

Third Grade Module Vignette DC

Adaptations for Hybrid

This year Ms. Solis' third grade class is divided into group A and group B. On Mondays and Tuesdays, Group A is in the classroom and group B is online via Zoom. On Wednesdays Ms. Solis sets online independent work for all students and they work online from home and uses Zoom to connect with students in smaller groups, or individually, who need additional support. On Thursdays and Fridays, the groups flip with Group A online via Zoom and group B in the classroom.

[CCSS.ELA-LITERACY.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.

[CCSS.ELA-LITERACY.SL.3.1.C](#)

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

[CCSS.ELA-LITERACY.SL.3.1.D](#)

Explain their own ideas and understanding in light of the discussion.

Key Ideas and Details:

[CCSS.ELA-LITERACY.RI.3.1](#)

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[CCSS.ELA-LITERACY.RI.3.2](#)

Determine the main idea of a text; recount the key details and explain how they support the main idea.

Range of Writing:

[CCSS.ELA-LITERACY.W.3.10](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CAELD Part I.B.3.5

Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.

CAELD Part I.C.3.9

Plan and deliver brief oral presentations on a variety of topics and content areas.

For this unit, Ms. Solis has planned and developed a sequence of lessons to teach students how to clearly communicate information they have learned from a text to demonstrate and share their understanding and new knowledge. Students will read informational texts to identify key details, main ideas and use this information to deliver brief oral presentations that require students to communicate their learning in multiple/new contexts/tasks. More specifically, she has designed lessons to focus on the quality of oral output and how students use language to share ideas and create new knowledge. A professional objective is to support students in using academic vocabulary and complex sentence frames to communicate their learning. Ms. Solis wants students to use language both to learn and to develop language. This unit will culminate in a lesson where students will analyze and discuss how two texts approach the same topic differently.

For today's lesson all students in the classroom are at a Chromebook with headphones and they are logged into Zoom. Ms. Solis is also logged into Zoom at her desk. She begins today's lesson by explaining the learning target. "Today we will work on clearly communicating information we have learned from a text."

She shares her screen where she has the standards, in student friendly statements, on a slide:

I will:

- Orally present my ideas and new learning.
- Read to identify and annotate details in the text.
- Share and discuss relevant details to determine main ideas in the text.
- Write a summary.

She reads the standard statements aloud.

"First, I am going to model how to read to identify key details. I am going to read the first paragraph and underline key details related to the development of the telephone. This will help me identify the steps that lead to the development of the telephone." Ms. Solis projects the text, reads aloud and underlines three key details in the paragraph 1. "Today you will have three opportunities to read the text for three different purposes. Reading a text multiple times and for different purposes helps us comprehend a text so that we can orally present our learning."

"For the first reading, you are going to have time to read to identify and annotate key ideas which is one of our learning targets. I will give you seven minutes to read and annotate the six paragraphs. The text is in your learning packets on page 3. We are reading closely so that we can share the information which is another of our learning targets. While you are reading and underlining, I will monitor you on Zoom and ask you to show me what you have underlined. I am going to monitor your annotations to notice if you identify important details versus unimportant details. If I notice that you missed a detail, I will give you feedback in the chat and ask you to reread." Students read text independently while Ms. Solis monitors the Zoom grid.

Ms. Solis notices that Chris has underlined an entire paragraph and so she asks Chris to join her in a breakout room. "Chris, I noticed that you underlined all the sentences in paragraph. I agree that the entire paragraph gives us new information. To help you decide which details are important, I am going to ask you two questions. Then you share your response with me and underline only the text that answers those two questions. Who is the paragraph talking about?" Chris rereads the paragraph, shares his answer with Ms. Solis and then underlines a sentence which she shows him. She asks him to underline it also. "What is the paragraph about?" She holds up the text and points to the paragraph. Chris shares his response and underlines another sentence. "For both of your responses you turned the question into a sentence frame. This made the information you shared very clear."

She then tells the class, "Now that you have read to identify key details, I am going to model how I want you to share the key ideas you identified and the main idea. These are the key details I identified and annotated in paragraph one. There are several ideas that are important in the first paragraph. That Bell invented the telephone is the most important detail. I think it is important that his mother was deaf because it explains a reason why he wanted to learn about sound and find new ways for people to communicate. The date he was born is important because it helps us understand the historical time." She has the class go through and annotate.

"Now you will work in a breakout room with a small group to present your annotations. The first person will use the sentence frames (in your packet on page 6) to explain their annotations for paragraph one to the

group. Other people in the group might have information they want to add, and they can do so after the person is done presenting. Remember to use the 'raise hand' function when you want to speak. Then the next person will present and explain their annotations for paragraph two to the group. After the first person presents their information using the sentence frames, the rest of you can decide if you want to use the sentence frames or not. The sentence frames are there to help you organize our ideas and communicate them clearly. Eventually you will not need them. The group will continue presenting their ideas until you get to paragraph six."

Sentence Frames

There are ___ important ideas in the paragraph.

The most important detail is _____.

The detail that _____ is important because _____.

The main idea of the paragraph is _____.

"For this activity I will rotate through the breakout rooms and monitor how you are using the sentence frames to explain your annotations. Or if you choose not to use the sentence frames, then I will be listening how you organize and clearly communicate your thinking. If you need support, I will stop and provide feedback so that your next share is clearer and stronger."

Ms. Solis launches breakout rooms and Students work in pairs to share their annotations. Ms. Solis monitors the breakout rooms and asks students questions and prompts them to guide their learning. As Ms. Solis listens to one of the groups, she hears Fernando announce to the group that he is going to try not to use the sentence frames. After three sentences which he begins with, "Another important detail is..." he stops and refers to sentence frame. He uses the sentence frame, "The detail that _____ is important because _____" to present a previous idea. When he is done Ms. Solis states, "Fernando, I noticed that you were monitoring how you use language. I know this because you stopped and then used a sentence frame to share an idea you had already shared. Will you explain why you did this?" I heard myself say the same thing over again. Another important detail is another important detail is. I don't think ideas are clear we too many sentences start the same way."

Next Ms. Solis explains, "Now that you have shared your annotations, we want to return to the text and confirm our best thinking. I am going to model how to use the graphic organizer. The second time you read the text will be with a partner to paraphrase the text and discuss your key details and main ideas. You're going to work with a partner in a breakout room to read the text. Partner A will read the text and Partner B will paraphrase what they heard. Why do we paraphrase? We paraphrase because when we put text into our own words, we understand it better. Paraphrasing helps us with comprehension. Paraphrasing helps us meet one of our learning targets which is to orally present information. It will also help you to collaboratively identify they key details and main ideas in the text. Once you have paraphrased the paragraph, you will collaborate with your partner and decide which key details you will include in your graphic organizer and why. I am going to model the process. I am going to be both Partner A and Partner B." Ms. Solis reads paragraph one and paraphrases the key ideas. As the partners work together in their breakout rooms, Ms. Solis joins rooms and listens in.

When she brings the groups back together, Ms. Solis says, "For the third reading of the text, we are going to focus on academic vocabulary. We focus on academic vocabulary for several reasons. One to learn new vocabulary. Two, to identify words we don't know and need to learn and three to identify words that we need

to use when we present our ideas orally and in writing. Learning and using new academic vocabulary helps us meet the learning target of orally presenting our ideas because academic vocabulary helps us to more clearly present our ideas. You are going to use the graphic organizer to identify and record the academic vocabulary from the text. The graphic organizer is a google doc that you can link to in your session” Ms. Solis shows students where the google doc is linked.

Paragraph	Key Details	Academic Vocabulary
1	Alexander Graham Bell invented the telephone He was born in Scotland in 1847 His mother was deaf .	Deaf

“If the word is important and you want to use it when you share and/or write, then you are going to make a box around it. If a word is familiar to you and you want to share how you know the word, then underline it. If the word is unfamiliar to you and you want to learn it, then circle it. Once you have identified the words, then you write them on the graphic organizer. I am going to model, identifying and recording the academic vocabulary in chapter 1.” Ms. Solis models by projecting and rereading paragraph one of the texts. She selects the word “deaf”. I know that deaf means when a person cannot hear. I want to make sure to use this word when I discuss why Alexander Graham Bell was interested in sound and how it travels.”

Next Ms. Solis explains that she wants students to share the academic vocabulary they selected. “These are the sentence frames I would like you to use when you share your academic vocabulary. When I explain to my partners why I selected the word deaf, I will say, ‘The word deaf is important for us to use because it describes Alexander’s mother and explains why he was interested in sound and how it travels.’ Now it is your turn. Meet with a partner in Zoom and take turns explaining why you selected each of your words.” She launches the breakout rooms.

Sentence Frames:

The word ____ is familiar to me because _____.

The word ____ is important for us to use because _____.

I am not familiar with the word ____ but I think it is important because _____.

Ms. Solis ends the session by saying, “You have orally presented your thinking about the key details, main ideas and academic vocabulary in the text. Now you will use what you have learned to write a one paragraph summary of the text. Review your graphic organizer. Make decisions about how you will communicate the main idea, what key details you will include and what academic vocabulary you will use to clearly communicate your ideas. Once you write your summary into google docs you will share it with your assigned group and get feedback. Students write their paragraphs, share them online and work in small groups to edit.