

Lesson 15: Unit 1 Assessment, Part II: Reading and Answering Questions about *Kitten's First Full Moon*



CCS Standards

- **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 Target

- I can describe the characters, setting, major events, and central message from *Kitten's First Full Moon*. (RL.1.2, RL.1.3, RL.1.7, W.1.8, SL.1.2, L.1.6)

Ongoing Assessment

- In Work Time A, collect Unit 1 Assessment response sheets 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 Rubric to evaluate students' progress (see Assessment Overview and Resources).
- During Work Time B, circulate and listen as students discuss and share their growing understanding of the Unit 1 guiding question. (RL.1.2)

Agenda

1. Opening

- A. Song and Movement and Language: "Sun, Moon, and Stars" Version 2 song (5 minutes)

2. Work Time

- A. Unit 1 Assessment, Part II: Reading and Answering Questions about *Kitten's First Full Moon* (30 minutes)
- B. Revisiting the Unit 1 Guiding Question (15 minutes)

3. Closing and Assessment

- A. Reflecting on Learning (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- During this lesson, students complete Part II of the Unit 1 Assessment, in which they recount major events from the text and identify and describe the text's central message (RL.1.2, RL.1.3, RL.1.7, W.1.8, L.1.6). 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 assessment. Do not overemphasize the assessment; instead, use this as an opportunity to continue to gather meaningful data.
- Similar to Lesson 14, students discuss their answers to questions about major events and the central message during the read-aloud. Providing this opportunity to orally process information supports students in recalling and synthesizing information.

How this lesson builds on previous work:

- Similar to Lesson 14, to balance the rigor and challenge of listening to a new text read aloud and completing an assessment based on the text, students revisit and engage in several activities from throughout the unit.

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 as necessary.

Down the road:

- Students will continue their study of the sun, moon, and stars in the next two units. In Unit 2, students will gain more in-depth understanding of the science content related to the topic. In Unit 3, students will apply their knowledge of narrative texts and their newfound understanding of science content to craft their own narrative about the sun, moon, and stars.

In advance:

- Prepare Unit 1 Assessment response sheets on clipboards for Work Time A.
- Review the Back-to-Back and Face-to-Face protocol. (Refer to the Classroom Protocols document for the full version of this protocol.)
- Post: Learning target, “Sun, Moon, and Stars” Version 2 song, and applicable anchor charts (see materials list).

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

- If students were recorded singing in the “Sun, Moon, and Stars” Version 2 song during the Openings in Lessons 3 or 12, consider replaying these recordings to remind students of the process.
- Record students as they reflect on respect in the Closing to listen to later to discuss strengths and what they could improve on, or to use as models for the group. Most devices (cellphones, tablets, laptop computers) come equipped with free video and audio recording apps or software.

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. This sort of activity can foster learning, trust, and equity.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** During the Closing, students reflect on how they have demonstrated *respect* throughout the unit. Some students may need additional support in remembering all the ways they have shown respect in Unit 1. Activate background knowledge by posting photographs of students demonstrating respect as they have engaged in the study of sun, moon, and stars.
- **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

- N/A

Materials

- ✓ “Sun, Moon, and Stars” Version 2 song (from Lesson 5; one to display)
- ✓ *Kitten’s First Full Moon* (one to display; for teacher read-aloud)
- ✓ Story Elements board (begun in Lesson 14; added to during Work Time A)
- ✓ Story Elements Board Icons: *Kitten’s First Full Moon* (from Lesson 14; three; added during Work Time A)
- ✓ Unit 1 Assessment response sheet (see Assessment Overview and Resources; one per student)
- ✓ Unit 1 Guiding Question anchor chart (begun in Lesson 2; added to in Work Time B; see supporting materials)
- ✓ Back-to-Back and Face-to-Face Protocol anchor chart (begun in Module 1)
- ✓ Sun, Moon, and Stars Word Wall (begun in Lesson 1)
- ✓ Working to Become Ethical People anchor chart (begun in Lesson 4)

Opening

A. Song and Movement: “Sun, Moon, and Stars” Version 2 Song (5 minutes)

- Invite students to the whole group area.
- Remind students that throughout the unit they have learned about patterns of the sun, moon, and stars.
- Direct students’ attention to the posted **“Sun, Moon, and Stars” Version 2 song** and invite students to join you in singing the song and completing the accompanying movements.
- Repeat the song as time permits and review language standards from previous lessons as needed.

Work Time

A. Unit 1 Assessment, Part II: Reading and Answering Questions about *Kitten's First Full Moon* (30 minutes)

- Refocus students whole group.
- Display ***Kitten's First Full Moon*** and read the title aloud.
- Remind students that in the previous lesson they listened to *Kitten's First Full Moon* and identified and described the character and setting in the story.
- Using a total participation technique, invite responses from the group:
"Who is the main character in Kitten's First Full Moon? Where does the story take place?" (Kitten; outside and night)
- Direct students' attention to the posted learning target and read it aloud:
"I can describe the characters, setting, major events, and central message from Kitten's First Full Moon."
- Tell students that today they will listen to *Kitten's First Full Moon* and then they will describe what happens in the beginning, the middle, and the end of the story.
- While still displaying the text, read *Kitten's First Full Moon* aloud slowly, fluently, and with minimal interruption.
- Stop after reading page 6 and invite students to turn and talk with an elbow partner:
"What happened in the beginning of the story?" (Kitten wanted a bowl of milk.)
- Refocus students whole group and call on one or two students to share out.
- Direct students' attention to the posted **Story Elements board** and place the **Story Elements Board Icon: Kitten's First Full Moon** for beginning on the Story Elements board.
- Draw students' attention back to the text and continue reading through page 16.
- Invite students to turn and talk with an elbow partner:
"What are one or two things that happened in the middle of the story?" (Kitten ran through a field. Kitten climbed a tree.)
- Draw students' attention back to the text and continue reading through page 22.
- Invite students to turn and talk with an elbow partner:
"What are one or two more things that happened in the middle of the story?" (Kitten saw the bowl of milk in the lake. Kitten jumped into the lake.)
- 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 middle on the Story Elements board.
- Draw students' attention back to the text and read the remainder of the text.
- Invite students to turn and talk with an elbow partner:
"What happened at the end of the story?" (Kitten went back home. Kitten saw a bowl of milk on the porch and she drank from it.)
- 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 end on the Story Elements board.
- Using a total participation technique, invite responses from the group:

“What is the central message of this story? Why couldn’t Kitten get the first bowl of milk she saw?” (The bowl of milk was actually the moon.)

- Remind students that just as in the previous lesson, they will have a chance to write and draw about the things they discussed with their partner.
- Distribute prepared clipboards with the **Unit 1 Assessment response sheets**.
- Direct students’ attention to Part III of the Unit 1 Assessment response sheet. Remind them that they should use pictures and words to show their thinking.
- Invite students to point to the first box and write and draw their answers to the prompt: “What happened in the beginning of the story?”
- Repeat this process with the second and third boxes.
- As students write and draw, circulate and support by reviewing the prompts as necessary and directing the students to the Story Elements board as needed.
- Direct students’ attention to Part IV and read the prompt aloud:

“What is the central message of this story?”

- Invite students to use pictures and words to show their answer, using the box in Part IV to draw a picture and writing one or two sentences on the lines at the bottom of the box.
- As students write and draw, circulate to support by repeating the prompt and directing students toward the Story Elements board.
- If necessary, provide an additional question to students to support their writing about the central message:

“Why couldn’t Kitten get the first bowl of milk she saw?”

- Collect students’ response sheets and offer specific, positive feedback on their writing and drawing. (Example: “I noticed that Jeron and Elijah referred back to the Story Elements board while writing to make sure they were recalling the correct details from the story.”)

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)
- In order to minimize distractions during the assessment, vary the level of sensory stimulation as appropriate for individual students (e.g., offering sound-canceling headphones or dividing workspaces). Some students may also need flexibility with the pace of work and length of work sessions. Consider offering time-outs or breaking up the sections of the assessment into separate days or times of day. (MME)

- 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. Revisiting the Unit 1 Guiding Question (15 minutes)

- Refocus students whole group.
- Direct their attention to the **Unit 1 Guiding Question anchor chart** and read it aloud:
“Why do authors write about the sun, moon, and stars?”
- Using a total participation technique, invite responses from the group:
“What did we discover, after reading the various stories, about why authors write about the sun, moon, and stars?” (Authors write about the sun, moon, and stars for a lot of different reasons. Some authors write to explain things about the sun, moon, and stars. Other authors write to imagine or describe things about the sun, moon, and stars.)
- Remind students that because they finished reading another story about the moon, they will add to the Unit 1 Guiding Question anchor chart to show information about that story.
- Tell students they are going to use the Back-to-Back and Face-to-Face protocol to discuss why Kevin Henkes, the author of *Kitten’s First Full Moon*, wrote about the moon. Remind them that they used this protocol in previous lessons, and review as necessary using the **Back-to-Back and Face-to-Face Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of this protocol.)
- Guide students through three rounds of the protocol, each time finding a new partner to answer one of the following questions:
“What are some ways that Kevin Henkes included the moon in his story Kitten’s First Full Moon?” (Kitten saw the moon in the sky. Kitten thought the moon was a bowl of milk. Kitten thought she could get the moon.)
“How did Kevin Henkes describe the moon in this story, or what did the moon look like in this story?” (The moon was big and round, and it was shining bright. The author made the moon look like a bowl of milk.)
“Why do you think Kevin Henkes wrote about the moon in this story?” (to imagine what the moon looks like to a kitten; to imagine what the kitten thinks when she looks at the moon)
- As students talk, circulate and listen in. Take note of the ideas students are sharing and target a few students to share out with the whole group.
- Remind students to make a bridge with their arms after both partners have shared during each round.
- Refocus students whole group and invite them to find their seat in the whole group area.
- Invite a few students to share out.
- As students share out, clarify and capture their ideas on the Unit 1 Guiding Question anchor chart, writing down the language they use as accurately as possible. If possible, model

referring to the Sun, Moon, and Stars Word Wall as a tool to help when spelling content-related words.

Meeting Students' Needs

- For ELLs: Before beginning the Back-to-Back and Face-to-Face protocol, display *Kitten's First Full Moon* and briefly review the Story Elements board, Word Wall, and other unit materials on display. Give students a minute to think about the Unit 1 guiding question to prepare for sharing.

Closing and Assessment

A. Reflecting on Learning (10 minutes)

- Refocus students whole group.
- Offer specific, positive feedback on their reflections of their work toward answering the unit's guiding question. (Example: "We have read and closely studied a lot of texts during this unit to help us better answer the guiding question.")
- Remind students that, in addition to their work answering the unit's guiding question, they have also been focusing on demonstrating respect.
- Direct students' attention to the **Working to Become Ethical People anchor chart**.
- Remind students they have had many opportunities throughout the unit to learn about and show respect. Tell them that now they will get a chance to think about how they showed respect throughout the unit.
- Invite students to turn and talk to an elbow partner:
"How have you shown respect throughout this unit?" (Student responses will vary, but may include: I put away my materials where they belong; I worked with a partner during the role-play; or I took turns during the role-play and made sure my partner had opportunities to speak.)
- As students talk, circulate and listen in. Take note of the ideas they are sharing and identify a few students to share out with the whole group.
- Using a total participation technique, invite responses from the group:
"How have you seen a classmate show respect during this unit?" (Responses will vary.)
- Tell students that you have seen them show respect in many ways and that they will continue to work on this habit in the next unit.
- Tell students that over the next few weeks they will continue learning about the sun, moon, and stars and will read more texts and have more chances to write about, draw, and discuss the sun, moon, and stars.
- Congratulate students on all of their hard work during this unit, including reading and studying a number of different texts, learning about various characters, and finding out why different authors wrote about the sun, moon, and stars!

Meeting Students' Needs

- When reviewing the habit of character respect with students, activate background knowledge by posting photographs of students demonstrating respect throughout the unit on the Working to Become Ethical People anchor chart. Invite students to refer to these photos as they turn and talk to an elbow partner. (MMR)
- When discussing students learning throughout the unit, foster a sense of community and provide options for physical action by inviting the whole class to join in a special applause (e.g., silent cheer, firecracker, hip-hip hooray). (MMAE, MME)
- For ELLs: To provide lighter support, invite students to discuss how showing respect has helped them learn English throughout the unit.