

Lesson 9: Unit 3 Assessment, Part II: Using Observations of the Sun to Write Narratives



CCS Standards

- **W.1.3:** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- **W.1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **SL.1.4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **L.1.1f:** Use frequently occurring adjectives.
- **L.1.1j:** Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- **L.1.2b:** Use end punctuation for sentences.



Daily Learning Targets

- I can write a narrative poem based on a model and using evidence. (W.1.3, W.1.8, L.1.1f, L.1.1j, L.1.2b)
- I can provide kind, helpful, and specific feedback to my classmates. (W.1.5, SL.1.4)

Ongoing Assessment

- At the end of Work Times A and B, collect students' "What the Sun Sees" verse planner and "What the Sun Sees" poem to serve as work samples demonstrating progress toward W.1.3, W.1.8, L.1.1f, L.1.1j, and L.1.2b.
- During Work Time A, circulate as students discuss and plan their writing with a partner. Use the Speaking and Listening Checklist to monitor progress toward SL.1.4 (see Assessment Overview and Resources). Consider using the Speaking and Listening Checklist again during Work Time C and the Closing as students participate in and debrief a peer feedback experience.

Agenda

1. Opening

- A. Engaging the Learner: "Sun, "Moon, and Stars" Song (5 minutes)

2. Work Time

- A. Preparing for Independent Writing: "What the Sun Sees" Poem, Verse 2 (15 minutes)
- B. Unit 3 Assessment, Part II: "What the Sun Sees" Poem, Verse 2 (20 minutes)
- C. Peer Feedback: "What the Sun Sees" Poem, Verse 2 (15 minutes)

3. Closing and Assessment

- A. Reflecting on Learning (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson is the second of three during which students create a narrative poem. It follows a similar structure to Lesson 8. During Work Time, students use resources from past lessons to plan, write, and give feedback to a peer on verse 2 of their “What the Sun Sees” poem. Verse 2 serves as Part II of the Unit 3 Assessment (W.1.3, W.1.8, L.1.1f, L.1.1j, L.1.2b). It is crucial that students complete this part of the assessment before moving on. If necessary, build in extra writing time in the day or consider adding another writing lesson before moving on to Lesson 10.

How this lesson builds on previous work:

- As in Lesson 8, students plan with a partner, plan independently, and independently write for the Unit 3 Assessment portion of this lesson.
- Students continue to practice giving kind and specific feedback to a partner.

Areas in which students may need additional support:

- Students may need additional time to complete verse 2 of their narrative poem. 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 3 Assessment. Consider providing them with a written sentence frame for each verse: “It is _____. The _____ sun is _____. The sun sees _____.”
- Some students may need additional support providing specific feedback during Work Time C. Consider providing and posting sentence frames: “You did a good job of _____.” “I think you should _____.”

Down the road:

- Students will complete Part III of the Unit 3 Assessment in Lesson 10.
- Consider keeping the same partners for the planning part of Work Time A in Lesson 10.
- During Lessons 10–11, students are reintroduced to the Sun and Moon Movement routines that they learned in Units 1–2. Students will review and practice each of these movements in preparation for the end of module celebration in Lesson 13.
- Between Lessons 10 and 11, allow time to give students feedback on their “What the Sun Sees” poems (see High-Quality Narrative Poem Checklist material in Lesson 10).

In advance:

- Distribute materials for Work Time B at student workspaces to ensure a smooth transition.
- Review the Pinky Partners and Think-Pair-Share protocols. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Post: Learning targets, “Sun, Moon, and Stars” song, and applicable anchor charts (see materials list).

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

- Opening A: If you recorded students singing the “Sun, Moon, and Stars” song in Unit 1, play this recording for them to join in with.
- Work Time C: Video-record students participating in the Pinky Partners protocol to watch with students later to evaluate strengths and areas for improvement. Post it on a teacher web page or on a portfolio app such as Seesaw (<http://web.seesaw.me>) for students to watch at home with their families. 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.C.10 and 1.II.B.4

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 Lessons 4–6. Students use a planner like the one they used to plan for writing in those lessons, and they also use familiar resources during the assessment (“What the Sun Sees” anchor chart, “What the Moon Sees” class poem, Adjectives anchor chart, Time of Day anchor chart, and Sky notebook).
- The assessment may be challenging for ELLs, because it is a big leap from the heavily scaffolded lessons. ELLs will be asked not only to independently apply writing skills developed throughout the unit, but to use resources as well.
- Consider allowing time for students to review the language in the “What the Sun Sees” anchor chart, Adjectives anchor chart, and Time of Day anchor chart.
- Make sure ELLs understand the assessment directions. Answer their questions, refraining from supporting them with the writing skill being assessed. See additional support in the lesson.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** To get the most informative data from the assessment, ensure that all students have access to the directions and feel comfortable with the expectations. Vary the ways in which you convey expectations for each step in the assessment. Consider engaging in a clarifying discussion about the directions or creating an outline of the steps for Work Time B.
- **Multiple Means of Action & Expression (MMAE):** Because this is an assessment, all students plan and write verse 2 in Work Times A and B. However, consider flexible technologies to support the writing process. Consider offering high-tech options such as a word processor or a dictation device or low-tech options such as pencil grips or slanted desks to help with fine motor needs.

- **Multiple Means of Engagement (MME):** Some students may require support with limiting distractions during the assessment (e.g., using sound-canceling headphones or dividers between workspaces). Similarly, some students may require variations in time for the assessment. Consider breaking the assessment into more manageable parts and offering breaks at certain times. During the assessment, provide scaffolds that support executive function skills, self-regulation, and students' abilities to monitor progress before and after the assessment (e.g., visual prompts, reminders, checklists, or rubrics).

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

Review:

- adjective, criteria, illustration, feedback (L)

Materials

- ✓ "Sun, Moon, and Stars" song (from Unit 1, Lesson 43; one to display)
- ✓ "What the Sun Sees" verse planner (begun in Lesson 8; added to during Work Time A; one per student)
- ✓ Time of Day anchor chart (begun in Lesson 4)
- ✓ Adjectives anchor chart (begun in Unit 2, Lesson 4)
- ✓ What the Sun Sees anchor chart (begun in Lesson 4)
- ✓ Sky notebook (completed in Unit 2; one per student)
- ✓ Speaking and Listening Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ "What the Sun Sees" poem (begun in Lesson 8; added to during Work Time B; one per student; see Assessment Overview and Resources)
- ✓ Pinky Partners Protocol anchor chart (begun in Module 1)
- ✓ High-Quality Work anchor chart (begun in Lesson 3)
- ✓ Think-Pair-Share Protocol anchor chart (begin in Module 1)

Opening

A. Engaging the Learner: "Sun, Moon, and Stars" Song (5 minutes)

- Invite students to the whole group area.
- Display the "Sun, Moon, and Stars" song.
- Invite students to quietly and quickly stand up.

- Invite students to join you in singing the “Sun, Moon, and Stars” song and completing the accompanying movements.
- Repeat the song one or two times as time permits.

Meeting Students' Needs

- Provide options for physical movement as students sing the “Moon” song. (Example: Invite students to join in singing with movements as appropriate from a seated position.) (MMAE)
- For ELLs: Identify students who might be mouthing the words or not singing while the class sings chorally. If students seem to be avoiding singing, encourage them to sing without pressuring them. If students are comfortable, invite them to sing “duets” with more confident students so they can more easily hear themselves as they practice.

Work Time

A. Preparing for Independent Writing: “What the Sun Sees” Poem, Verse 2 (15 minutes)

- Refocus students whole group.
- Remind them that yesterday they began writing the first verse of their “What the Sun Sees” poem. Today they will work with the same partner to plan the second verse.
- Display the **“What the Sun Sees” verse planner** and focus students on page 2. Review each prompt question by reading them aloud.
- Remind students that they will first work with a partner to discuss each of these questions.
- Prompt students to use their resources as support:
 - **Time of Day anchor chart**
 - **Adjectives anchor chart**
 - **What the Sun Sees anchor chart**
 - Pages in their **Sky notebook** that describe the sun at midday
- Distribute Sky notebooks and “What the Sun Sees” verse planners.
- Move students into pre-determined pairs and invite pairs to find a quiet location to plan together.
- Circulate and support students to reference their notebooks and the various anchor charts.
- Consider using the Speaking and Listening Checklist to track students’ progress towards the targeted standard.
- After 5–7 minutes, refocus whole group. Using a total participation technique, invite responses from the group:
 - “What time of day will your second verse be about?” (It’s going to be about lunchtime.)***
 - “What does the sun ‘see’ at this time of day?” (The sun sees kids playing on the playground at recess.)***
- Tell students that now they will have a chance to independently capture their thinking for verse 2 on the “What the Sun Sees” verse planner.

- Transition students to their workspaces and invite them to begin working.
- Circulate and support students to reference their notebooks and the various anchor charts.
- When 1 minute remains, signal students to stop working through the use of a designated sound. Model cleanup, keeping directions clear and brief.
- Tell students that they will use this verse planner as they begin to write the second verse of their poem.

Meeting Students' Needs

- For students who may need additional support recording their ideas in writing: Provide a partially filled-in or guided "What the Sun Sees" verse planner to help students know what to record. (MMAE)
- For ELLs: Some students might not remember how to use each resource during the assessment. Consider quickly reviewing as a class. Examples:
 - "What can the Time of Day anchor chart help you with?" (find words to describe a particular time of day)
 - "What can the Adjectives anchor chart help you with?" (find words to describe what the sun looks like during a particular time of day)
 - "What can the What the Sun Sees anchor chart help you with?" (find words to describe what the sun "sees" at a particular time of day)
 - "What can the pages you marked in your Sky notebook help you with?" (tell what the sun is doing at that time of day)
- For ELLs: Some students might find it difficult to transfer the information from their Sky notebook to their Verse 2 planner. As students share with a partner, prompt them to reference their Sky notebook and verbalize what information they will use. (Example: "What time of day are you writing about in your second verse?" "What does the sun look like at that time of the day?" "Can you show me a picture in your Sky notebook of what the sun looks like?")

Work Time

B. Unit 3 Assessment, Part II: "What the Sun Sees" Poem, Verse 2 (20 minutes)

- Refocus students whole group.
- Tell students that today they will write verse 2 of their poem, describing what the sun might "see" during a different time of day.
- Direct students' attention to the posted learning targets and read the first one aloud:

"I can write a narrative poem based on a model and using evidence."
- Invite students to turn and talk with an elbow partner:

"How did you use your research about the sun to help you write your poem?" (My verse planner and my Sky notebook helped me find adjectives to describe the sun.)

"What did you need to remember when writing the first verse of your 'What the Sun Sees' poem?" (We need to write the poem in complete sentences and make sure we include all of the information on the verse planner in our poem.)
- Display the **"What the Sun Sees" poem.**

- Remind students to use their “What the Sun Sees” verse planner to help them write verse 2 using complete sentences and correct punctuation.
- Invite students to begin writing and circulate to support them as necessary.
- When 1 minute remains, signal students to stop working through the use of a designated sound. Model cleanup, keeping directions clear and brief.
- Remind students that they will complete the last verse and the closing during the next lesson.

Meeting Students' Needs

- To minimize distractions as students write independently, provide tools such as sound-canceling headphones or individual dividers. (MME)
- For ELLs: Consider having students paraphrase what they need to do to meet the learning target. Make sure they understand what evidence they will use to write the poem.
- For ELLs: If students can't complete the work independently, consider providing students with a written sentence frame for the second verse: “It is _____. The _____ sun is _____. The sun sees _____.” Allow time for students to grapple with completing this independent writing portion of the Unit 3 Assessment before providing this support. Grappling will help students build independence and offer an opportunity to assess what they are able to do independently.

Work Time

C. Peer Feedback: “What the Sun Sees” Poem, Verse 2 (15 minutes)

- Offer students specific, positive feedback on their focus when writing verse 2 of their poems. (Example: “I noticed that Emily took time to describe what the sun looked like at midday with descriptive adjectives. I noticed that she referenced the Adjectives anchor chart to get suggestions for adjectives to use in her verse.”)
- Direct students to the posted learning targets and read the second one aloud:
“I can provide kind, helpful, and specific feedback to my classmates.”
- Tell the writers that today they will share verse 2 of their poem with a partner.
- Remind students that when a partner shares his or her work, they are going to give *kind, helpful and specific feedback*. This feedback should include one thing the writer did a good job of in the writing and one thing that they might want to consider revising, while still being kind.
- Remind students that they have all worked very hard on their writing, and it is important to show respect to their partner when they are giving feedback.
- Tell students that they are going to use the Pinky Partners protocol to provide feedback to a partner on verse 2. Remind them that they used this protocol in Lesson 8 and review as necessary using the **Pinky Partners Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Guide students through the protocol, encouraging them to use the following frames:
 - “You did a good job of _____.”
 - “I think you should _____ because _____.”

- Circulate as students share; prompt them to use the criteria on the **High-Quality Work anchor chart** when providing feedback. Take note of how students are interacting with one another using the Speaking and Listening Checklist.
- Refocus whole group and tell students that they will continue practicing giving kind, helpful, and specific feedback to each other in the next lesson.

Meeting Students' Needs

- For students who may need additional support with auditory processing: Display a checklist for peer feedback. Example:
 - Be kind.
 - Point out something specific.
 - Suggest something your partner could change. (MMR)

Closing and Assessment

A. Reflecting on Learning (5 minutes)

- Offer students specific, positive feedback on their conversations giving feedback to one another. (Example: “I heard Ty giving Jamal helpful feedback. He told him that he did a good job of describing the midday sun with lots of details, and he suggested that Jamal go back to check his poem for correct punctuation because some of his sentences did not end with a period.”)
- Tell students they again will use the Think-Pair-Share protocol to reflect on how well they gave and received feedback in this lesson. Remind them that they used this protocol in many previous lessons and review as necessary using the **Think-Pair-Share Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Invite students to Think-Pair-Share with an elbow partner:
 - “How did you do giving and receiving feedback?” (Responses will vary.)*
 - “What worked well?” (Responses will vary.)*
 - “What could you improve?” (Responses will vary.)*
- 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. Document progress toward SL.1.4 using the Speaking and Listening Checklist.
- Refocus whole group and remind students that they will continue to reflect on the process of giving feedback in the next lesson.

Meeting Students' Needs

- For students who may feel uncomfortable sharing their reflections with the whole group: Minimize discomfort and/or perceived threats by alerting individual students that you are going to call on them next. (MME)
- For ELLs: Consider giving feedback on what an ELL student did well. This will help enable the student to identify and repeat his or her success next time.

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