Task #2
Trade Book Carousel Activity: Defining Characteristics

Content Standards:
1. TSWBAT identify the defining characteristics of persuasive piece.

Process Standards:
1. TSWBAT work cooperatively with a group.

Task:
Overview:
- This task may take up to 2 or 3 days to complete.
- The students will work in groups of 3-4.
- The students will rotate from one station to another reading a trade book and deciding whether or not it includes the defining characteristics.
- Use trade books that were not read during the immersion process.
- Use a variety of trade books; some that are good persuasive pieces (have all four defining characteristics) and some that are not.
- May want to use heterogeneous groups based on reading level.

Introductory Activity:
1. Explain to the students that they will be doing a carousel activity where they read a book and decide whether or not the book is a good persuasive piece.
2. Ask the students to discuss with a partner what makes a good persuasive piece.
3. Discuss answers as a class (should come up with the all 4 defining characteristics).

Whole Group Activity:
1. Model the activity using a trade book that contains all the defining characteristics of a good persuasive piece. (procedures of activity listed below)
2. Stop and discuss when student identifies characteristic (mark with sticky note).

Small Group Activity:
1. Explain the rules of the carousel activity and exactly how it will work.
   a. Two books per station (5-7 stations)
   b. 10-15 minutes per station
   c. Take turns reading the first story out loud.
   d. When they identify a defining characteristic in the book, use a sticky note to mark it and write which characteristic it is on the sticky note. (take out when done).
   e. When all done reading, go back through the book and decide whether or not it is a good persuasive piece based the defining characteristics found.
   f. Make 3-column-chart in writing journal.
      i. On the left side of the t-chart record the title of the book.
      ii. In the middle, make a list of defining characteristics found in the book and the page numbers you found them on.
      iii. On the right side, write whether or not it is a good persuasive piece and explain why. (Should include which defining characteristics found and/or did not find).
g. If the students get done with one book, follow the same procedures for the second book (if not done with 2nd book in given time that is ok) (it is just there to keep them engaged because some books may not take full time).

h. When the time for one station is up, the students will rotate to another station and begin the same process with the books at the next station.

i. Explain to students that they will be required to have an accurate and complete list of the characteristics found, and explain whether or not it is a good persuasive based on what characteristics are present or missing.

2. Tell students they will also be assessed on how well they work with a group.
   a. Review the rubric the students will complete at the end of the carousel activity. (The teacher will also complete a rubric for the group based on the students’ rubric they completed and observations made during the activity). (Can keep antidotal notes on a sticky note).

3. Get started!

4. As students work, rotate around the room and observe whether or not students are working cooperatively. Take note of students who are off task and/or not working cooperatively so can use it on the rubric.

5. At end of carousel activity, have the students complete the cooperative learning checklist for themselves and add comments for other group members they feel did not fulfill the criteria.

**Conclusion Activity:**

1. Have grand conversation discussing which books were good persuasive pieces and why.

**Criteria:**

**Content Standard #1**

1. In the middle of the 3-coulmn-chart, the students should include the defining characteristics they found in each book.
2. Students’ explanation of why the book is or is not a good persuasive piece is based on the defining characteristics they found in the book.

**Process Standard #1**

1. Shared Responsibility: Shared workload equally with group.
2. Considerate to Group Members: Always listened to group members’ ideas.
3. Group Participation: Shared an acceptable amount of own ideas.
4. Considerate to Other Groups: Was considerate of other groups by always talking quietly.
5. On-Task: Was always on-task and never had off-topic discussions.
### Rubrics:

**Carousel Activity:**

<table>
<thead>
<tr>
<th>0 points</th>
<th>1 point</th>
<th>2 points</th>
<th>3 points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of Defining Characteristics</td>
<td>There is no list of defining characteristics found in each book.</td>
<td>List of defining characteristics found in each book is somewhat accurate and complete.</td>
<td>List of defining characteristics found in each book is mostly accurate and complete.</td>
<td>Accurate and complete list of defining characteristics found in each book.</td>
</tr>
<tr>
<td>Good/Bad Persuasive Piece Explanations</td>
<td>There is no explanation of why book is a good or bad persuasive piece.</td>
<td>Weak explanations: rarely includes the defining characteristics found or not found.</td>
<td>Somewhat strong explanations: only sometimes includes the defining characteristics found or not found.</td>
<td>Strong explanations: always includes the defining characteristics found or not found.</td>
</tr>
</tbody>
</table>

Total /15

Comments: _____________________________________________________________  
________________________________________________________________________  
________________________________________________________________________  

### Cooperative Learning/Group Work

**Cooperative Learning Self-Assessment**

Name: _____________________________  Activity: __________________________

<table>
<thead>
<tr>
<th>As a Team Member I…</th>
<th>As a Team Member I…</th>
<th>As a Team Member I…</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ let my team members do all the work.</td>
<td>__ let my team members do most of the work.</td>
<td>__ shared the workload equally.</td>
</tr>
<tr>
<td>__ did not listen to my team members’ ideas.</td>
<td>__ only sometimes listened to my team members’ ideas.</td>
<td>__ always listen to my team members’ ideas.</td>
</tr>
<tr>
<td>__ did not share any ideas of my own.</td>
<td>__ only shared some of my ideas or shared too much so others couldn’t.</td>
<td>__ shared an acceptable amount of my ideas.</td>
</tr>
<tr>
<td>__ was not considerate of other groups by talking loudly.</td>
<td>__ was somewhat considerate of other groups by rarely talking loudly.</td>
<td>__ Was considerate of other groups by always talking quietly.</td>
</tr>
<tr>
<td>__ was often off-task and/or was having off-topic discussions.</td>
<td>__ was somewhat off-task and/or sometimes had off-topic discussions.</td>
<td>__ Was always on-task and never had off-topic discussions.</td>
</tr>
</tbody>
</table>

Were there any teammates of yours that did not meet all the criteria as a good team member? If so, who and what did they do/not do that they could improve on?

______________________________________________________________________________________  
______________________________________________________________________________________  


(Use the self-assessment and antidotal notes taken during carousel activity to complete rubric for each student).

<table>
<thead>
<tr>
<th></th>
<th>1 point</th>
<th>2 points</th>
<th>3 points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shared Responsibility</strong></td>
<td>Let other members do all the work.</td>
<td>Let other members do most of work.</td>
<td>Shared workload equally with group</td>
<td>/3</td>
</tr>
<tr>
<td><strong>Considerate to Group Members</strong></td>
<td>Did not listen to members’ ideas.</td>
<td>Sometimes listened to members’ ideas.</td>
<td>Always listened to members’ ideas.</td>
<td></td>
</tr>
<tr>
<td><strong>Group Participation</strong></td>
<td>Did not share any of own ideas.</td>
<td>Only shared some of own ideas or shared too much so others could not.</td>
<td>Shared an acceptable amount of own ideas.</td>
<td>/3</td>
</tr>
<tr>
<td><strong>Considerate to Other Groups</strong></td>
<td>Was not considerate of other groups by talking loudly.</td>
<td>Was somewhat considerate of other groups by rarely talking loudly.</td>
<td>Was considerate of other groups by always talking quietly.</td>
<td></td>
</tr>
<tr>
<td><strong>On-Task</strong></td>
<td>Was off-task and/or was having off-topic discussions.</td>
<td>Was somewhat off-task and/or sometimes had off-topic discussions.</td>
<td>Was always on-task and never had off-topic discussions.</td>
<td>/3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>/15</td>
</tr>
</tbody>
</table>

Comments: ________________________________________________________________
________________________________________________________________________