



EXPEDITIONARY
LEARNING

Grade 3: Module 3A: Unit 3: Lesson 4

Mid-Unit Assessment: Writing A Summary about *Waiting for the Biblioburro*



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can write an informative/explanatory text. (W.3.2)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">I can write a strong summary about the text <i>Waiting for the Biblioburro</i>.	<ul style="list-style-type: none">Students' summariesTracking My Progress, Mid-Unit 3



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer: Read-aloud of <i>Waiting for the Biblioburro</i> (7 minutes)B. Unpacking the Learning Target (3 minutes)2. Work Time<ol style="list-style-type: none">A. Where, Who, What of <i>Waiting for the Biblioburro</i> (15 minutes)B. Mid-Unit Assessment: Writing a Summary (30 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Tracking My Progress (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue with your independent reading book and complete your homework sheet.	<ul style="list-style-type: none">• The mid-unit assessment involves students independently writing a summary. The lesson is designed around students reading, thinking about, talking about, and writing about the text <i>Waiting for the Biblioburro</i>, by Monica Brown (a text used in Unit 3 of Module 1). If the class did not complete Module 1, consider using another text with which your students are familiar.• Because students' reading is not assessed in this lesson, Work Time A is completed with support from the teacher and other students. However, Work Time B should be completed independently, as this is the assessment task.• Use the Summary Writing rubric (from Lesson 1; or the "proficient column only" version students helped to co-create in Lessons 1 and 2) to assess students' writing in this assessment.• See teaching note in Lesson 1 about independent reading homework.



Lesson Vocabulary	Materials
summary	<ul style="list-style-type: none"> • <i>Waiting for the Biblioburro</i> by Monica Brown (one per student) • <i>Waiting for the Biblioburro</i> Where/Who/What recording form (one per student) • Equity sticks • Mid-Unit Assessment: Writing a Summary about Waiting for the Biblioburro (one per student) • Mid-Unit 3 Assessment: Accordion Paragraph graphic organizer (one per student) • Tracking My Progress, Mid-Unit 3 • <i>Waiting for the Biblioburro</i> sample student summary (for teacher reference) • Summary Writing rubric (from Lesson 1; for teacher use to score students' assessments) • Homework recording form (one per student)

Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Read-aloud of <i>Waiting for the Biblioburro</i> (7 minutes)</p> <ul style="list-style-type: none"> • Gather students. Congratulate them on their hard work writing summaries the last few lessons. Explain that today they are going to write a summary about a book that is familiar to them, <i>Waiting for the Biblioburro</i> by Monica Brown. • However, before they write, they are going to spend some time refamiliarizing themselves with the text. Tell students that first they are going to listen to the story being read aloud, and then they will have the chance to look at it again with a partner. • Begin to read the text slowly, fluently, without interruption. 	
<p>B. Unpacking the Learning Targets (3 minutes)</p> <ul style="list-style-type: none"> • Read the target aloud. Invite students to pair share what the word <i>summary</i> means to them. Listen for students to express ideas such as: "It's a snapshot of book that tells you the setting, characters, and main events." 	



Work Time	Meeting Students' Needs
<p>A. Where, Who, What of <i>Waiting for the Biblioburro</i> (15 minutes)</p> <ul style="list-style-type: none">• Tell students that before they write their summary, they are going to spend time thinking about the characters, setting, and events of <i>Waiting for the Biblioburro</i>. This will help them as they write their summary.• Explain that students will work in pairs to complete the <i>Waiting for the Biblioburro</i> Where/Who/What recording form. After they do this with a partner, they will come back together as a class to discuss the story. Because students have completed the recording form many times, they should not need clarification on this task.• Distribute the recording form and text to each student. As students work with a partner, circulate and provide guidance as needed. Students may need reminders to look on the back page of the book to find out the setting (a village in Colombia).• After 10 minutes of work time, gather the class back together and project a blank Where/Who/What recording form. Use equity sticks to cold call students to help complete the chart for the text.• Encourage students to add to or revise their own recording form as necessary.	<ul style="list-style-type: none">• Use thoughtful groupings of students. ELL language acquisition is facilitated by interaction with native speakers of English.
<p>B. Mid-Unit Assessment: Writing a Summary (30 minutes)</p> <ul style="list-style-type: none">• Explain to students that they will now use their Where/Who/What recording form, the text, and the Mid-Unit 3 Assessment: Writing a Summary about <i>Waiting for the Biblioburro</i> to complete their writing. Tell students that the Mid-Unit 3 Assessment: Accordion Paragraph graphic organizer is an optional tool in their assessment packet that they may use to plan their paragraphs before writing.• Because this is an assessment, students must work independently. If students finish early, they may read their independent reading book.	<ul style="list-style-type: none">• For this assessment, provide appropriate accommodations (i.e., extra time) for ELLs and students with special needs.



Closing and Assessment	Meeting Students' Needs
<p>A. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">• Distribute the Mid-Unit Tracking My Progress to students. Explain that this is a chance for them to think about how well they are doing meeting two of the main targets they have been working on.• Read through the tracker and provide clarification as necessary for students. Have students independently complete their trackers.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue with your independent reading book and complete your homework recording form.	



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Supporting Materials



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Waiting for the Biblioburro Where/Who/What Recording Form

Name:

Date:

Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?



Mid-Unit 3 Assessment:

Writing A Summary about *Waiting for the Biblioburro*

Name:

Date:

After reading *Waiting for the Biblioburro*, write a summary about the book. You may also use the Accordion Paragraph graphic organizer to plan your writing.



Mid-Unit 3 Assessment
Accordion Paragraph Graphic Organizer

Name:

Date:

Introduction:

Important Character and Event from the Text:

Explain:

Important Character and Event from the Text:

Explain:



Mid-Unit 3 Assessment
Accordion Paragraph Graphic Organizer

Important Character and Event from the Text:

Explain:





Tracking My Progress

Mid-Unit 3

Name: _____

Date: _____

Learning Target: I can write a strong summary

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:



Mid-Unit 3 Assessment:

Writing A Summary about *Waiting for the Biblioburro*
(Sample Student Response, for Teacher Reference)

Waiting for the Biblioburro

Waiting for the Biblioburro is a wonderful story about a little girl who loves books and a librarian who makes her dreams come true. Ana loves stories. She often makes them up to help her little brother fall asleep. In her small village in Colombia, there are only a few books, but she has read them all. One morning, Ana wakes up to the sound of hooves. She sees a traveling library on the backs of two donkeys! She loves the librarian and his donkeys. Ana is able to borrow books until the biblioburro, or traveling library, returns to her village. At the end of the book, Ana has a surprise of her own for the librarian.



Homework

Name: _____

Date: _____

Read your independent reading book. Follow the direction in each section.

Title of Book: _____

Pages Read: _____

Just like we have done when reading *Peter Pan*, use this chart to keep track of what you read.

Where	Who	What

Words

1. Write one word that struck you because it was a precise word. This could be a verb, or it could be a good adjective (describing word).

I think this word is precise because: _____



Homework

2. Write down any word or words that you found that you are unsure about.
