

Ask: “How did you learn about how people respond to the wind during this module?” Call on volunteers to respond:

- *We read books.*
- *We listened.*
- *We watched a video.*
- *We asked questions.*

Explain that students will celebrate all they have learned during this module by participating in a Socratic Seminar, sharing their stories with a partner, and by performing their fluency passages.

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# Learn 62 MIN.

## PARTICIPATE IN A SOCRATIC SEMINAR 30 MIN.

### Whole Group

Tell students that today they will participate in their final Socratic Seminar for Module 3. They will use the knowledge gained in this module to discuss the Essential Question: “How do people respond to the powerful force of the wind?”

Explain to students that just like before the last Socratic Seminar, they will compose a Quick Write to answer the Socratic Seminar question using evidence from the module texts and charts created for this module. Recording thoughts and questions about a topic before discussing it can help students organize their thoughts and encourage them to participate more during the discussion.

Write the Socratic Seminar question on the board. Instruct students to Think–Pair–Share, and ask: “How do people respond to the powerful force of the wind?” Provide students with time to discuss the question with a partner before they write or draw their response in their Response Journals.

Display and read aloud the Craft Question: *How do I ask for more information from a speaker?* Point to the Speaking and Listening Anchor Chart to refresh students’ memories of the Speaking and Listening Goals for this module.

Remind students that during the discussion they should give a Nonverbal Signal, such as the ASL sign for *question* (<http://witeng.link/0221>), if there is something that is confusing or unclear to them about what a speaker is saying. Tell students that when they are speaking, they should scan the group to see if anyone has a question, ask that person to share their question, and then respond to the question.