

Lesson 12: Group Discussion: Accessing Books around the World



CCS Standards

- **SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- **SL.3.1a:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **SL.3.1b:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.3.1c:** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- **SL.3.1d:** Explain their own ideas and understanding in light of the discussion.
- **SL.3.6:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.



Daily Learning Targets

- I can identify evidence from *My Librarian Is a Camel* to respond to questions in a discussion. (SL.3.1a)
- I can effectively participate in a Jigsaw about accessing books around the world. (SL.3.1, SL.3.6)

Ongoing Assessment

- Participation in Jigsaw (SL.3.1, SL.3.6)

Agenda

1. Opening

- A. Research Reading Share (15 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Preparing for the Jigsaw Protocol (15 minutes)
- B. Jigsaw: Small Group Discussions (20 minutes)

3. Closing and Assessment

- A. Reflecting on Learning (5 minutes)

4. Homework

- A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students participate in a small group discussion, sharing their thinking about the following questions: “What learning challenge did some people in your expert group country overcome? How?” and “What do the learning challenges faced and how they were overcome tell you about the importance of reading and books to a lot of people around the world?” The first question serves as a review of their learning from this unit, and the second question serves as a bridge into Unit 3, during which students change focus to their personal learning challenges. (SL.3.1, SL.3.6)
- In Work Time B, students participate in the Jigsaw protocol. Consider how familiar students are with this protocol and reallocate class time spent introducing it as necessary.
- Continue to reinforce the habits of character introduced in Unit 1, particularly as students share their research reading.
- The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to overcoming challenges in access to education, books, and reading near and far. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.

How it builds on previous work:

- Students use what they have learned throughout the unit to participate in a small group discussion. Students practiced preparing for and participating in small group discussions throughout Unit 1.
- Throughout Unit 1, students were introduced to various total participation techniques (e.g., cold calling, equity sticks, Turn and Talk, Think-Pair-Share, etc.). When following the directive “Using a total participation technique, invite responses from the group,” use one of these techniques or another familiar technique to encourage all students to participate.
- Continue to use Goal 1 Conversation Cues to promote productive and equitable conversation.

Areas where students may need additional support:

- Much of this lesson is discussion-based, so students who struggle with oral language and/or auditory processing may need additional support. Consider providing sentence frames for students to refer to during discussions or a note-taking template for students to take notes during discussion.
- Some students may need additional support when participating in the discussion. Consider grouping those students in smaller groups of two, or having students share with a teacher instead of classmates.
- Consider inviting in adult family members to support students grouped by home language for the small group discussions and allow them to have their discussion in their home language with adult supervision.

Assessment guidance:

- Consider using the Reading: Foundational Skills Informal Assessment: Phonics and Word Recognition Checklist (Grade 3) during the research reading share in Opening A.

- Consider using the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist when students reread their expert group's excerpt in Work Time A.
- Consider using the Speaking and Listening Informal Assessment: Collaborative Discussion Checklist during the Jigsaw protocol in Work Time B.

In advance:

- Predetermine groups of three for Work Time B. To the extent possible, ensure that each group has one student from each expert group.
- Prepare a research reading share using the Independent Reading: Sample Plans document (in the Module 1 Appendix) or your own independent reading routine.
- Prepare the Discussion Norms handout. Use the Discussion Norms anchor chart to create handout.
- Review the Jigsaw and Red Light, Green Light protocols and gather red, yellow, and green objects. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Post: Learning targets, Working to Become Ethical People anchor chart, and Discussion Norms anchor chart.

Technology & Multimedia

- Work Time B: Audio critique: Students record their partners' ideas in audio through free software or apps such as Audacity (<http://audacity.sourceforge.net>) or GarageBand (<http://www.apple.com/mac/garageband/>).

Supporting English Language Learners

Supports guided in part by CA ELD Standards 3.I.A.1, 3.I.A.3, and 3.I.C.11

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to practice using oral language in a structured and supportive environment. It also helps students synthesize their learning and review texts they have studied throughout the unit. Using English to express familiar content knowledge will facilitate language development and reinforce academic vocabulary.
- ELLs may find it challenging to participate in a self-facilitated discussion. Circulate to support students and encourage them to speak up. Introduce students to an outline that can be followed to provide a predictable structure to the discussion, such as the agenda suggested in the Meeting Students' Needs column.

Levels of support

For lighter support:

- Before providing sentence frames or additional modeling throughout the lesson, observe student interaction and allow them to grapple. Provide supportive frames and demonstrations only after students have grappled with the task. Observe the areas in which they have trouble to target appropriate support for future instruction.

For heavier support:

- Students who take longer to process spoken language may have trouble keeping up with the conversation. Teach students phrases such as, “I didn’t hear your comment the first time. Can you please repeat it?” to empower them to control the pace of the conversation.
- Assign students roles such as Students A, B, and C for their discussion. Create a script with sentence frames for students to fill out as they review their notes during Work Time A. They can follow along using their script during the discussion.

Universal Design for Learning

- **Multiple Means of Representation:** Students who may need additional support with expressive language may need some scaffolds to help them participate in the Jigsaw activity. Consider multiple ways of representing appropriate discussion techniques (e.g., generate a list with the class of appropriate responses or provide sentence frames that give students sentence starters to help them organize their thoughts). Additionally, consider conferencing with students before the Jigsaw to help them generate ideas for what they plan to say.
- **Multiple Means of Action and Expression:** Help minimize the risk of public speaking by providing supports before the Jigsaw that will help students organize their thoughts and access their memory during the activity (e.g., sticky notes, graphic organizers, etc.). Also consider labeling students yourself so you can put those who may need additional support with expressive language in groups B and C so they can watch their peer models before participating.
- **Multiple Means of Engagement:** Build excitement about the Jigsaw protocol by emphasizing how much growth the students have made over this unit. Tell them that they have now become experts on different countries, and today they get to share that knowledge with each other.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- effectively participate (L)

Materials

- ✓ Working to Become Ethical People anchor chart (begun in Unit 1, Lesson 2)
- ✓ Independent Reading: Sample Plans (see Module 1 Appendix; for teacher reference)
- ✓ Discussion Norms anchor chart (begun in Unit 1, Lesson 2)
- ✓ Facsimiles of pages 18–19 from *My Librarian Is a Camel* (from Lesson 1; one per student)
- ✓ Facsimiles of expert group pages from *My Librarian Is a Camel* (from Lesson 4; one per student)
- ✓ Close Read Note-catcher: *My Librarian Is a Camel*, Pages 18–19 (from Lesson 2; one per student)
- ✓ Close Read Note-catcher: Expert Group *My Librarian Is a Camel* (from Lesson 5; one per student)
- ✓ Informative paragraph draft (begun in Lesson 8)
- ✓ Lined paper (several pieces per student)
- ✓ Sticky notes (several per student)
- ✓ *My Librarian Is a Camel* (book; from Lesson 1; one to display; for teacher read-aloud)
- ✓ Red, yellow, and green objects (one of each per student)
- ✓ Discussion Norms handout (one per student)

Opening

A. Research Reading Share (15 minutes)

- Focus students on the **Working to Become Ethical People anchor chart** and the following bullet point:
 - “I behave with integrity. This means I am honest and do the right thing, even when it’s difficult, because it is the right thing to do.”
- Remind them that this includes doing homework even when there may be other things they want to do after school. Remind them that the purpose of research reading is to build background knowledge and vocabulary on a topic so that they can gradually read more and more complex texts on that topic.
- Refer to the **Independent Reading: Sample Plans** to guide students through a research reading share, or use your own routine.

Meeting Students’ Needs

- For ELLs and students who may need additional support with memory or reading: Provide sticky notes for students to mark the parts of their independent reading journals that they wish to share. While conferring with students, transcribe their thoughts about what they would like to say to their dance partners. For lighter support, write sentence frames on the sticky notes. (MMAE)

Opening

B. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:

"I can identify evidence from *My Librarian Is a Camel* to respond to questions in a discussion."

"I can effectively participate in a Jigsaw about accessing books around the world."

- Point to the first target. Tell students that they will use the Jigsaw protocol to share what they have learned through their reading of *My Librarian Is a Camel*.
- Remind students that throughout this unit, they have been working in expert groups to learn more about how some people access books in countries around the world. Tell students that through the Jigsaw protocol, they will meet in groups of three to share what they have learned. Explain that the groups of three will have one student from each expert group.
- Underline the words *effectively participate* in the second target and remind students that this means following the discussion norms they created as a class in Unit 1.
- Focus students on the Working to Become Ethical People anchor chart and remind them that ethical people treat others well and stand up for what is right. Direct students' attention to the following bullet points on the anchor chart:
 - "I show empathy."
 - "I behave with integrity."
 - "I show respect."
 - "I show compassion."
- Tell students that to effectively participate in a Jigsaw, they will need to remember these habits of character.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: Invite students to give examples of what it means to be an ethical person. Ask:

"What is something somebody who is showing respect might do?" (Listen to my friends' ideas when they speak.) (MMR)

Work Time

A. Preparing for the Jigsaw Protocol (15 minutes)

- Direct students' attention to the **Discussion Norms anchor chart** and read the norms on the top half of the chart aloud.
- Point to the first norm:
 - "I prepare for the discussion."

- Tell students that before they meet in Jigsaw groups, they will review their Close Read note-catchers and their writing to find evidence and prepare for the discussion.
- Write the following discussion questions on the board:
 - Discussion Question 1: “What learning challenge did some people in your expert group country overcome? How?”
 - Discussion Question 2: “What do the learning challenges faced and how they were overcome tell you about the importance of reading and books to a lot of people around the world?”
- Invite students to take out the following:
 - **Facsimiles of pages 18–19 from *My Librarian Is a Camel***
 - **Facsimiles of expert group pages from *My Librarian Is a Camel***
 - **Close Read Note-catcher: *My Librarian Is a Camel*, Pages 18–19**
 - **Close Read Note-catcher: Expert Group *My Librarian Is a Camel***
 - **Informative paragraph draft**
- Distribute lined paper and sticky notes.
- Model using these resources to take notes (on the lined paper) in response to the discussion questions. Use the sticky notes to flag any important pages from *My Librarian Is a Camel*.
- Invite students to work with a partner reread their group’s excerpt aloud, for example with each student reading a different paragraph or chorally reading the excerpt.
- Invite students to spend 10 minutes thinking silently about their response to the discussion questions, making notes on their paper and using the sticky notes to flag important places in their facsimiles.
- Circulate to support students as they prepare for the discussion.
- After 10 minutes, refocus whole group.
- Distribute **red, yellow, and green objects**.
- Tell students they are now going to use the Red Light, Green Light protocol to reflect on their progress toward the first learning target. Remind them that they used this protocol in the first half of the unit and review what each color represents (red = stuck or not ready; yellow = needs support soon; green = ready) as necessary. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Focus students on the first learning target and guide students through the Red Light, Green Light protocol using the red, yellow, and green objects.

Meeting Students’ Needs

- For ELLs and students who may need additional support with expressive language: Create sentence frames based on the discussion questions on the board. Briefly model and practice using the sentence frames to answer the questions as a class. Example:
 - “My expert group country is _____.” (Kenya)
 - “The people in _____ were challenged by _____ because _____.” (Kenya; not having access to books; because they lived in the desert)
 - “They overcame this challenge by _____.” (having books and tents delivered by camels) (MMR)

- For ELLs and students who may need additional support with expressive language: As students are preparing, circulate and discuss possible answers with them. Help them formulate, verbalize, and rehearse their thoughts based on the discussion questions and related sentence frames. (MMR)
- In addition to the sticky notes, consider providing a graphic organizer with both discussion questions as a choice for students to use to jot notes to organize their thoughts for each question. The graphic organizer can also use the sentence frames as sentence starters. (MMAE)
- Consider pairing students with another member of their group to act as a peer model and help brainstorm responses to the discussion questions. (MMAE)

Work Time

B. Jigsaw: Small Group Discussions (20 minutes)

- Refocus students and place them into groups of three.
- Remind students to speak clearly in complete sentences to ensure they are understood.
- Distribute the **Discussion Norms handout** and point out that this is the same as the Discussion Norms anchor chart. Review the norms and the questions on the bottom half of the chart.
- Post the following directions and review with students:
 1. Label yourselves A, B, and C.
 2. Student A answers Discussion Question #1.
 3. Students B and C ask student A one question (refer to the Discussion Norms handout). Student A answers.
 4. Switch roles and repeat Steps 2–3.
 5. Repeat Steps 2–4 with Discussion Question #2.
- Answer clarifying questions and invite students to begin discussing.
- Circulate to support students and to identify any common issues to use as whole group teaching points or to add to the Discussion Norms anchor chart.

Meeting Students' Needs

- For ELLs and students who may need additional support with expressive language: Before students begin their group discussion, invite one group to Fishbowl the discussion for the class, following the same directions posted on the board. This will better prepare students for self-facilitation. (MMR)
- For students who may need additional support with expressive language: Assign these students to groups B or C so they can observe a peer model before their turn. (MMR, MMAE)

- For ELLs: As groups of students interact, jot down verb tense errors that are impeding communication. Briefly review the verb tense for the whole class. Encourage the group to identify the verb that communicates the message clearly and accurately.

Closing and Assessment

A. Reflecting on Learning (5 minutes)

- Post the following on the board and read it aloud to students:
 - Thumb-up: Consistently added to the group's conversation, stayed on task, and followed discussion norms
 - Thumb-down: Did not add to the group's conversation or did not follow discussion norms
 - Thumb-sideways: Somewhere in the middle
- Invite students to silently reflect on their participation in the Jigsaw and show a thumbs-up, -sideways, or -down when they are ready. Repeat, inviting students to reflect on how well they showed respect, integrity, compassion, and empathy in this lesson.
- Reassure students that they will participate in many more small group discussions, so they will have many more chances to continue to improve their participation and ability to follow the discussion norms.

Meeting Students' Needs

- For ELLs: Identify a student who stepped out of his or her comfort zone to participate in the discussion. Celebrate the student's success with specific, positive feedback.

Homework

A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Meeting Students' Needs

- For ELLs and students who may need additional support with writing: Discuss and respond to your prompts orally, either with a partner, family member, or student from grades 1 or 2, or record a response. (MMAE)