

Lesson 11: Unit 2 Assessment, Part III: Writing a Detail Sentence



CCS Standards

- **W.K.2:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- **W.K.7:** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- **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.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **SL.K.1b:** Continue a conversation through multiple exchanges.
- **SL.K.2:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **SL.K.3:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood
- **L.K.5d:** Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.



Daily Learning Targets

- I can write detail sentences that give examples of how animals depend on trees for food. (W.K.2, W.K.7, W.K.8)
- I can write a concluding sentence that states the topic in a different way. (W.K.7, W.K.8)

Ongoing Assessment

- During the Opening, use the Language Checklist to track students' progress toward L.K.5d.
- Collect pages 4–5 of the Unit 2 Assessment booklet to document progress toward W.K.2, W.K.7, and W.K.8.

Agenda

1. Opening

- A. Song and Movement: “We Depend on Trees” Version 3 (15 minutes)

2. Work Time

- A. Analyzing a Model: People Depend on Trees Booklet (5 minutes)
- B. Unit 2 Assessment, Part III: Writing a Detail Sentence (15 minutes)
- C. Shared Writing: Concluding statement (10 minutes)

3. Closing and Assessment

- A. Pinky Partners Protocol: Sharing Our Writing (15 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- In the Opening, students demonstrate their understanding of L.K.5d as they act out the nuanced meanings of different verbs that mean “to eat” from the song “We Depend on Trees.”
- In Work Time B, students use their Animals, Trees, and Food: Student Notes from Lesson 8 to write a final detail sentence in their Unit 2 Assessment booklet that provides a different example of how animals depend on trees for food (W.K.2, W.K.7, W.K.8).
- In Work Time C, students participate in the shared writing of a concluding sentence and then copy that concluding sentence onto the final page of the Unit 2 Assessment booklet. The Common Core Standard W.K.2 does not require students to write a concluding sentence. However, students are introduced to the purpose and structure of a concluding sentence with teacher guidance to create a complete informational research text.

How this lesson builds on previous work:

- In Lesson 10, students engaged with the song “We Depend on Trees” Version 3. In this lesson, students interact kinesthetically with the lyrics of the song as they create movements to act out the nuanced meanings of the different verbs that mean “to eat.”
- In this lesson, students complete the Unit 2 Assessment booklet, begun in Lesson 9. Work Times A and B contain repeated routines from Lessons 9–10. Refer to those lessons for more detail.
- In the Closing, students share the completed Unit 2 Assessment booklet using the puppets created in Lesson 6.

Areas in which students may need additional support:

- Continue to support students’ fine motor skills as they complete their Unit 2 Assessment booklet.

Down the road:

- In Lesson 12, students revisit the Unit 2 Guiding Question anchor chart to add any new information from their learning over the last several lessons.
- Students will use their completed Unit 2 Assessment booklet to select one detail to share as evidence in a Science Talk to answer the guiding question in Lesson 12.
- In Lesson 12, students participate in a final reflection on the role of collaboration in the research process.

In advance:

- Prepare:
 - Verbs anchor chart by writing all of the verbs from the song “We Depend on Trees” that mean “to eat” on chart paper (see supporting materials).
 - Clipboards by attaching page 5 of the Unit 2 Assessment booklet for use during Work Time C.
- Distribute Materials to student workspaces for the Unit 2 Assessment.
- Post: Learning targets, “We Depend on Trees” Version 3, and any applicable anchor charts (see Materials list).

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

- Continue to use the technology tools recommended throughout Modules 1–2 to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Supporting English Language Learners

Supports guided in part by CA ELD Standards K.2.B.3, K.1.C.10, and K.I.C.12

Important points in the lesson itself

- The basic design of this lesson supports ELLs by revisiting the “We Depend on Trees” song to reinforce and engage students in the use of verbs. Students get language practice and content exposure through shared reading, reviewing individual notes, and orally practicing what they will write before Part III of the assessment.
- ELLs may find it challenging to write another sentence independently in the Unit 2 Assessment, Part III. Remind them to use the resources posted in the classroom. Invite them to draw their idea first to lower the affective filter and capture their ideas.

Levels of support

For lighter support:

- Before providing sentence frames or additional modeling during Work Time B, observe student interaction and allow students to grapple. Provide supportive frames and demonstrations only after students have grappled with the task. Observe the areas in which they struggle to target appropriate support.

For heavier support:

- In the event that students have not completed their writing, during the sharing portion of the assessment in Work Time B, encourage students to use sentence stems and frames to express the ideas in their drawing.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support comprehension by activating prior knowledge and scaffolding connections for students. Continue to provide a visual display of questions and student responses on a chart or the board during discussions.
- **Multiple Means of Action & Expression (MMAE):** Continue to support a range of fine motor abilities and writing needs by offering students options for writing utensils and supporting their expressive skills by offering partial dictation of their responses.

- **Multiple Means of Engagement (MME):** When assessing student work, provide feedback that is oriented toward mastery rather than relative performance. Focus on effort and improvement to build confidence and minimize risk. Continue to provide scaffolds that support executive function skills, self-regulation, and students' abilities to monitor progress before and after the assessment. These can be tailored to students' individualized goals.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

Review:

- eat, munch, feed, scarf down, dine
- conclusion, verb, topic sentence, detail sentence (L)

Materials

- ✓ "We Depend on Trees" Version 3 (from Lesson 10; one to display)
- ✓ "We Depend on Trees" Verbs anchor chart (new; teacher-created; see supporting Materials)
- ✓ Collaboration anchor chart (begun in Lesson 1)
- ✓ Language Checklist (see Assessment Overview and Resources)
- ✓ People Depend on Trees booklet (completed in Lesson 6; one to display)
- ✓ Animals, Trees, and Food: Student Notes (completed in Lesson 8; one per student)
- ✓ Unit 2 Assessment booklet (pages 4–5; one per student; see Assessment Overview and Resources)
- ✓ Puppets (one per student; from Lesson 6)
- ✓ Pencils (one per student)
- ✓ Colored pencils (class set; variety of colors per student)
- ✓ Chart paper (one piece; used by the teacher to scribe the shared writing sentence)
- ✓ Marker (one for teacher modeling)
- ✓ Clipboards (one per student)
- ✓ Stapler (one; used by the teacher to assemble completed Unit 2 Assessment booklets)
- ✓ Pinky Partners Protocol anchor chart (begun in Module 2)

Opening

Song and Movement: "We Depend on Trees" Version 3 (15 minutes)

- Gather students whole group.
- Display **"We Depend on Trees" Version 3**.
- Follow the same routine established in Modules 1–2 to sing the "We Depend on Trees" song.

- Direct students’ attention to the posted “We Depend on Trees” Version 3.
- Sing each verse and invite students to sing along and act out the gestures/actions as you point to the text.
- Direct students’ attention to the **“We Depend on Trees” Verbs anchor chart** and tell them that written on this chart are all of the verbs from the song that were highlighted in the previous lesson and mean “to eat.” Briefly review the definition of *verb*.
- Invite students to read aloud the verbs as you point to each one.
- Provide students the specific definition of each verb:
 - eat: to put into the mouth, chew, and swallow
 - munch: to eat and chew in a noisy way
 - feed: to eat food
 - scarf down: to eat greedily or in a hurry
 - dine: to eat dinner
- Tell students that today they have a new challenge that will involve collaboration.
- Direct students’ attention to the **Collaboration anchor chart** and briefly review it.
- With excitement, tell students that they will collaborate in a small group to create a movement or action for one of the verbs from the Verbs anchor chart.
- Model an action for a different verb such as *drink* so students can see an example of what to do.
- Assign students to their pre-determined small groups and assign each group a verb from the Verbs anchor chart.
- Circulate and observe as students collaborate to create a movement or action that represents their assigned verb. Remind students of the specific definition as necessary to ensure accuracy. Consider tracking students’ progress toward L.K.5d on the **Language Checklist**.
- After 5 minutes, gather students whole group.
- Direct students’ attention back to the “We Depend on Trees” Verbs anchor chart and invite students to demonstrate the applicable movement as you read aloud each verb. Then invite the class to do the movement with the group.
- Once all small groups have shared their movements, direct students’ attention back to “We Depend on Trees” Version 3.
- Invite students to sing the song with you and to do the movements or gestures to each verb as they sing it in the song.
- Provide specific, positive feedback about students’ engagement while learning about verbs. Tell them that they will continue to work with these verbs and sing “We Depend on Trees” as they continue the unit.

Meeting Students’ Needs

- For ELLs: (Gestures: Word Meaning) Consider inviting students to reenact the handshaking gesture every time they hear the word *collaboration*.
- For ELLs: Mini Language Dive. **“They scarf down/seeds and nuts/with ease.”** (“We Depend on Trees” song)
 - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:

- *They*: "Who is this sentence about?" "Who is they?" The squirrels. This sentence is about squirrels.
- *scarf+down*: "Do what?" The squirrels *scarf* down or eat greedily or in a hurry. (collocation, verb) "Can you figure out why the author used the words *scarf down*?"
- Practice: They _____ [collect, bury, pile up] seeds and nuts with ease. Suggested question: What other action do squirrels do with seeds and nuts?
- Reconstruct: Reread the sentence. Ask:
 - "Why do you think squirrels scarf down seeds and nuts?"***
 - "How does this Language Dive add to your understanding of how animals depend on trees?"***
- Practice: I scarf down _____ [apples/oranges] with ease. Suggested question: What food from trees would you eat greedily from trees? Ask:
 - "What is another way to say this sentence?"***
- For students who may need additional support with visual perception: Continue to offer individual copies of the song for students who may need support with using far-point display. (MMR)

Work Time

A. Analyzing a Model: People Depend on Trees Booklet (5 minutes)

- Use the same routine from Work Time B of Lesson 9 to guide students through analyzing page 4 in the **People Depend on Trees booklet**.
 - Display page 4 of the People Depend on Trees booklet.
 - Read page 4 aloud.
 - Tell students that today they will write the next sentence in their Unit 2 Assessment booklet.
 - Using a total participation technique, invite responses from the group:
 - "If page 4 is our model sentence for today's writing, what kind of sentence will we write today? How do you know?" (a detail sentence, because the page has the title "Detail Sentence" or because it provides an example of an animal that depends on the tree for food)***
 - "What detail or example does page 4 tell us?" (Responses will vary depending on what was written in the booklet.)***
 - If productive, cue students to explain why a classmate came up with a particular response:
 - "Who can explain why your classmate came up with that response?"***
 - Remind students that the class booklet was about how *people* depend on trees, but their booklet is about how *animals* depend on trees because that is what they have researched.
 - Tell students that next they will write one detail sentence that tells how animals depend on trees for food using their **Animals, Trees, and Food: Student Notes**.

Meeting Students' Needs

- For ELLs: (Call and Response) Consider repeating a few rounds of call and response from Lesson 9. Then add on with a cheer about detail sentences, introduced in Lesson 10.
- For students who may need additional support with planning and strategy development: Model a think-aloud for organizing your thoughts into a detail sentence. (MMAE)

Work Time

B. Unit 2 Assessment, Part III: Writing a Detail Sentence (15 minutes)

- Direct students' attention to the posted learning targets and read the first one aloud:

“I can write detail sentences that give examples of how animals depend on trees for food.”
- Guide students through the same routine as Work Time C in Lesson 10 to plan and write their final detail sentence.
 - Display page 4 of the **Unit 2 Assessment booklet** and tell students that they will write one detail sentence with an illustration that shows the animal and the food.
 - Distribute students' Animals, Trees, and Food: Student Notes and ask them to look at the notes and find the final animal they will write the detail sentence about.
 - Circulate and invite students to select the **puppet** they need.
 - Turn and Talk:

“Which animal will you write a detail sentence about today?” (Responses will vary.)

“What could you draw in the box to represent that detail sentence?” (Responses will vary.)
 - Distribute **pencils** and tell students to check the final animal they will write about.
 - Remind students to also change the verb “eat” to a different verb from the “We Depend on Trees” Verbs anchor chart.
 - Tell students that they will find page 4 of the Unit 2 Assessment booklet, pencils, and **colored pencils** at their workspaces.
 - Transition students to their workspaces.
 - Circulate to support students as they write.
 - After 8 minutes, invite students back to the whole group area and collect page 4 of the Unit 2 Assessment booklet.
- Tell students that next they will work together to write concluding statements about how animals depend on trees for food.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Assessment) Read the assessment directions and question multiple times. Allow additional time when possible. (MMR)

- For ELLs and students who may need additional support with monitoring progress: (Reflection) After the assessment, ask students to discuss what was easiest and what was hardest and why. Take note for future opportunities to reinforce those skills. (MME)

Work Time

C. Shared Writing: Concluding statement (10 minutes)

- Gather students whole group.
- Offer students specific, positive feedback on their ability to write detail sentences.
- Tell students that they will now work together to write a concluding sentence, like the one from the Language Dive, that will end their Unit 2 Assessment booklets and remind the reader of the topic.
- Direct students' attention to the posted learning targets and read the second one aloud:

“I can write a concluding sentence that states the topic in a different way.”
- Tell students that the purpose of a concluding statement is to remind the reader of the topic in a different way.
- Using a total participation technique, invite responses from the group:

“What is the topic of the Unit 2 Assessment?” (Animals get food from trees.)
- Display the **chart paper** and, using the **marker**, write “Concluding statement” at the top of the paper.
- Complete the following routine for shared writing:
 - Ask students to think about a concluding statement that will restate the answer to the question “How do animals depend on trees for food?” in a new way. Give students 30 seconds to think of a response.
 - Turn and Talk:

“How can we remind the reader what our topic was?” (Responses will vary, but may include: by saying it again or by telling readers that they can learn about more animals.)

“Now we need to write a sentence that matches our drawing. What can we say that answers the question ‘How do animals depend on trees for food?’ in a different way?”
 - Refocus whole group. Ask students to put a thumb up when they have an idea. Select a few students to share out. Encourage students to incorporate a verb that means “to eat” in their sentence.
 - As students share, capture their ideas into one summative concluding statement on the chart paper. (Example: “Those are some animals that munch on trees.”)
 - Invite students to read aloud the concluding statement with you as you track the print.
- With excitement, tell students that now they will write this concluding statement on page 5 of their Unit 2 Assessment booklets to complete their writing!
- Distribute pencils and page 5 of the Unit 2 Assessment booklet on **clipboards**.
- Invite students to begin copying the concluding statement onto page 5.
- After 2 minutes, gather students' attention whole group.

- Tell students that now they will share their completed Unit 2 Assessment booklets with a partner.

Meeting Students' Needs

- For ELLs: (Summarizing the Target) Ask students to summarize and then to personalize the learning targets.
- For students who may need additional support with planning: Support strategy development by thinking aloud about how to organize ideas for verbal expression. (MMAE, MME)

Closing and Assessment

A. Pinky Partners Protocol: Sharing Our Writing (15 minutes)

- Distribute all pages of the Unit 2 Assessment booklets to each student.
- Ask them to organize their booklets in the proper order.
- Use the **stapler** to quickly staple the booklets together.
- Tell students they will now share their complete Unit 2 Assessment booklets with a classmate using the Pinky Partners protocol and the puppets. Remind them that they used this protocol in previous lessons and review as necessary using the **Pinky Partners Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Post and review the following sentence frames from Lesson 5:
 - "I would like to add_____."
 - "This makes me think _____."
- Tell students that as they share their booklets, they can practice using the sentence frames.
- Guide students through the protocol and provided puppets as desired to have students act out the details from their booklets.
- Gather students whole group and provide specific, positive feedback about their ability to share their writing with a friend.
- With excitement, tell students that in Lesson 12 they will share with more classmates about how different animals depend on trees for food.

Meeting Students' Needs

- For ELLs: (Discussion Gestures: Adding On) To reinforce the frame "I would like to add_____" invite students to cross their index fingers to create the addition symbol (+).
- For ELLs: (Discussion Gestures: Connecting Ideas) To reinforce the frame "This makes me think," invite students to use their index fingers to tap their foreheads three times.
- For students who may need additional support with organizing their thinking for verbal expression: Consider meeting with students in advance so they can practice or rehearse what they would like to share during the protocol. (MMAE, MME)