

Lesson 5: Unit 1 Assessment: Close Read-aloud Culminating Task and Reflecting on Playing with Others



CCS Standards

- **RL.K.1:** With prompting and support, ask and answer questions about key details in a text.
- **RL.K.7:** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- **SL.K.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.



Daily Learning Targets

- I can participate in conversations with my classmates. (SL.K.1)
- I can use details from the text to explain how and why Llama Llama changes his mind about sharing. (RL.K.1, RL.K.7)

Ongoing Assessment

- Throughout the course of the unit, students have been practicing asking and answering questions (RL.K.1), finding and using key details in a text to explain and support thinking (RL.K.1 and RL.K.7), and participating in discussions and conversations (SL.K.1). Use the Reading Literature Checklist to track students' progress towards these standards.
- In this lesson, students finish listening to *Llama Llama Time to Share* and complete a culminating task to answer the focusing question: "What does Llama Llama learn about sharing with others?" This lesson provides an opportunity to assess students' progress toward RL.K.1, RL.K.7, and SL.K.1. As students complete the culminating task in small groups, gather evidence to serve as progress toward standards RL.K.1 and RL.K.7. Use this information to inform instruction in subsequent lessons.
- During the paired discussion portion of the assessment, observe and note evidence of students' progress toward standard SL.K.1 on the Speaking and Listening Checklist. Use this information to inform instruction in subsequent lessons.

Agenda

1. Opening

- A. Setting a Purpose: "Talk and Listen" Song (5 minutes)

2. Work Time

- A. Close Read-aloud Session 4: *Llama Llama Time to Share* (15 minutes)
- B. Play with Classroom Toys or Unit 1 Assessment (30 minutes)

3. Closing and Assessment

- A. Reflecting on Learning (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- In this unit, students have practiced using details from the text *Llama Llama Time to Share* to ask and answer questions about sharing and playing together (RL.K.1 and RL.K.7). The culminating task and student discussions in this lesson serve as unit assessments and are beginning-of-year reading, writing, and speaking and listening assessments in which students demonstrate these skills and their new content knowledge. The assessment follows a similar sequence of reading, speaking and listening as in previous lessons but involves less teacher support in order to measure students' independent progress toward the standards. Students should experience the assessment as a typical lesson.
- This assessment is administered in small groups during Work Time B of the lesson. To allow for enough time for all students to take this assessment, consider repeating Work Time B on a subsequent day or during another convenient time during the day. The amount of time needed to complete this assessment will vary depending on the class size.
- This lesson is the final in a series of three that include built-out instruction for the use of Goal 1 Conversation Cues to promote productive and equitable conversation (adapted from Michaels, Sarah and O'Connor, Cathy. *Talk Science Primer*. Cambridge, MA: TERC, 2012. http://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf. Based on Chapin, S., O'Connor, C., and Anderson, N. [2009]. *Classroom Discussions: Using Math Talk to Help Students Learn, Grades K–6*. Second Edition. Sausalito, CA: Math Solutions Publications). As the modules progress, Goal 2, 3, and 4 Conversation Cues will be gradually introduced. Goal 1 Conversation Cues encourage all students to talk and be understood. Consider providing students with a thinking journal or scrap paper.

How this lesson builds on previous work:

- This lesson is the last of the close read-aloud sessions dedicated to *Llama Llama Time to Share*. Students continue to gather information to answer the question: “Why does Llama Llama share fuzzy llama with Nelly Gnu?” A new section of *Llama Llama Time to Share* will be closely read aloud, and students will engage in discussion. Students will then select pictures that best represent the central message of the text and engage in a partner discussion to explain their thinking.

Looking ahead to future lessons:

- This lesson adds to students' depth of knowledge and discovery about sharing and playing together. In Lessons 6–7, students will transfer this learning to their own classroom context by crafting class-wide play commitments and reflecting on a personal play commitment.
- Consider inviting the principal to attend the sharing and celebrating portion during the closing of Lesson 7 so students can read the Letter to Principal to him or her as a class.

In advance:

- Refer to the Assessment Overview and Resources for all supporting materials for this lesson.
- Prepare copies of the *Llama Llama Time to Share* text for the Unit 1 Assessment by flagging pages 12, 14, 27, and 28 with small sticky notes.

- The toys recommended for this lesson are any that students have used during Lessons 2–4 of the unit. Use your discretion in choosing a variety of toys that will be manageable while also encouraging students to converse during their play.
- Consider and prepare the best classroom areas for small groups to explore play toys together. Set out toys in those areas.
- Provide open rug space for students to have partner discussions during Work Time A.
- Determine groups for Work Time B. Students should be in groups of six. During this time, there will be enough time for two groups of students to participate in the teacher-facilitated small group assessment. The remaining students will engage in exploration of classroom toys and will complete the assessment during a different time of the day.
- Determine what type of student writing materials you will use during the Closing. Whiteboards and whiteboard markers are recommended if students have had experience with these materials before. If not, consider giving them guided exploration time before this lesson.
- Post: Learning targets, “Talk and Listen” song, “Learning Target” poem, Llama Llama’s Feelings anchor chart, Think-Pair-Share anchor chart, Discussion Norms anchor chart, Conversation Partners chart, and Ways We Take Care brainstorm chart.

Technology & Multimedia

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

- Opening A: If you recorded the “Talk and Listen” song, play it for students to sing along to.
- Work Time B: Use eBook versions of the text.
- Work Time B: Record students as they have their conversations to listen to with students later to discuss strengths and what they could improve on, or to use as models for the group. Most devices (cell phones, tablets, laptop computers) come equipped with free audio recording apps or software.

Supporting English Language Learners

Supports guided in part by CA ELD Standards K.I.A.1, K.I.A.3, and K.I.B.6

Important points in the lesson itself:

- The basic design of this lesson supports ELLs by providing the opportunity to read closely complex text. This will expand academic vocabulary and allow students to comprehend and practice with syntax structures in English.
- ELLs may find it challenging to complete the culminating task independently. This might be a leap from the free-form play of lessons 2 – 4 for some students. In preparation for the assessment, have students practice circling pictures during the close read. Example: “Who can find a picture of Nelly Gnu playing? Come up and circle it with your finger.”

- Make sure all students understand the assessment directions. Answer their questions, refraining from supplying answers to the assessment questions themselves. See additional support in the lesson.
- Take note of what seemed to be most challenging about independently completing the assessment and culminating task. Determine ways to further scaffold and support ELLs in preparation for future assessments based on their challenges.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** This lesson includes a close read-aloud. Before reading, some students will benefit from a focusing question to help them draw out the critical features of the text.
- **Multiple Means of Action & Expression (MMAE):** In this lesson, students continue to Think-Pair-Share. Kindergarteners are developing skills for conversation and will have a range of abilities as they express their ideas verbally. Differentiate expectations for speaking, recognizing that some students may express ideas in complete sentences, while others may express ideas in two-word phrases.
- **Multiple Means of Engagement (MME):** This lesson includes a culminating task that may provoke anxiety for some students. Facilitate personal coping skills by offering suggestions for what to do if students don't know which picture to circle. Example: "It's okay if you are not sure about which pictures to circle. Look closely at pictures and just try your best."

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

New:

- details, fancy, share/sharing (L)

Review:

- participate, text (L)

Materials

- ☑ "Talk and Listen" Song (from Lesson 2; one to display)
- ☑ "Learning Target" poem (from Lesson 1; one to display)
- ☑ Close Read-aloud Guide: *Llama Llama Time to Share* (from Lesson 2; Session 4; for teacher reference)
 - *Llama Llama Time to Share* (one to display; for teacher read-aloud)
 - Llama Llama's Feelings anchor chart (begun in Lesson 3; added to in Work Time A)
- ☑ Document camera (optional)
- ☑ Unit 1 Assessment: Close Read-aloud Culminating Task (see Assessment Overview and Resources for Module 1)
 - Pre-flagged *Llama Llama Time to Share* text (6 texts total: 1 for each student in the small group; see Teaching Notes)
 - Sticky notes (1 per student)

- ✓ Think-Pair-Share anchor chart (begun in Lesson 1)
- ✓ Discussion Norms anchor chart (begun in Lesson 2)
- ✓ Conversation Partners chart (from Lesson 1)
- ✓ Speaking and Listening Checklist (see Assessment Overview and Resources for Module 1)
- ✓ Whiteboards and whiteboard markers (recommended; see Teaching Notes)
- ✓ Ways We Take Care brainstorm chart (begun in Lesson 3; added to in Closing A)

Opening

A. Setting a Purpose: “Talk and Listen” Song (5 minutes)

- Gather students whole group.
- Tell them you are going to read the **“Talk and Listen” song**, and you would like them to join in when you begin.
- Start reading the “Talk and Listen” song, pointing to each word as you say it.
- Draw students’ attention to the posted learning targets and read the first one aloud:
“I can participate in conversations with my classmates.”
- Using a total participation technique, invite responses from the group:
“What does the song help us to remember when we are participating in a conversation?”
(think about the question, look at the person talking, take turns)
- Remind students that *participate* means sharing ideas, listening to others’ ideas, and asking questions about each other’s ideas.
- Invite students to take out their magic bows and take aim at the target while you recite the **“Learning Target” poem** aloud.
- Tell students that they will participate in a conversation with a partner later during the lesson.

Meeting Students’ Needs

- For ELLs: Review any hand gestures established during the song before singing. Check to make sure students are using the gestures correctly and demonstrating comprehension.
- Before singing the “Talk and Listen” song, activate background knowledge by previewing the question you will ask. Example: “What does the song help us remember?” (MMR)

Work Time

A. Close Read-aloud Session 4: *Llama Llama Time to Share* (15 minutes)

- Display *Llama Llama Time to Share* on the document camera and remind students that they have been listening to different parts of the text to learn about sharing and playing with others. Explain that they will hear a new portion today to learn how and why Llama Llama changes his mind.

- Direct students' attention to the posted learning targets and read the second one aloud:
“I can use details from the text to explain how and why Llama Llama changes his mind about sharing.”
- Briefly remind students that *text* means the words and pictures in a book and that *details* from the text are the clues readers find in the words and pictures of a book.
- Point out the phrase “changes his mind.”
- Using a total participation technique, invite responses from the group:
“What does it mean to change your mind about something?” (think something different or have a new idea)
- Remind students that they have been working hard to find details each time they've listened to *Llama Llama Time to Share*. Help them understand that details from the text will help explain why Llama Llama changes his mind.
- Invite students to aim their magical bows at the learning target.
- Guide students through the close read-aloud for *Llama Llama Time to Share* using the **Close Read-aloud Guide: *Llama Llama Time to Share* (Session 4; for teacher reference)**.
- Refer to the guide for the use of the **Llama Llama's Feelings anchor chart**.
- Invite students to turn to a partner and discuss the synthesizing question:
“Why do you think Llama Llama wants to share again?” (sharing is more fun; it makes him and his friend happy) “How do the pictures help you figure this out?”(He is smiling when he shares.)
- Circulate and listen for student understanding. (He wants to share it again because it was more fun to share and play together.)

Meeting Students' Needs

- For ELLs: Explain that *changing your mind* are words that they might hear a lot together. Example: “Change means something and mind means something else. When you put the words together, they have a new meaning.” Demonstrate what it looks like to change your mind. Example: “I thought about calling on Brenda, but now I want to call on Jasmine. I changed my mind.” (MMR)
- For ELLs: Some students may not be familiar with the types of games or toys pictured in the book. Take a moment to provide some context. Ask what kind of games others play. Example: “Look, they are pretending to cook in a toy oven. Has anybody ever played that game? What kinds of games do you play at home with an adult, or brother or sister?” (MMR)
- Before the close read-aloud session, highlight critical features by previewing the question you will ask. Example: “Why do you think Llama Llama wants to share?” (MMR)
- Enhance students' capacity for self-monitoring progress by developing a silent signal. As you read, proactively prompt students to use the silent signal if they learn the answer to the question. Example: “Why do you think Llama Llama wants to share?” (MMAE)

Work Time

B. Exploring Classroom Toys or Unit 1 Assessment: Close Read-aloud Culminating Task (30 minutes)

- Explain to students that they will now work in small groups and either explore classroom toys or participate in a small group reading experience.
- Tell them that everyone will have a chance to explore the toys today, but some groups will do the reading group at another time in the coming days.
- Briefly explain the exploration of classroom toys: “If your group is headed to explore the classroom toys, you will head to a workspace and there will be a basket of classroom toys at that space. Your job is to have fun playing with those toys and continue to practice some of the ideas on the **Ways we Take Care Brainstorm chart**.
- Briefly read aloud the ideas on this anchor chart.
- Tell students that in about 15 minutes, the reading group will trade places with one of the groups that is exploring the classroom toys.
- Dismiss students by workspace groups and provide reminders about safe and courteous transitions as necessary.
- Gather the first assessment group together.
- Remind students that they have spent a number of days reading *Llama Llama Time to Share* and have gathered information to answer the question: “What does Llama learn about playing with others?”
- Point out that students have a *Llama Llama Time to Share* text for the culminating task in front of them.
- Explain that there are small sticky notes on 4 different pages in the book. They should leave those sticky notes in the book just where they are.
- Read aloud the directions for the task:

“Using the four pages that I have chosen, decide which picture best shows what Llama Llama has learned about playing with others. Choose one picture that shows when Llama Llama is taking care of others. Then, place your larger sticky note beside that picture.”
- Briefly review how to place a sticky note beside a picture, using teacher models from previous close read-aloud sessions as examples.
- Remind students that when they are done putting the sticky note on the picture, they will engage in a conversation with their conversation partner.
- As students work, provide reminders about directions and assistance in placing their sticky note, but allow them to make the selection independently.
- Tell students they are going to Think-Pair-Share. Remind them that they have been using this protocol throughout the unit. Review and refer students to the **Think-Pair-Share anchor chart** and the **Discussion Norms anchor chart** as necessary.
- Explain that students are going to Think-Pair-Share about this topic:

“What does Llama Llama learn about playing with others?”
- Remind students to describe what they see happening in the picture they placed the sticky note beside and what that picture shows them about what Llama Llama has learned about playing with others.

- Offer a sentence starter for students to use. Example: “In this picture, I see _____. This shows that Llama Llama learned_____.”
- Guide students through one round of Think-Pair-Share.
- As they talk, circulate and listen in. Use the **Speaking and Listening Checklist** to make note of student progress toward SL.K.1. Also listen for how students are interacting with one another. Direct them to the Discussion Norms anchor chart as needed.
- Refocus the small group and invite a few students to share their ideas with the small group.
- Ask students to remove their sticky note from the text so that someone else can use it now.
- Invite this group to quickly and quietly trade places with another one of the groups that is exploring classroom toys.
- Repeat the assessment process above with one more group.

Meeting Students' Needs

- For ELLs: The verbal and written instructions may be confusing for some students, particularly the specification that they can choose “more than one” picture. While circulating, prompt students if they do not understand that they can circle more than one picture. Example: “Do you see any other pictures of Llama doing a good job playing?” (MMAE)
- For ELLs: Repeat the instructions for those who would benefit from hearing them multiple times. (MMR)
- Consider using a document camera so all students can see how you can circle the pictures. (MMR)
- As students work on the culminating task, facilitate personal coping skills by offering suggestions for what to do if students don't know which picture to choose. Example: “It's okay if you are not sure about which picture shows Llama Llama taking care of others. Look closely at pictures and just try your best.” (MME)
- For ELLs: Pair students with a partner who has more advanced or native language proficiency. The partner with greater language proficiency can serve as a model in the pair, initiating discussions and guiding the Think-Pair-Share process.
- For ELLs: Repeat the prompts for students who have trouble remembering them.
- For ELLs: Beginning proficiency students may have trouble using the sentence starters correctly. If they are still struggling to speak, prompt them to identify details in the pictures. Example: Model pointing to a picture of Llama Llama and Nelly playing nicely together. Prompt students to point to the picture and repeat the word sharing. (MMAE)
- As students Think-Pair-Share, build fluencies with graduated levels of support by differentiating expectations for speaking. Example: Some students might express ideas in complete sentences, but others may express ideas in two-word phrases. (MMAE)
- As students Think-Pair-Share, vary demands and optimize challenge by allowing student pairs who answer the first question to try to remember and talk about all the toys that Llama Llama and Nelly Gnu played with. (MME)

Closing and Assessment

A. Reflecting on Learning (10 minutes)

- Sing the “Talk and Listen” song, inviting pairs of students to return to the rug as they join in singing.
- Distribute **whiteboards and whiteboard markers** to each student once all are seated.
- Invite students to think about the following reflection question and create a whiteboard drawing to explain their thinking:

“Now that we have thought about what Llama Llama learned about playing with others, what do you think WE can learn about playing with others from Llama Llama?” (Playing together is fun; work to solve problems.)

- If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about learning from Llama Llama:
“Can you say more about that?” (Responses will vary.)
- Call on a few students to share their ideas.
- As students share, clarify and capture their ideas on the Ways We Take Care brainstorm chart.
- Give students specific, positive feedback on their thinking and conversations about Llama Llama and playing together.

Meeting Students' Needs

- For ELLs: Rephrase the drawing prompt to clarify meaning and think aloud some possible responses. Example: “What did Llama Llama do to play well that we can also do in this class? I remember that Llama Llama shared his toy with Nelly. I wonder if we can learn from that. I know! We can share our toys too. I am going to draw a picture of sharing toys now.” (MMR)
- As students share ideas from their whiteboard drawings, provide options for communication by inviting students to silently hold up and turn their drawing to face you. (MMAE)
- Optimize the relevance of “learning about playing with others” by verbally describing what individual students have drawn instead of calling on them to speak. Example: “I can see from Manuel’s drawing that he is thinking about listening to classmates’ ideas for playing.” (MME)