creating Videobooks



### CCS Standards

- **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.
- **RL.2.9:** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- **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 compare and contrast the stories *The Ant and the Grasshopper* and “Bunnyarl the Flies and Wurrunnunnah the Bees.” (RL.2.9)
- I can fluently read aloud a page of “Bunnyarl the Flies and Wurrunnunnah the Bees” for a videobook. (RL.2.6, SL.2.5)

### Ongoing Assessment

- After Work Time A, collect Part II of students’ Unit 1 Assessment to track progress toward RL.2.6 and RL.2.9 (see Assessment Overview and Resources).
- After Work Time B, view students’ “Bunnyarl 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 II: Comparing and Contrasting Two Versions of a Story (20 minutes)

B. Unit 1 Assessment, Part III: Creating a Videobook (20 minutes)

#### 3. Closing and Assessment

A. Back-to-Back and Face-to-Face Protocol: Reflecting on Learning (15 minutes)

## Teaching Notes

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### Purpose of lesson and alignment to standards:

- In this lesson, students complete Part II of the Unit 1 Assessment, in which they compare and contrast two versions of the same story using “Bunnyarl the Flies and Wurrunnannah the Bees” and *The Ant and the Grasshopper* (RL.2.9).
- In Work Time B, students who did not record their “Bunnyarl the Flies and Wurrunnannah the Bees” videobook do so now to complete Part III of the Unit 1 Assessment.
- In this culminating lesson of the unit, students revisit the Unit 1 guiding question—“What does it mean to make the world a better place?”—and consider the fictional characters’ actions in the stories they’ve read. This reflection provides a segue to Unit 2, when students will begin to consider how they can work to make the world a better place.

### How this lesson builds on previous work:

- The graphic organizer used in Part II of the Unit 1 Assessment mirrors the Compare and Contrast T-Chart Class Notes: “The Ants and the Grasshopper” and “Bunnyarl the Flies and Wurrunnannah the Bees,” completed in Lesson 10.
- In Lesson 11, students worked in role-play groups to practice a fluent read-aloud of “Bunnyarl the Flies and Wurrunnannah the Bees.” In Work Time B, students will again practice reading aloud in these groups. As role-play groups practice reading, circulate and help any remaining role-play groups create a videobook of the read-aloud with accompanying “Bunnyarl the Flies and Wurrunnannah the Bees” scene paintings. For role-play groups that already created a videobook during Work Time B of Lesson 11, consider providing the option to practice reading aloud the newer text, *The Ant and the Grasshopper* by Diane Marwood.

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

- Continue to support those students who need additional support with these longer assessment sessions.

### Down the road:

- In Unit 2, students will study the real challenges facing bats and butterflies through informative and opinion texts.

### In advance:

- Prepare Parts II and III of the Unit 1 Assessment: Comparing and Contrasting Two Versions of a Story and Creating a Videobook (see Assessment Overview and Resources).
- Refer to the Teaching Notes in Lesson 11 for items to pre-distribute and workspaces to pre-determine.
- Post: Learning targets and applicable anchor charts (see materials list).

**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 “Bunyyarl 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 will also work with a familiar text to compare two versions of the same story.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to make anchor charts created throughout the module accessible (e.g., large font, unobscured view) as students complete the unit assessment. As you introduce the assessment, be sure to highlight these charts and remind students of how they can be used to support their thinking.
- **Multiple Means of Action and Expression (MMAE):** Continue to support a range of fine motor abilities and writing need by offering students options for writing utensils. Also consider supporting students’ expressive skills by offering partial dictation of student responses.
- **Multiple Means of Engagement (MME):** Continue to support students in limiting distractions during the unit assessment. Also continue to provide variation in time for completing the assessment as appropriate.

### Vocabulary

**Key:**

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

**Review:**

- compare, contrast (L)

### Materials

- ✓ Unit 1 Assessment, Part II: Comparing and Contrasting Two Versions of a Story (one per student; see Assessment Overview and Resources)
- ✓ “Bunnyarl the Flies and Wurrunnannah the Bees” (from Lesson 8; one per student)
- ✓ *The Ant and the Grasshopper* by Diane Marwood (from Lesson 11; one per student)
- ✓ Pencils (one per student)
- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Unit 1 Assessment, Part III: Creating a Videobook (from Lesson 11; one per student; see Assessment Overview and Resources)
- ✓ “Bunnyarl the Flies and Wurrunnannah the Bees” scene paintings (completed in Lesson 9; one per student)
- ✓ Device (one per class; used by the teacher to record videobooks; see Technology and Multimedia)
- ✓ Unit 1 Guiding Question anchor chart (begun in Lesson 1)
- ✓ Story Elements and Central Message Class Notes:
  - *The Little Hummingbird* (completed in Lesson 2)
  - *The Lizard and the Sun* (completed in Lesson 4)
  - “The Ants and the Grasshopper” (completed in Lesson 7)
  - “Bunnyarl the Flies and Wurrunnannah the Bees” (completed in Lesson 9)
- ✓ Back-to-Back and Face-to-Face Protocol anchor chart (begun in Module 2)

### Opening

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

- Invite students to the whole group area.
- Direct students’ attention to the learning targets and read them aloud:
  - “***I can compare and contrast the stories *The Ant and the Grasshopper* and ‘Bunnyarl the Flies and Wurrunnannah the Bees.’***”
  - “***I can fluently read aloud a page of ‘Bunnyarl the Flies and Wurrunnannah the Bees’ for a videobook.***”
- Remind students that they read *The Ant and the Grasshopper* in the previous lesson for Part I of their Unit 1 Assessment.
- Review the definitions of *compare* and *contrast* (to notice things that are similar; to notice things that are different) as needed.
- Using a total participation technique, invite responses from the group:
  - “***What will you do to meet the first target?***” (tell what is the same and different about the two versions of the story)
  - “***What will you do to meet the second target?***” (read fluently to create a videobook of “Bunnyarl the Flies and Wurrunnannah the Bees”)

- Confirm the meaning of the two targets, reminding students that they have the opportunity again today to respond to a challenge by showing what they have learned about how to analyze stories through the Unit 1 Assessment.

### 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

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### A. Unit 1 Assessment, Part II: Comparing and Contrasting Two Versions of a Story (20 minutes)

- Transition students to their workspaces.
- Distribute copies of the **Unit 1 Assessment, Part II: Comparing and Contrasting Two Versions of a Story, “Bunnyarl the Flies and Wurrunnannah the Bees,” *The Ant and the Grasshopper***, and pencils.
- Orient students to the directions for Part II.
- Remind students that in Lesson 10, they created a T-chart comparing and contrasting two versions of the same story. Now, on the assessment, they will complete the same T-chart using the “Bunnyarl the Flies and Wurrunnannah the Bees” and *The Ant and the Grasshopper*.
- Direct students’ attention to the **Close Readers Do These Things anchor chart** and remind them to refer to this anchor chart as they answer the assessment questions.
- As students complete Questions 1–2 of Part II 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 1–2.)
- When students have completed Part II of their assessment, transition them back to the whole group area.
- Invite students to take a stretch break by buzzing like bees who have worked so hard that they have been given new wings!

### 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 need additional support with fine motor skills: Offer choice by providing a template that includes lines or additional space for each section of the T-chart. (MMR, MMAE)

### Work Time

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#### B. Unit 1 Assessment, Part III: Creating a Videobook (20 minutes)

- Remind students that they have practiced reading “Bunnyarl the Flies and Wurrunnunnah the Bees” aloud in role-play groups, and explain that today several more groups will create their videobook.
- Redistribute copies of **Unit 1 Assessment, Part III: Creating a Videobook** and reorient students to the directions.
- Briefly review the procedure for recording with a video device:
  - Group members put themselves into the correct sequence to read each part of the story aloud.
  - Each group member holds up his or her “Bunnyarl the Flies and Wurrunnunnah the Bees” scene painting in the camera’s view while reading his or her part aloud.
  - All other group members remain quiet while waiting their turn.
  - Remind students that they have the choice of listening to other groups or reading independently when it is not their group’s turn.
- Invite students to transition to their predetermined area with their small group, and point out the materials waiting for them: copies of “Bunnyarl the Flies and Wurrunnunnah the Bees” and their **“Bunnyarl the Flies and Wurrunnunnah the Bees” scene paintings**.
- Follow the same routine from Work Time B of Lesson 11 to circulate and use the **device** to record any remaining groups.
- After 15 minutes, refocus students whole group and invite students back to the whole group area.
- Collect copies of “Bunnyarl the Flies and Wurrunnunnah the Bees” and “Bunnyarl the Flies and Wurrunnunnah the Bees” 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 prior to recording. (MMAE, MME)

### Closing and Assessment

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#### A. Back-to-Back and Face-to-Face Protocol: Reflecting on Learning (15 minutes)

- Direct students’ attention to the **Unit 1 Guiding Question anchor chart** and read the question aloud:
  - “What does it mean to make the world a better place?”

- Display the following **Story Elements and Central Message Class Notes**:
  - *The Little Hummingbird*
  - *The Lizard and the Sun*
  - “The Ants and the Grasshopper”
  - “Bunnyarl the Flies and Wurrunnunnah the Bees”
- Referring to the class notes, remind students that they have explored what it means to make the world a better place by thinking about the fictional characters in these stories.
- Tell students they are going to use the Back-to-Back and Face-to-Face protocol. Remind them that they used this protocol in Module 2, and review as necessary using the **Back-to-Back and Face-to-Face Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Guide students through several rounds of the protocol using the following prompt:
 

*“Think about the fictional characters in these stories. Choose one character and describe what that character did to make the world a better place.” (Responses will vary, but may include: The Little Hummingbird did what she could to help put out the fire; the lizard kept looking for the sun and finally got help to find it; the ants worked hard to get ready for winter and shared their food with the Grasshopper; the bees worked hard to get ready for the winter.)*
- Guide students through one more round of the protocol using a new prompt:
 

*“What does it mean to make the world a better place?” (Responses will vary, but may include: Don’t give up; keep trying to do what you can; ask for help when you need it; work hard; work before you play.)*
- Refocus whole group and invite students to return to their seats.
- Using a total participation technique, invite several students to share out.
- Say:
 

*“For the past few weeks, we have read about fictional pollinator characters in stories. Next, in Unit 2, we will study the real challenges facing two actual pollinators: bats and butterflies!”*

### Meeting Students' Needs

- For ELLs: (Recalling Language Dives) Invite students to adapt language and use content drawn from the Language Dives in Lessons 1 and 10 and from the Mini Language Dives in Lessons 4 and 6 to reflect on and discuss the Unit 1 guiding question.
- For students who may need additional support with organizing ideas for verbal expression: Before the protocol, invite students to write down their thinking for verbally sharing with a partner.