

## Unit 1: How We Learn in Our School Communities

### WEEK 8

### Stations

Stations overview table follows information for the End of Unit Assessment.

End-of-Unit Assessment
<p>Materials and Preparation</p> <ul style="list-style-type: none"><li>• End-of-Unit Assessment slides</li><li>• projector and screen</li><li>• End-of-Unit Assessment, one copy for each child</li><li>• End-of-Unit Assessment rubric</li></ul> <p>In advance of the week, plan a schedule for each small group to complete the assessment.</p>
<p>Rather than facilitate a Text Talk lesson, teachers administer the End of Unit Assessment to the whole group. Children will have had an opportunity to read, think, and talk together about the two excerpts from <i>The Upside Down Boy</i> prior to answering questions on the assessment. With Excerpt 1, children use details from the text to describe how Junaito feels about going to school. The longer Excerpt 2 shows the ways that Juanito's community supports him as a learner. After the assessment is introduced, children will continue to work on it independently at the Writing Station.</p> <p><b>Set up and Question 1.</b></p> <p>Arrange the children in spaces around the classroom where they can comfortably write and see the projected slides. Distribute the assessment. With the whole group's attention, show the images and text for Excerpt 1 on the slides. Read the excerpt aloud or play the audio button so children can hear the text read fluently. Then have children read chorally or with a partner. Read question 1, and describe strategies children can use to answer a multiple choice question.</p> <p><i>1. In this excerpt, Juanito is talking about how he feels about going to school. How is Juanito feeling about going to school?</i></p> <p><i>This question has several possible answers for you to choose from. To choose your answer, do these things:</i></p> <ul style="list-style-type: none"><li>• <i>Reread the question.</i></li><li>• <i>Cross off any answer choices that don't make sense.</i></li><li>• <i>Go back to the text to find evidence.</i></li><li>• <i>Select the answer that matches your thinking.</i></li></ul> <p>Circulate to ensure that all children have answered the question.</p>

**Question 2.**

Read the question. Remind children that they are writing the evidence they found to answer question 1.

*2. What is your evidence that shows how Juanito is feeling about going to school?*

Circulate to ensure that all children have written their response. As needed, remind children to write down the exact language from the text. When most children have completed questions 1 and 2, let others know that they can continue at the Writing Station.

Introduce Excerpt 2, showing the images and text on the slides and reading the excerpt aloud. Have children read the excerpt with partners. Before reading the questions, give children time to process the text.

*What is happening in this excerpt? What do you learn about Juanito and his community? Turn and talk to your partner.*

**Question 3.**

Read the question aloud; note that it is a two-part question. Remind children of the multiple choice strategy.

*This is a two-part question. With a question like this, we want to read both parts to understand what the whole question is asking. Then, we reread each part separately.*

*3. Part 1: Reread paragraph 2 from the excerpt.*

*"I felt funny, upside down," I say to him.  
"The city streets aren't soft with flowers.  
Buildings don't have faces. You know, Papi,  
in the camp I knew all the names, even of those bugs  
with little wild eyes and shiny noses!"*

*The word "funny" means:*

- A. hilarious*
- B. laughing*
- C. strange*
- D. silly*

*Part 2: What clues in the paragraph helped you determine the meaning of the word "funny"?*

*Turn and talk with your partner: what are the two things you need to consider when answering this two-part question?*

Return children’s attention to the whole group, and reread Part 1. Have children read the paragraph chorally, and then invite them to choose and mark their answer. Remind children to use their vocabulary and multiple choice strategies to figure out what the word “funny” means in this context.

Circulate to ensure that most or all of the children have answered Part 1 of the question. Then, reread Part 2, and invite children to begin writing. Remind children that they are writing the clues directly from the text that helped them figure out the meaning of “funny” in paragraph 2.

**Question 4.**

Once most or all of the children have answered Parts 1 and 2 of question 3, read question 4 aloud.

*4. One of the big ideas from our unit is that communities can include and support all learners. How did Juanito’s community support the ways he learns best? Use details from the excerpt to support your ideas.*

Remind children that they can draw a picture to go along with their writing. Let children know that they will be able to finish any part of the assessment at the Writing Station this week.

Stations overview page follows.

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Station	Activities	Materials
Guided Independent Reading		<ul style="list-style-type: none"> <li>individual book bags</li> </ul>
Teacher groups: strategic small group instruction		
<b>Listening &amp; Speaking</b>	Listen and Respond	<ul style="list-style-type: none"> <li>audio recording and technology</li> <li><i>Six Dots: A Story of Young Louis Braille</i></li> <li>conversation prompts</li> </ul>
<b>Science Literacy</b>	How do scientists and engineers draw inspiration from others' designs?	<ul style="list-style-type: none"> <li>Science and Engineering packets</li> <li>colored pencils</li> </ul>
<b>Vocabulary</b>	Choose 3!	<ul style="list-style-type: none"> <li><b>Week 7</b> Weekly Words cards</li> <li>Recording sheets</li> <li>Choose 3! menu</li> </ul>
	Think About It: Who are leaders in our classroom?	<ul style="list-style-type: none"> <li><b>Week 7</b> Weekly Words cards</li> <li>Week 8 image, 2 copies cut apart</li> <li>Week 8 sheets</li> </ul>
<b>Word Work</b> (align skills with literacy program)	Scooping syllables, closed syllables, vowels	<ul style="list-style-type: none"> <li>Week 8 Read It, Mark It, Write It sheets</li> <li>activity directions card</li> </ul>
	Making compound words	<ul style="list-style-type: none"> <li>scissors</li> <li>Week 8 Make New Words sheets</li> <li>activity directions card</li> </ul>
	Correcting misspelled words, adding punctuation	<ul style="list-style-type: none"> <li>Week 8 Correct the Sentences sheets</li> <li>activity directions card</li> </ul>
<b>Writing</b>	End of Unit Assessment	<ul style="list-style-type: none"> <li>End of Unit Assessment sheets</li> <li>POP! Answering Multiple Choice Questions chart and/or half-sheets</li> <li>End of Unit Assessment slides</li> </ul>