

Lesson 10: Unit 3 Assessment, Part II: Interviewing a Classmate



CCS Standards

- **W.K.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **SL.K.3:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **L.K.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.K.1d:** Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).



Daily Learning Target

- I can ask questions to learn about the toys my classmates prefer. (W.K.8, SL.K.3, L.K.1d)

Ongoing Assessment

- During Work Times A and B, observe as students interview one another and document progress and mastery of SL.K.3 and W.K.8 on the Speaking and Listening Checklist (see Assessment Overview and Resources) (W.K.8, SL.K.3).

Agenda

1. Opening

- A. Song and Movement: “My Favorite Toys” Song (5 minutes)

2. Work Time

- A. Unit 3 Assessment, Part II with Group A: Interviewing a Classmate (20 minutes)
- B. Unit 3 Assessment, Part II with Group B: Interviewing a Classmate (20 minutes)

3. Closing and Assessment

- A. Reflecting on Learning (15 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- Throughout the unit, students have practiced asking and answering questions to gather information about toys, toy preferences, and perspective and have had to recall information to answer questions or respond to a prompt. The unit assessment allows students to demonstrate progress toward these skills (SL.K.3, W.K.8).
- The unit assessment provides data of progress toward SL.K.3 and W.K.8 and should be considered a formative assessment. Students are not expected to have obtained full mastery of

these standards at this point in the school year. They will have additional opportunities to practice them in later modules. In addition, students should experience the assessment as a typical lesson and not as a formal test of their learning.

- During Work Times A and B, as one small group of students works with the teacher to complete the unit assessment, the other small group of students engages in an independent task, circulating through various stations with classroom toys. Completing the unit assessment in small groups allows for focused observation of students' speaking, listening, and question-asking skills as required by the assessment. For those pairs completing the assessment, partner B will serve as an interviewer, asking his or her partner questions about classroom toy preferences.

How this lesson builds on previous work:

- This lesson is a continuation of the unit assessment from Lesson 9, in which students interview a classmate to demonstrate their ability to ask and answer questions to gather information about a classmate's toy preferences, a skill they have been practicing throughout this unit.
- Continue to use Goal 1 and 2 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- Look for opportunities to support students as they practice asking questions during Work Times A and B. Support these students by providing question frames and prompts as they ask about toy preferences. Direct students to the Ways We Ask Others Questions anchor chart as necessary. Example: "Which of these toys do you prefer? How do you like to play with this toy?"

Down the road:

- In Lessons 11–12, students will complete the performance task, during which they will use the information they gathered during their interview of another classmate to write and draw about that classmate's preferred classroom toy.

In advance:

- Set up a document camera to display the "My Favorite Toys" song and other documents throughout the lesson (optional).
- Prepare toy baskets with a variety of classroom toys for Work Times A and B.
- Determine student pairs for the unit assessment in Work Times A and B. These partnerships should be different from the Conversation Partners. Designate one student as partner A and one as partner B.
- Divide the class into two groups, A and B. During Work Time A, Group A will work on the unit assessment while Group B completes an independent task. During Work Time B, Group B will work on the unit assessment while Group A completes an independent task.
- Post: Learning target.

Consider using an interactive whiteboard or document camera to display lesson materials.

- Opening A: If you recorded students singing the “My Favorite Toys” song in Lesson 7, play this recording for them to join in with.
- Work Time A and B: Record students, as they discuss in pairs, to listen to later to discuss strengths and what they could improve on, or to use as models for the group. Most devices (cell phones, tablets, laptop computers) come equipped with free video and audio recording apps or software.
- Closing and Assessment A: Play recording of students from Work Time A and B to analyze with the group as a positive model to follow.

Supporting English Language Learners

Supports guided in part by CA ELD Standards K.I.B.5, K.I.C.9, and K.I.C.12

Important points in the lesson itself:

- The basic design of this lesson supports ELLs by inviting them to complete assessment tasks similar to the classroom tasks completed in previous lessons. Students have opportunities to draw directly from their experiences interviewing their classmates to be successful.
- The assessment may be challenging, as it is a big leap from the heavily scaffolded classroom interaction for some ELLs. ELLs will be asked not only to independently apply cognitive skills developed throughout the unit, but to independently apply new linguistic knowledge as well.
- Make sure that ELLs understand the assessment directions. Answer their questions, refraining from supporting them with the skill being assessed. See additional support in the lesson.
- After the assessment, ask students to discuss what was easiest and what was most difficult on the assessment, and why. In future lessons, focus on the language skills that will help students address these assessment challenge

Universal Design for Learning

- **Multiple Means of Representation (MMR):** To activate students’ prior knowledge to the purpose and utility of the assessment, consider repeating the Introduction to the Assessment segment from Lesson 9.
- **Multiple Means of Action and Expression (MMAE):** Since this lesson is primarily focused on assessing students’ learning, remove any barriers to students being able to demonstrate their skill mastery. Some students may need more scaffolds on the Toy Preferences Interview Note-catcher: Student Version. Example: Provide a template with pictures such as a student playing at school vs. at home, playing with a friend vs. alone, playing inside vs. outside. This chunks the tasks into smaller sections so students just circle as they interview and then draw and label once they have gathered the information.

- **Multiple Means of Engagement (MME):** The unit assessment requires students to work in pairs. Strategically, decide which partner will conduct the first interview. Consider modeling with a student volunteer before the assessment.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- N/A

Materials

- ✓ Document camera (optional)
- ✓ “My Favorite Toys” Song (from Lesson 7; one to display)
- ✓ Toy baskets (from Lesson 9; one per table; for students to play with during Work Times A and B)
- ✓ Clipboards (one per B partner in Groups A and B)
- ✓ Toy Preference Interview Note-catcher: Student Version (blank; from Lesson 8; one per B partner in Groups A and B)
- ✓ Speaking and Listening Checklist (see Assessment Overview and Resources for Module 1)
- ✓ Conversation Partner chart (from Unit 1, Lesson 1)

Opening

A. Song and Movement: “My Favorite Toys” Song (5 minutes)

- Gather students’ whole group.
- Tell students that they are becoming play experts and have a lot of information and knowledge to share with the visitors who will come to the classroom to celebrate at the end of this unit. Tell them that one of the things students might share with the visitors is the “My Favorite Toys” song.
- Explain that in order to share this song with visitors, they need to keep practicing it.
- Using the **document camera**, display the “**My Favorite Toys**” song and sing it aloud, inviting students to join in.
- Repeat singing two or three times or as time permit

Meeting Students’ Needs

- For students who may need additional support with auditory processing: Provide visual notations of music or sound and use facial expressions or hand gestures to convey the emotional interpretation of the song. (MMR)
- To promote greater participation, before you sing the song consider teaching students a nonverbal hand signal to indicate that a toy in the song is also their favorite. (MME)

Work Time

A. Unit 3 Assessment, Part II with Group A: Interviewing a Classmate (20 minutes)

- Remind students that they started interviewing each other yesterday to find out about toy preferences.
- Tell students that today they will switch roles, and partner B will interview partner A.
- Briefly review the assessment directions: Group A students will conduct interviews first, and Group B will return to their tables to complete the independent task.
- Invite students in Group B to bounce like balls as they return to their seats and remind them that the materials they will need to complete their individual task are at their tables.
- Direct Group B students' attention to the **toy baskets**. Remind them that they will be exploring and playing with these toys. Tell them that they will ask their classmates about these toys, write and draw about these toys, and teach classroom visitors about these toys. Therefore, they should closely examine the toys while they explore and play.
- Tell students in Group A that they will continue interviewing each other.
- Move Group A students into predetermined pairs and invite them to find a seat in the whole group area facing each other.
- Distribute **clipboards** and the **Toy Preference Interview Note-catcher: Student Version** to B partners.
- Briefly review the learning target:

“I can ask questions to learn about the toys my classmates prefer.”
- Invite students to take aim at the target.
- Post and briefly review directions for the interview:
 1. Partner B asks partner A:

“Which classroom toy do you prefer?”
 2. Partner B circles that toy on his or her Toy Preference Interview Note-catcher: Student Version.
 3. Partner B completes the sentence “My partner prefers _____” with the name of the toy.
 4. Partner B asks partner A:

“How do you like to play with the toy?”
 5. Partner B draws a picture and adds labels to show what partner A said.
 6. Partner B asks partner A to tell more, so that he or she has all of the information needed to complete the note-catcher.
 7. Partner B thanks partner A for answering the questions.
- Invite B partners to begin interviewing.
- Circulate as students interview. Observe them using question words, making eye contact, listening to answers, and taking notes. Make note of observations and progress on the **Speaking and Listening Checklist**.
- As students conduct their interviews, provide reminders about directions, but allow them to complete the interview and note-taking independently.

- While Group A is completing the Unit 3 Assessment, redirect and refocus Group B to their independent task as necessary. When 2 minutes remain, invite Group B to clean up and return the toy baskets to their places.
- Give Group A, partner B students specific and positive feedback for being excellent interviewers. Give Group A, partner A students specific and positive feedback for answering questions about the classroom toy they prefer. (Example: “Partner B students did an excellent job being the interviewer today. Partner A students answered the questions completely and accurately and shared a lot of great information during their interviews.”)
- Refocus whole group and assist Group B in transitioning to the whole group area and Group A in transitioning back to their seats.

Meeting Students' Needs

- For ELLs: To activate students' prior knowledge to the purpose and utility of the assessment, consider repeating the Introduction to the Assessment segment from Lesson 9. (MMR)
- For ELLs: Point out anchor charts around the room that may be useful for students to reference during the assessment to activate their prior knowledge. Ensure that these charts are accessible for all students (e.g., large text, unobstructed view). (MMR)
- To support students who would benefit from a model, strategically pair students and pre-select which ones will be partner A and which will be partner B. (MME)
- Consider offering flexible templates for note-taking. (Example: Provide a template with pictures such as a student playing at school vs. at home, playing with a friend vs. alone, playing inside vs. outside.) This chunks the tasks into smaller sections so that they just circle as they interview and then draw and label once they have gathered the information. (MMR, MMAE)
- For ELLs: Ensure that students are clear about all assessment instructions. Rephrase instructions and prompts for them. Monitor during the assessment to see that students are completing the assessment correctly. Stop students who are on the wrong track and make sure they understand the directions.

Work Time

B. Unit 3 Assessment, Part II with Group B: Interviewing a Classmate (20 minutes)

- Move Group B students into predetermined pairs and invite them to find a seat in the whole group area facing each other.
- Distribute clipboards and the Toy Preference Interview Note-catcher: Student Version to B partners.
- Repeat the interview process and independent toy exploration with the new groups of students.

Meeting Students' Needs

- For ELLs: To activate students' prior knowledge to the purpose and utility of the assessment, consider repeating the Introduction to the Assessment segment from Lesson 9. (MMR)
- For ELLs: Point out anchor charts around the room that may be useful for students to reference during the assessment to activate their prior knowledge. Ensure these charts are accessible for all students (e.g., large text, unobstructed view). (MMR)
- To support students who would benefit from a model, strategically pair students and pre-select which ones will be partner A and which will be partner B. (MME)
- Consider offering flexible templates for note-taking. (Example: Provide a template with pictures such as a student playing at school vs. at home, playing with a friend vs. alone, playing inside vs. outside.) This chunks the tasks into smaller sections so that they just circle as they interview and then draw and label once they have gathered the information. (MMR, MMAE)
- For ELLs: Ensure that students are clear about all assessment instructions. Rephrase instructions and prompts for them. Monitor during the assessment to see that they are completing the assessment correctly. Stop students who are on the wrong track and make sure they understand the directions.

Closing and Assessment

A. Reflecting on Learning (15 minutes)

- Invite all students to return to the whole group area.
- Remind them that they learned a lot about each other by asking each other questions about preferred toys.
- Referring to the **Conversation Partner chart**, invite students to pair up with their predetermined talking partner and sit facing each other. Make sure students know which partner is A and which is B.
- Invite students to turn and talk with their partner:
“What did you learn about your partner’s preferred classroom toy? How does your partner like to play with his or her preferred toy?” (Responses will vary.)
- As students discuss, circulate and listen in. Take note of the ideas students are sharing and target a few students to share out with the whole group.
- If productive, cue students to listen carefully and seek to understand:
“Who can tell us what your classmate said in your own words?” (Responses will vary.)
- Refocus students whole group and call on a few to share out.
- Invite students to turn and talk with their partner:
“What toys did you explore during the play and exploration time during today’s lesson or the previous lesson?”

“What did you observe and notice about those toys?”

“How will this help you when you write and draw about your classmate’s preferred toy?”

- Explain that in the next few lessons, students will use the information they gathered from their interviews to write and draw about that classmate’s preferred toy.

Meeting Students’ Needs

- Some students may be uncomfortable sharing their preferences with the entire class. Consider allowing them to share what their partner said so that they still have a chance to speak in front of the class. (MME)

Refer to the Assessment Overview and Resources for supporting materials for this lesson.