

Lesson 14: Unit 1 Assessment, Part I: Reading and Answering Questions about *Kitten's First Full Moon*



CCS Standards

- **RL.1.1:** Ask and answer questions about key details in a text.
- **RL.1.2:** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **RL.1.3:** Describe characters, settings, and major events in a story, using key details.
- **RL.1.7:** Use illustrations and details in a story to describe its characters, setting, or events.
- **W.1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **SL.1.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **L.1.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).



Daily Learning Targets

- I can ask and answer questions about key details from *Kitten's First Full Moon*. (RL.1.1)
- I can describe the characters, setting, major events, and central message of *Kitten's First Full Moon*. (RL.1.2, RL.1.3, RL.1.7, W.1.8, L.1.6)

Ongoing Assessment

- In Work Time A, collect response sheets from the Unit 1 Assessment as a work sample to demonstrate progress toward RL.1.2, RL.1.3, RL.1.7, W.1.8, and L.1.6. Use the Unit 1 Assessment answer key to evaluate students' progress (see Assessment Overview and Resources).

Agenda

1. Opening

- A. Engaging the Learner: Sun and Moon Movement Routines (10 minutes)

2. Work Time

- A. Unit 1 Assessment, Part I: Reading and Answering Questions about *Kitten's First Full Moon* (25 minutes)
- B. Role-Play: Characters and Setting (10 minutes)

3. Closing and Assessment

- A. Reflecting on Learning (10 minutes)
- B. Engaging the Learner: "Sun, Moon, and Stars" song (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- Throughout the unit, students have practiced asking and answering questions about a text (RL.1.1); retelling texts by identifying and describing a text’s characters, setting, major events, and central message (RL.1.2 and RL.1.3); and using a text’s illustrations and key details to describe characters, setting, and major events (RL.1.7). The unit assessment in Lessons 14–15 provides students an opportunity to demonstrate progress toward these skills.
- At this point in the school year, students should be able to write one or two complete sentences in response to the prompts in the unit assessment. Although this is a formal assessment of several reading literature standards, students should experience the lesson as routine. Do not overemphasize the assessment; instead, use this as an opportunity to continue to gather meaningful data.
- During the close read-aloud, students discuss answers to questions about character and setting with a partner. Even though this is an assessment, offering students the opportunity throughout the read-aloud for oral processing honors the learning needs of young children, acting as a support for recall, synthesis, and information processing. The oral processing should be done without teacher guidance and intervention as it is not intended to be a guided discussion; rather, it is an opportunity for students to recall and practice communicating the information they will need to put together in a more cohesive way in writing.
- Note that *Kitten’s First Full Moon* is the story of a kitten who mistakes the moon and its reflection for bowls of milk. In the end, the kitten drinks from a real bowl of milk. The story does not explain the kitten’s mistake, and some students may miss this important detail during the assessment. Consider explicitly pointing out the real bowl of milk in the story and the kitten’s mistake.
- The unit assessment is conducted over the course of two lessons. Breaking up the assessment in such a way allows students multiple opportunities to hear the text and discuss it with their classmates. Additionally, it gives students ample time to complete the independent writing portions of the assessment.
- The pages of *Kitten’s First Full Moon* are not numbered. For instructional purposes, the page that begins with “It was Kitten’s first full moon” should be considered page 1 and all pages thereafter numbered accordingly.

How this lesson builds on previous work:

- In this lesson, students demonstrate their ability to ask and answer questions about a text being read aloud; identify and describe that text’s characters, setting, and major events; and retell the story of that text, including its central message.
- Similar to Lessons 8–13, students track characters, setting, and major events using the Story Elements board. They also use the Role-Play protocol to better understanding the text and its central message.
- To balance the rigor and challenge of listening to a new text read aloud and completing an assessment based on the text, students engage in several familiar routines from previous lessons, such as the Moon Movement routine and the “Moon” song.

Areas in which students may need additional support:

- Students may need additional time to complete the Unit 1 Assessment. Consider your students' comfort and capabilities with independent writing and reallocate instructional time to provide more time for the assessment as necessary.
- Some students may need additional support completing the independent writing portion of the Unit 1 Assessment. Consider providing those students with a written sentence frame: "I think Kitten is _____ because I see _____."

Down the road:

- Students will complete the second half of the Unit 1 Assessment in the next lesson.

In advance:

- Strategically pair students for the Role-Play protocol in Work Time B.
- Prepare:
 - Story Elements Board: *Kitten's First Full Moon* by clearing the icons used to track the characters, setting, and events in *Why the Sun and the Moon Live in the Sky*.
 - Story Elements board icons for character and setting (see supporting materials).
 - *Kitten's First Full Moon* chart: Write the title on chart paper and, using an extra copy of the text, cut out the pictures from pages 6, 11, 12, 14, 18, and 19 and attach to the chart.
 - One set of *Kitten's First Full Moon* puppets per pair of students by copying onto cardstock and attaching to popsicle sticks.
 - Unit 1 Assessment response sheet on clipboards for Work Time A.
- Review the Role-Play and Sit, Kneel, Stand protocols. (Refer to the Classroom Protocols document for the full version of this protocol.)
- Post: Learning targets, Sun Movement chart, Moon Movement chart, "Moon" song, Moon Movement chart, and applicable anchor charts (see materials list).

Technology & Multimedia**Consider using an interactive white board or document camera to display lesson materials.**

- If students were video recorded participating in the Sun and Moon Movement routines during the Openings in Lessons 2 and 13, consider replaying these recordings to remind students of the process.
- If you recorded students participating in the Role-Play protocol with puppets in Lesson 13, play this video for them to remind them of what to do.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 1.I.A.1, 1.I.A.3, 1.I.B.6, 1.I.C.10, and 1.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, including a response sheet about story elements.
- ELLs may find the assessment challenging, as it is a big leap from the heavily scaffolded classroom interaction. 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 challenges.
- Consider inviting enthusiastic ELLs to practice the Sun and Moon Movement routines and the “Moon” song with gestures before class, and then lead the group in Opening A and Closing and Assessment B. This sort of activity can foster learning, trust, and equity.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, student volunteers lead the group through the motions of both the Sun and Moon Movement routines. Some students will benefit from both visual and auditory cues during these routines. Provide alternatives to visual information by inviting an additional student volunteer to help by giving verbal directions as the class engages in the Sun and Moon Movement routines.
- **Multiple Means of Action & Expression (MMAE):** Students have a range of fine motor abilities and writing needs. During the assessment, vary methods for fine motor responses by offering students options for drawing utensils, writing tools, and scaffolds.
- **Multiple Means of Engagement (MME):** When discussing assessments with students, provide feedback that is oriented toward mastery rather than relative performance. Focus on effort and improvement in order to build confidence and minimize risk.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

Review:

- character, setting, central message (L)

Materials

- ✓ Sun Movement chart (from Lesson 2; one to display)
- ✓ Moon Movement chart (from Lesson 2; one to display)
- ✓ *Kitten's First Full Moon* (one to display; for teacher read-aloud)
- ✓ Story Elements board (blank; added to during Work Time A)
- ✓ Story Elements Board Icons: *Kitten's First Full Moon* (three; added to Story Elements board during Work Time A)
- ✓ Story Elements Board: *Kitten's First Full Moon* (answers, for teacher reference)
- ✓ Unit 1 Assessment response sheet (see Assessment Overview and Resources; one per student)
- ✓ Pencils (one per student)
- ✓ *Kitten's First Full Moon* chart (new; teacher-created; see supporting materials)
- ✓ Role-Play Protocol anchor chart (begun in Lesson 4)
- ✓ *Kitten's First Full Moon* puppets (one set per pair)
- ✓ "Sun, Moon, and Stars" Version 2 song (from Lesson 8; one to display)

Opening**A. Engaging the Learner: Sun and Moon Movement Routines (10 minutes)**

- Invite students to the whole group area.
- Remind students that throughout the unit they have learned a series of stretches and movements to energize and activate their bodies. Tell them that today they will get a chance to complete both movement routines, one after the other. They will complete several rounds of each movement routine, and a few student volunteers will be able to come to the front of the group to help lead the class through each routine.
- Direct students' attention to the **Sun Movement chart** and invite a student volunteer to lead the class through one round of the Sun Movement routine.
- Repeat the process with one or two more student volunteers as time permits.
- Direct students' attention to the posted **Moon Movement chart** and follow this same process with student volunteers as time permits.

Meeting Students' Needs

- As some student volunteers lead the group through the movements, provide alternatives for visual information by inviting an additional volunteer to give verbal directions. (MMR)

Work Time

A. Unit 1 Assessment, Part I: Reading and Answering Questions about *Kitten's First Full Moon* (25 minutes)

- Refocus students whole group.
- Remind them that they have listened to a number of texts read aloud and have been practicing identifying and describing the characters, setting, major events, and central message of those texts.
- Remind students that a character is a person, animal, or object in a story, play, or movie and the setting is when and where the story takes place.
- Using a total participation technique, invite responses from the group:
“What are some of the texts we have read so far? Who were the characters in those texts? Where did those stories take place?” (Summer Sun Risin’, Why the Sun and Moon Live in the Sky, Sun and Moon, and Papa, Please Get the Moon for Me; the little boy, the sun and moon, Monica and her papa)
- Direct students’ attention to the posted learning targets and read the first one aloud:
“I can ask and answer questions about key details from Kitten’s First Full Moon.”
- Display *Kitten’s First Full Moon* and read the title aloud.
- Tell students that today they will listen to *Kitten’s First Full Moon* and then, just as they have practiced with the previous texts read aloud, they will identify and describe the story’s character and setting.
- While still displaying the text, read *Kitten’s First Full Moon* aloud slowly, fluently, and with minimal interruption.
- Stop after reading page 10 and invite students to turn and talk with an elbow partner:
“Who is the main character of this story? How would you describe the character?” (Kitten; curious, adventurous, brave, a cat with white fur)
- Refocus students whole group and call one or two students to share out.
- Direct students’ attention to the **Story Elements board** and place the **Story Elements Board Icon:Kitten’s First Full Moon** for character on the Story Elements board. Refer to **Story Elements Board: Kitten’s First Full Moon(answers, for teacher reference)** as necessary.
- Draw students’ attention back to the text and continue reading through page 16.
- Invite students to turn and talk with an elbow partner:
“What is the setting of this story? Where and when does the story take place?” (It takes place outside, on Kitten’s front porch. It takes place in the garden and fields. It takes place at night.)
- Refocus students whole group and call one or two students to share out.
- Place the Story Elements Board Icon:Kitten’s First Full Moon for setting on the Story Elements board.
- Draw students’ attention back to the text and read the remainder of it.
- Tell students that now they will have a chance to write about the character and the setting of *Kitten’s First Full Moon*.
- Distribute prepared clipboards with the **Unit 1 Assessment response sheet** and **pencils**.

- Direct students' attention to Part I of the response sheet and read the prompt aloud:
"Who is the main character?" and "Where does the story take place?"
- Invite students to complete Part I of the Unit 1 Assessment response sheet. Remind them that they should use pictures and words to show their thinking.
- Circulate and support students by reviewing the prompts as needed, asking them to orally articulate their answers before writing, directing them to the Story Elements board, and reminding them to use the High-Frequency Word Wall as a resource as they write.
- Refocus students whole group.
- Display the Kitten's First Full Moon **chart**.
- Tell students they will use the pictures on the *Kitten's First Full Moon* chart to help them complete Part II of the response sheet.
- Invite students to point to Part II on the Unit 1 Assessment response sheet and read the prompt aloud:
"Based on the pictures on the Kitten's First Full Moon chart, which word would you use to describe how kitten is acting? Circle one."
- Read the four word choices aloud and review their definitions as necessary.
- Invite students to circle the word they think best describes how Kitten is acting in the pictures displayed on the *Kitten's First Full Moon* chart.
- Direct students' attention to the blank lines in Part II. Tell students to write one or two sentences to describe how Kitten is acting and to explain what, from the pictures, helped them.
- Offer students this sentence frame if necessary:
"I think Kitten is acting _____ because I see _____."
- Tell students to use the word they chose to describe Kitten to fill in the first blank. Tell students they should explain what, from the pictures, helped them pick those words and write that in the second blank.
- As students write, circulate to support, reminding them of the sentence frame they can use.
- Collect students' response sheets and clipboards and remind them they will complete the remaining parts of the response sheet during the next lesson.

Meeting Students' Needs

- Before students begin the Unit 1 Assessment, emphasize process and effort by discussing the purpose of assessments. Say: "What we are doing today is similar to the response sheets you have been completing, but this is called an *assessment*. The purpose of an assessment is to help me know what you are learning and how well I'm teaching you. It is okay if you are not sure about what to write in your paragraph. That will just help me know what I need to teach you. Just try your best." (MME)
- As students begin the assessment, vary methods for fine motor responses by offering options for drawing utensils (e.g., thick markers or colored pencils) and writing tools (e.g., fine-tipped markers, pencil grips, slant boards). (MMAE)
- For ELLs: During the read-aloud, display the text on a document camera or an enlarged copy of the text to help direct students to the appropriate sentences on each page.

- For ELLs: Ensure that ELLs clearly understand all assessment directions. Rephrase directions 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. Role-Play: Character and Setting (10 minutes)

- Give students specific, positive feedback on their hard work during the assessment. (Example: “I noticed that Taryn and Olivia closely examined the pictures on the *Kitten’s First Full Moon* chart as they completed Part II of their response sheets.”)
- Direct students’ attention to the posted learning targets and read the second one aloud:
“I can describe the characters, setting, major events, and central message of *Kitten’s First Full Moon*.”
- Remind students that the *central message* of a story is the main idea the author is trying to share.
- Tell students that in the next lesson they will be writing and drawing about the major events and the central message, and today they will think about, discuss, and role-play these things with a partner so they better understand them in order to do their best writing.
- Move students into pre-determined pairs and tell them they are going to use the Role-Play protocol to act out a few of the major events of *Kitten’s First Full Moon*. Remind them that they have been using this protocol in the past few lessons, and review as necessary using the **Role-Play Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of this protocol.)
- Distribute *Kitten’s First Full Moon* puppets and guide students through the protocol for the following sections of text:
 - Pages 1–2
 - Pages 7–8
 - Pages 11–12
 - Pages 19–22
 - Pages 27–28
- Refocus students whole group and offer them specific, positive feedback on their role-playing. (Example: “I noticed all of you really thinking about what the words of the text were saying so that you could act out exactly what you heard.”)
- Tell students that now that they have acted out the major events in the story, they will think about how these events convey the story’s central message.
- Using a total participation technique, invite responses from the group:
“After rereading and acting out these parts of the text, what do you notice about the moon in this story?” (Kitten thinks it is a bowl of milk and she tries to get it, but she can’t. The moon stays in the same place the whole time.)
“Why couldn’t Kitten get the first bowl of milk she saw?” (The bowl of milk was actually the moon and the moon is in the sky, so Kitten couldn’t get it.)

- Tell students that in the next lesson, they will revisit *Kitten's First Full Moon* and use their thinking from this role-play to help with writing and drawing about the major events from the story.

Closing and Assessment

A. Reflecting on Learning (10 minutes)

- Remind students that they did a lot of great thinking to understand, discuss, and write about the story *Kitten's First Full Moon*.
- Tell students that now they will get a chance to reflect on their work toward meeting the learning targets using the Sit, Kneel, Stand protocol. Remind them that they used this protocol in the previous lesson and review as necessary. (Refer to the Classroom Protocols document for the full version of this protocol.)
- Guide students through the protocol using the learning targets.
- Lead the class in a debrief discussion on how the class has rated itself as time allows. Consider asking the following questions:

“How did you rate yourself on the learning targets? Why?” (Responses will vary.)

“What do you think you need to do next time to do even better?” (Responses will vary.)

Closing and Assessment

B. Engaging the Learner: “Sun, Moon, and Stars” Version 2 song (5 minutes)

- Offer students specific, positive feedback on their hard work during the lesson. (Example: “I noticed that everyone listened very closely during the read-aloud of *Kitten's First Full Moon* so that they could understand many of the key details of the story.”)
- Tell students they will end the lesson singing the “Sun, Moon, and Stars” Version 2 song to celebrate their hard work during this lesson and all the previous lessons.
- Direct students’ attention to the **“Sun, Moon, and Stars” Version 2 song** and invite a student volunteer to lead the class in singing and moving to the song.
- Repeat this process with one or two more volunteers as time permits.

Meeting Students’ Needs

- For ELLs: Before introducing the Sit, Kneel, Stand protocol, ask students to give specific examples of how they worked toward achieving the learning targets in this lesson. Invite students who need lighter support to rephrase the learning targets with an example of how they asked and answered questions about the key details and described elements of *Kitten's First Full Moon*.
- As students practice the song with motions, provide options for expression by singing the song several times in different voices. Invite students to try singing the song in a whisper voice, in a giant voice, and/or in an opera voice. (MMAE)