



EXPEDITIONARY  
LEARNING

# Grade 7: Module 2A: Unit 3: Lesson 10

## Module Reflection and Writing Book Reviews



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Module Reflection and Writing Book Reviews

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces. (RL.7.11)

Supporting Learning Targets

- I can consider how what I learn in school affects my choices outside of school.
- I can write a book review that helps my classmates decide whether to read a book.

Ongoing Assessment

- Working Conditions Reflection
- Book review



Module Reflection and Writing Book Reviews

Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Celebrating Final Performance Task (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Reflecting on Module (10 minutes)</p> <p>B. Writing a Book Review (25 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Goal Setting for Independent Reading (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Finish your book review.</p> <p>B. Continue reading in your independent reading book for this unit.</p>	<ul style="list-style-type: none"><li>• In this final lesson of the unit and module, students will turn in their final performance task and celebrate and reflect on their work.</li><li>• Consider how students might share their work with a larger audience, and be prepared to remind students of that opportunity in this lesson.</li><li>• The module reflection that students do is intended to support their personal and civic growth; it is not intended as an assessment of literacy skills.</li><li>• In this lesson, students also write book reviews for their independent reading books. See two separate stand-alone documents on EngageNY.org—The Importance of Increasing the Volume of Reading, and Launching Independent Reading in Grades 6–8: Sample Plan—which together provide the rationale and practical guidance for a robust independent reading program.</li><li>• In advance: Decide in which form students will publish their book review, and create a model in that form. The stand-alone document has a student guide for writing a book review that you may find useful. Also, decide in advance whether you will follow up the book reviews with book talks.</li></ul>



Module Reflection and Writing Book Reviews

Lesson Vocabulary	Materials
book review	<ul style="list-style-type: none"> <li>• Sticky notes (one per student)</li> <li>• Student essays and rubrics on <i>Lyddie</i> (from Unit 1)</li> <li>• Writing Improvement Trackers (from Unit 1, Lesson 16; one per student)</li> <li>• Working Conditions Reflection (one per student)</li> <li>• Working Conditions anchor chart (begun in Unit 1, Lesson 1)</li> <li>• Model book review (one per student and one to display; teacher-created; see Teaching Note above)</li> <li>• Reader’s Review worksheet (one per student; from separate stand-alone document on EngageNY.org: Launching Independent Reading in Grades 6-8: Sample Plan)</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Celebrating Final Performance Task (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to display or get out their final brochures (if they are electronic, this may not be feasible).</li> <li>• Give each student a <b>sticky note</b> and ask them to write and complete this sentence:               <ul style="list-style-type: none"> <li>* “In my brochure, I engaged my audience and communicated effectively by ...”</li> </ul> </li> <li>• Ask several students to share out. Celebrate students’ grasp of the issues, use of evidence, effective voice, and creative layout. Point out that by researching carefully, they developed expertise on a relevant subject and shared it effectively.</li> <li>• Consider posting their sticky notes on a bulletin board or flip chart to create a class narrative about high-quality work.</li> </ul>	



Module Reflection and Writing Book Reviews

Work Time	Meeting Students' Needs
<p><b>A. Reflecting on the Module (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Congratulate students on their work and their accomplishments in reading and writing over the course of the module. Tell students they will take a few minutes now to consider what they will take away from this module about writing and about working conditions.</li><li>• Distribute <b>student essays and rubrics on Lyddie</b> (from Unit 1), as well as students' <b>Writing Improvement Trackers</b>. Ask students to reflect on their writing skills as they did before writing their essays on <i>Lyddie</i>.</li><li>• Distribute the <b>Working Conditions Reflection</b>. Point out the <b>Working Conditions anchor chart</b> and give students time to work individually. Assure students that the purpose of this reflection is not a test—it is just to give them time to think about what they have learned. You will check off that it is complete and thoughtful, but there are no right answers and this is not an assessment.</li><li>• If you would like, call on several students to share their answers.</li><li>• Collect the Writing Improvement Trackers and save them to refer to in Module 3.</li></ul>	<ul style="list-style-type: none"><li>• Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.</li></ul>



Module Reflection and Writing Book Reviews

Work Time	Meeting Students' Needs
<p><b>B. Writing a Book Review (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Congratulate students on their work with independent reading. If possible, share data about how many books students have read or how many of them met their reading goals.</li><li>• Tell students that they are experts in recommending their books to their classmates: They know the books and they know their classmates. Today you will begin a process that will eventually build a big collection of book recommendations, so that students can figure out what books they want to read by asking the experts: other teenagers who have read those books.</li><li>• Distribute and display the <b>model book review</b> in the form you have chosen for students to use to publish their book reviews. Read it aloud as students read silently. Ask:<ul style="list-style-type: none"><li>* “What do you notice about this?”</li><li>* “What did the author say about the book? What didn’t she say?”</li></ul></li><li>• Tell students that now they will write a review for their independent reading book. Consider which scaffolds will help your students be successful, and use some or all of the following:<ul style="list-style-type: none"><li>* Turn and talk: Give a 1-minute oral review of your book.</li><li>* Reader’s Review worksheet from the separate EngageNY.org document</li><li>* Another graphic organizer</li><li>* A rubric you plan to use to assess the reviews</li></ul></li></ul> <p>Give students the remainder of the time to work individually. Confer with students as needed. Depending on your class and the format of the book review, some students may need to complete their reviews for homework.</p>	



Module Reflection and Writing Book Reviews

Closing and Assessment	Meeting Students' Needs
<p><b>A. Goal Setting for Independent Reading (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Use whichever routine you have established to have students check in to see if they met their last independent reading goal and to set a new goal.</li></ul>	
Homework	Meeting Students' Needs
<p><b>A. Finish your book review.</b></p> <p><b>B. Continue reading in your independent reading book for this unit.</b></p> <p><i>Teaching Note: Save students' Writing Improvement Trackers to refer to again in Module 3.</i></p>	



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## Supporting Materials



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## Working Conditions Reflection

**This is not a test!**

The purpose of this assignment is to provide you with some time to reflect on what you have learned about working conditions in this module. It will be graded only for completeness and thoughtfulness; there are no right answers. You may find it helpful to refer to the Working Conditions anchor chart that we have been using throughout this module.

1. When you get a job, which category of working conditions do you think will matter most to you? Why? What will you look for in that category?

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2. We talked about four agents of change for working conditions: workers, the government, consumers, and businesses. Which example of how working conditions were changed for the better was most interesting or compelling for you? Why? What agent(s) of change were responsible for this change?

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3. To what extent has our study of working conditions affected the decisions you make as a consumer? Are there new questions you will ask yourself when you're shopping? Why or why not?

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4. Do you think working conditions are better now than they were in *Lyddie*? Why or why not?

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