

Lesson 11: Performance Task: Drafting Detail Sentence 1 and Continuing an Informational Tree Collage



CCS Standards

- **RI.K.2:** With prompting and support, identify the main topic and retell key details of a text.
- **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.5:** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- **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.1a:** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- **SL.K.1b:** Continue a conversation through multiple exchanges.
- **SL.K.3:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.



Daily Learning Targets

- I can show what I know about trees through writing and collage. (RI.K.2, W.K.2, W.K.5, W.K.7, W.K.8)
- I can give and receive feedback that is kind, helpful, and specific. (W.K.5, SL.K.1a, SL.K.1b, SL.K.3)

Ongoing Assessment

- During Work Time A, continue to circulate and use the Informational Writing Checklist to document progress toward W.K.2, W.K.5, W.K.7, and W.K.8 (see Assessment Overview and Resources).
- During Work Time B, circulate as students give and receive feedback and use the Speaking and Listening Checklist to document progress toward SL.K.1a, SL.K.1b, and SL.K.3 (see Assessment Overview and Resources).

Agenda**1. Opening**

- A. Poem and Movement: “What’s Alive and What’s Not?” (5 minutes)

2. Work Time

- A. Independent Writing: Performance Task Writing Booklet (15 minutes)
- B. Giving and Receiving Peer Feedback: Performance Task Writing Booklet (15 minutes)
- C. Engaging the Artist: Creating an Informational Tree Collage (20 minutes)

3. Closing and Assessment

- A. Reflecting on Learning (5 minutes)

Teaching Notes**Purpose of lesson and alignment to standards:**

- This is the second in a series of four lessons in which students work to complete the informational collage for the performance task. In this lesson, students write a sentence to describe their tree and continue collaging the tree.
- Work Times A, B, and C contain repeated routines from Lesson 10 as students participate in writing and collage artwork to show what they know about their researched tree. Refer to that lesson for more detail, as necessary.

How this lesson builds on previous work:

- Recall that in Lessons 5–8, students participated in small group research to collect and understand information about a specific tree. In this lesson, students continue to use those notes to create a piece of informational writing and a collage.
- In this lesson, students review and recite the poem “What’s Alive and What’s Not?” from Unit 1 as practice for presentation during the Celebration of Learning.

Areas in which students may need additional support:

- In Work Times A and B, students may need additional support with fine motor skills as they write, cut, tear, or glue. Consider offering any appropriate supports from Lessons 2–4.
- Continue to model and provide sentence frames as students give and receive feedback in Work Time B.

Down the road:

- In Lessons 12–13, students continue their informational writing, as well as their collages. Once complete, the teacher will type students’ writing and affix it to the collage to create the completed informational collage that students will present at the Celebration of Learning in Lesson 15.
- In Lessons 12–13, students continue to review and recite songs and poems from earlier in the module as preparation for presenting during the Celebration of Learning.
- In Lessons 14–15, students practice and present their learning from Units 1–3 for the Celebration of Learning. Students perform various songs and poems from throughout the

module, read a selection from their Living Things research notebook completed in Unit 1, and present their completed informational collages to classmates and other visitors.

In advance:

- Prepare:
 - The Adjectives anchor chart with adjectives that can be used to describe trees (e.g., tall, thin, wide, large, pointy, round, rough, brown, gray, white, green, yellow, orange, red) to use in Work Time A.
 - Collaging Materials for Work Time C by pre-cutting construction paper of the necessary colors into appropriate different sizes and shapes. Organize paper by tree type and place into bins at each workstation for ease of student use.
- Distribute Materials for Work Times A and C at student workspaces.
- Post: Learning targets and any applicable anchor charts (see Materials list).

Technology & Multimedia

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.1.B.7, K.1.C.10, and K.2.B.5

Important points in the lesson itself

- The basic design of this lesson supports ELLs by returning to familiar content and instructional routines to continue progress on the Performance Task Writing booklet and tree collage. Students practice oral language fluency and solidify content-specific Vocabulary in the riddles. They select adjectives to write descriptive sentences and provide feedback on a classmate's writing in a structured discussion.
- ELLs may find it challenging to decide which adjectives to use for their writing. Encourage them to use the classroom resources (charts, realia basket, Word Wall) to select the best ones. Invite students to ask you and peers for support if they need help.

Levels of support

For lighter support:

- During Work Time A, before offering individual students targeted support in selecting adjectives, invite them to see if they can find a resource in the room that will help them by saying: "Where do you think you could get support with that in the room?" Encourage peer language models by asking: "Do you have a classmate who could help you with that?"

For heavier support:

- During Work Time A, consider sharing the basket of realia as you review the Adjectives anchor chart. As students write their descriptive sentences, provide index cards with illustrations for key words to those who have trouble with writing. They can use the index cards as guides.
- During Work Time B, remind students that they can use frames they are familiar with, such as “I notice _____,” “I would like to add _____,” and “This makes me think _____.” Consider creating a Fishbowl to model language use for feedback.

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 visual displays of questions and student responses.
- **Multiple Means of Action & Expression (MMAE):** Continue to support students in setting appropriate goals for their effort and the level of difficulty expected.
- **Multiple Means of Engagement (MME):** Continue to remind students of the goal for the work they are doing with their performance task. Returning to the learning goals lifts up their value and relevance to students.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

Review:

- detail sentence (L)

Materials

- ✓ “What’s Alive and What’s Not?” (from Unit 1, Lesson 2; one to display)
- ✓ Performance Task Writing booklet (begun in Lesson 10; added to during Work Time A; page 2; one per student)
- ✓ Adjectives anchor chart (begun in Unit 2, Lesson 4; added to in advance; see supporting Materials)
- ✓ Adjectives anchor chart (begun in Unit 2, Lesson 4; example, for teacher reference)
- ✓ Describing the Sugar Maple booklet (completed in Lesson 4; one to display)
- ✓ High-Quality Work anchor chart (begun in Module 2)
- ✓ Tree: Individual Notes (completed in Lesson 8; one per student)
- ✓ Pencils (one per student)
- ✓ Colored pencils (a variety of colors per student)
- ✓ Performance Task Writing booklet (from Lesson 10; example, for teacher reference)
- ✓ Peer Feedback anchor chart (begun in Module 2)

- ✓ Speaking and Listening Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ Erasers (one per student)
- ✓ Model of Informational Collage (from Lesson 1; one to display)
- ✓ Collage planner (completed in Lesson 10; one per student)
- ✓ Construction paper (class set; a variety of browns, grays, and blacks per student)
- ✓ Glue sticks (one per student)
- ✓ Tree images (from Lesson 10; one set per student based on research group)
- ✓ Tree collage templates (begun in Lesson 10; added to during Work Time C; one per student; see Performance Task Overview)

Opening

A. Poem and Movement: “What’s Alive and What’s Not?” (5 minutes)

- Gather students whole group.
- Display the poem **“What’s Alive and What’s Not?”** and read the title. Tell students that they are practicing this poem so they can share it with friends and visitors during the Celebration of Learning.
- Follow the same routine established in Modules 1–2 to read the “What’s Alive and What’s Not?” poem.
 - Direct students’ attention to the posted poem.
 - Read the poem with students and invite them to read along as you point to the text.
 - Invite students to do the motions or gestures to go with the poem.
- Provide specific, positive feedback on students’ participation with the poem.

Meeting Students’ Needs

- For ELLs: (Leadership: Practicing Presenting) During this Opening and in Lessons 12–15, invite pairs of students to point to the words and demonstrate the hand motions in front of the class while their classmates review the poem, song, or riddle of the day.
- For students who may need additional support with reading aloud: Continue to provide differentiated mentors by seating students who may be more confident reading aloud near students who may not feel as confident. (MMAE)

Work Time

A. Independent Writing: Performance Task Writing Booklet (15 minutes)

- Direct students’ attention posted learning targets and read the first one aloud:
“I can show what I know about trees through writing and collage.”

- Tell students that now they will talk, plan, and write the first *detail sentence* describing their researched tree in their **Performance Task Writing booklets**.
- Remind students that detail sentences provide more information and examples to support the focus statement, or topic, of the writing.
- Direct students' attention to the **Adjectives anchor chart** and read the newly added adjectives aloud. Tell students that they can use these new adjectives when describing their tree. Refer to the **Adjectives anchor chart (example, for teacher reference)** as necessary.
- Using a total participation technique, invite responses from the group:
"How can you describe your researched tree?" (Responses will vary, but may include: The coast redwood is very tall and thin. The live oak has green, wide leaves.)
- If productive, cue students to add on to what a classmate said:
"Who can add on to what your classmate said? I'll give you time to think."
- Use the same routine from Work Time A of Lesson 10 to guide students through writing the first detail sentence on page 2 of their Performance Task Writing booklets:
 - Display the **Describing the Sugar Maple booklet** and reread the first detail sentence to serve as a model.
 - Direct students' attention to the **High-Quality Work anchor chart** and review the big ideas.
 - Point out the writing booklets, **Tree: Individual Notes**, **pencils**, and **colored pencils** at their workspaces.
 - Transition students to their workspaces and invite them to use their individual notes to write their first detail sentence about the tree they researched. Refer to the **Performance Task Writing booklet (example, for teacher reference)** as necessary.
 - Circulate to support students as they write.
 - After 10 minutes, invite students to return to the whole group meeting area with their writing booklets.
- Tell students they will now give and receive feedback on their detail sentences.

Meeting Students' Needs

- For ELLs and students who may need additional support with sustained effort: (Working on Same Learning Target) Invite students to discuss how they previously worked on this learning target. (MMR, MME)
- For students who may need additional support with far-point display: Consider providing students with an individual copy of the Adjectives anchor chart. (MMR)

Work Time

B. Giving and Receiving Peer Feedback: Performance Task Writing Booklet (15 minutes)

- Refocus students whole group.
- Remind students that another way to show perseverance is to work to improve their writing or artwork by asking others for feedback.

- Direct students' attention to the posted learning targets and read the second one aloud:
"I can give and receive feedback that is kind, helpful, and specific."
- Direct students' attention to the **Peer Feedback anchor chart** and review the big ideas.
- Direct students' attention to the Adjectives anchor chart and tell them that their feedback today should focus on the adjectives and how their partner can revise his or her description of the tree.
- Model giving and receiving feedback as necessary:
 - Invite a volunteer to come to the front of the room and to read his or her detail sentence.
 - Provide the volunteer with kind, specific, and helpful feedback related to the Adjectives anchor chart. (Example: "The bark of the paper birch seems more white with gray stripes. My feedback is to change your sentence to: 'The paper birch bark is white with gray stripes.'")
 - Ask the student volunteer:
"Do you agree with my feedback? Why or why not?" (Responses will vary, but may include: I agree the tree is more white than gray; or I disagree and think the tree bark is gray.)
 - Remind students that it is up to the writer whether to make the suggested revision.
- Move students into pairs and invite them to begin giving and receiving feedback using the High-Quality Work and Adjectives anchor charts.
- Circulate and listen as students provide peer feedback. Use the **Speaking and Listening Checklist** to document student progress toward SL.K.1a, SL.K.1b, and SL.K.3.
- After both partners have shared and offered feedback, refocus whole group.
- Tell students that they are now going to revise their detail sentence based on feedback they received from their partner. Consider modeling this as necessary using an **eraser**.
- Distribute erasers.
- Dismiss students back to their workspaces and invite them to begin revising their writing.
- After about 10 minutes, tell students to clean up by returning Materials to the designated areas.

Meeting Students' Needs

- For ELLs: (Working on Same Learning Target) Invite students to discuss how they previously worked on this learning target.
- For students who may need additional support with sustained effort and persistence: Continue to emphasize the benefits of feedback by highlighting effort and growth over relative performance. (Example: Remind students that published authors have editors who provide feedback for their writing.) (MME)

Work Time

C. Engaging the Artist: Creating an Informational Tree Collage (20 minutes)

- Gather students whole group.

- Display the **Model of Informational Collage**. Direct students' attention to the typed writing and remind students that the completed collage will be a combination of their writing and collage. Tell them that you will attach a typed version of their writing to their collages.
- Tell students that today they will finish collaging the bark, trunk, and branches.
- Remind students that, as with all work, they should ensure that their collage is of high quality.
- Remind students to refer to their **collage planner** to help them think carefully about the colors, shapes, and textures they need.
- Follow the same routine from Work Time C of Lesson 3 to guide students through using **construction paper**, **glue sticks**, and the **tree images** to collage the trunk, bark, and branches of their tree onto the **tree collage template**.
- Circulate to support students as they collage and to reinforce the habit of perseverance as necessary.

Meeting Students' Needs

- For ELLs: (Gestures) Consider adding a gesture to *high quality* for engagement and meaning. (Example: putting your hands way up in the air)
- For students who may need additional support with self-regulation: Continue to use a visual timer as students complete the collage. (MME)

Closing and Assessment

A. Reflecting on Learning (5 minutes)

- Gather students whole group.
- Offer specific, positive feedback on their ability to collage with care and creativity.
- Direct students' attention to the posted learning targets and reread the first one aloud:
"I can show what I know about trees through writing and collage."
- Follow the same routine from Closing A of Lesson 10 to guide students through reflecting using the following question:
"How did you show what you know about your tree in your writing and collage?" (Responses will vary.)
- With excitement, tell students that in the next lesson they will show what they know about their tree by writing about a need of the tree and adding leaves to their collage.

Meeting Students' Needs

- For ELLs: (Celebrate) Invite students to celebrate how a classmate met the learning target.
- Continue to strategically pair students to ensure that they have a strong, politely helpful partner to support their efforts at sharing. (MME)