

## Lesson 10: Unit 2 Assessment, Part II: Writing about the Classroom Toys We Prefer



### CCS Standards

- **W.K.1:** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- **L.K.5:** With guidance and support from adults, explore word relationships and nuances in word meanings.
- **L.K.5c:** Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- **L.K.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- **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.



### Daily Learning Targets

- I can describe the classroom toy I prefer using pictures and words. (W.K.1, L.K.5, L.K.5c, L.K.6)
- I can participate in conversations with my classmates about the classroom toy I prefer. (SL.K.1, SL.K.1a, SL.K.1b)

### Ongoing Assessment

- Use the Opinion Writing and Speaking and Listening Checklists in the Assessment Overview and Resources for this unit to track students' progress toward the standards listed for this lesson.
- During Work Time B, listen for evidence of students following the Discussion Norms during the Back-to-Back and Face-to-Face protocol.
- Collect students' completed Unit 2 Assessment, Part II recording forms at the end of the lesson and assess their writing samples for progress toward W.K.1, L.K.5c, and L.K.6. Use this information to inform instruction on opinion writing in upcoming modules.

### Agenda

#### 1. Opening

- A. Engaging the Learner: “Toys in Our Class” song (5 minutes)

#### 2. Work Time

- A. Unit 2 Assessment, Part II: Writing about the Classroom Toys We Prefer (30 minutes)
- B. Structured Discussion: Sharing the Classroom Toys We Prefer (15 minutes)

#### 3. Closing and Assessment

- A. Choral Reading: Letter Back to the Principal (5 minutes)
- B. Building Vocabulary: “Toys in Our Class” Song (5 minutes)

## Teaching Notes

---

### Purpose of lesson and alignment to standards:

- Although this is a formal assessment of W.K.1, students should experience the lesson as routine. Do not overemphasize the assessment; rather, use this as an opportunity to continue to gather meaningful data.

### How this lesson builds on previous work:

- Throughout the unit, students have engaged in inquiry about toys and toy attributes. In Work Time A, they use this knowledge to describe the classroom toy they prefer.
- Students continue to demonstrate their ability to participate in collaborative conversations, a skill they have practiced throughout the module.
- Continue to use Goal 1 Conversation Cues to promote productive and equitable conversation.

### Areas in which students may need additional support:

- Students may need additional support writing describing words on the Unit 2 Assessment, Part II recording form. Encourage them to try on their own and offer dictation support as needed, as named in the language of the W.K.1 standard.

### Down the road:

- In Unit 3, students continue to think about the idea of preference. However, this extends beyond their personal preference to characters in a book, as well as their classmates’ preferences. This experience will help them develop an understanding of perspective and empathy.

### In advance:

- Prepare the Unit 2 Assessment, Part II recording forms.
- Distribute materials for Work Time A at student tables.
- Confirm logistics with the principal regarding whether he or she will visit during this lesson. If the principal is not available, consider videotaping students reading the Letter Back to the Principal and singing the “Toys in Our Class” song.

- Review the Back-to-Back and Face-to-Face anchor chart. See Classroom Protocols.
- Post: Learning targets, “Toys in Our Class” song, Texture Words anchor chart, Size Words anchor chart, Shape Words anchor chart, Color Words anchor chart, and Back-to-Back and Face-to-Face anchor chart.

## Technology & Multimedia

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

- Work Time B: Record students as they participate in the structured discussion to listen to 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 video and audio recording apps or software.

## Supporting English Language Learners

Supports guided in part by CA ELD Standards K.I.A.1, K.II.B.3, K.I.B.5, and K.I.C.11.

### 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 1–8. Students will write about a classroom toy that they prefer.
- The previous three lessons involved scaffolding and collaborative work, but students work primarily independently during this assessment. This may be a leap for some students. Encourage students to do their best and remind them how much progress they have made learning English.
- Make sure that 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. Determine ways to further scaffold and support students in preparation for future assessments based on their challenges.

## Universal Design for Learning

- **Multiple Means of Representation (MMR):** As students engage in the protocol with partners during Work Time B, provide options for communication by cuing students to focus on one part of the sentence frames at a time. You can do this by using a piece of paper to eliminate visual information, making only one part of the sentence frames visible at a time.
- **Multiple Means of Action & Expression (MMAE):** To help students express their ideas on the Unit 2 Assessment, Part II recording form, offer options for drawing utensils (examples: thick markers, colored pencils) and writing tools (examples: fine-tipped markers, pencil grips, slant boards). (MMAE)

- **Multiple Means of Engagement (MME):** After students perform the “Toys in Our Class” song, foster collaboration and community by prompting classmates to show a shared signal of group appreciation. Example: “We really had to work together to learn that song and to become toy experts. Let’s give ourselves a fireworks clap for our great teamwork.” (MME)

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

#### Review:

- describe (L)

### Materials

- ✓ “Toys in Our Class” song (from Lesson 5; one to display)
- ✓ Unit 2 Assessment, Part II recording form (one per student and one to display)
- ✓ Texture Words anchor chart (begun in Lesson 3)
- ✓ Shape Words anchor chart (begun in Lesson 3)
- ✓ Size Words anchor chart (begun in Lesson 2)
- ✓ Color Words anchor chart (begun in Lesson 2)
- ✓ Discussion Norms anchor chart (begun in Unit 1)
- ✓ Back-to-Back and Face-to-Face anchor chart (begun in Lesson 1)
- ✓ Letter Back to the Principal (from Lesson 9; one to display)

### Opening

---

#### A. Engaging the Learner: “Toys in Our Class” Song (5 minutes)

- Bring students together whole group.
- Tell them that today is an exciting day because they are going to sing the “Toys in Our Class” song for the principal.
- Invite students to stand up and direct their attention to the posted “**Toys in Our Class**” song.
- Invite them to sing it through once with you without the motions.
- Repeat a few times with the motions learned in the previous lesson.

### Work Time

---

#### A. Unit 2 Assessment, Part II: Writing about the Classroom Toys We Prefer (30 minutes)

- Gather students whole group.
- Briefly remind them about the thinking and writing they did in the previous lesson about the classroom toy they prefer.

- Explain that in today’s lesson, they will draw a picture of the toy and also write a word to describe the toy.
- Direct students’ attention to the posted learning targets and read the first one aloud:  
***“I can describe the classroom toy I prefer using pictures and words.”***
- Briefly define *describe*:  
***“When we describe something, we tell others about it.”***
- Invite students to take out their imaginary bows and take aim at the learning target.
- Display the **Unit 2 Assessment, Part II recording form**.
- Read aloud the first prompt: “Draw the classroom toy you prefer.”
- Model how to complete the Unit 2 Assessment, Part II recording form while thinking aloud for students. Focus specifically on using details, and then draw for students. For example:
  1. Say:  
***“I already chose the classroom toy I prefer. I prefer play dough. Now I am going to draw a picture of play dough. I am going to draw a ball of play dough. It’s not a perfect circle, but kind of like a blob. I think I will draw a few different blobs, and then I will color each a different color.”***
  2. Model drawing two or three blobs of play dough in the space provided.
  3. Next, read aloud the second prompt on the Unit 2 Assessment, Part II recording form:  
“Write at least one word to describe the toy.”
  4. Say:  
***“I can look at the attributes charts to think about how I want to describe play dough. I think I will write the texture. Play dough is smooth. I will write that word using the attribute chart to help me.”***
  5. Model writing the word *smooth* using the **Texture Words anchor chart** as a support.
- Tell students they will now practice drawing their toy and writing a word to describe, or tell, about it, using the recording forms already at their tables.
- Remind students that they should refer to the posted **Size Words anchor chart, Size Words anchor chart, Color Words anchor chart, and Texture Words anchor chart** to help describe their toy.
- Briefly tell students that as they work, you will come talk to them about how they like to play with the toy they prefer. Provide an example for how they might respond: “I like to roll and squish the play dough!”
- Invite students in small groups to return to their tables.
- Once students are settled in, circulate and ask them to tell you how they like to play with their preferred toy. Scribe their responses on the bottom of each student’s Unit 2 Assessment, Part II recording form.
- If productive, cue students to expand the conversation by saying more:  
***“Can you say more about that?” (Responses will vary.)***

### Meeting Students’ Needs

- For ELLs: Repeat the instructions for students who would benefit from hearing them multiple times.

- For ELLs: Check for comprehension before students begin the task. Ask students if they have any questions, or if there is something they are not sure about, before beginning the task. Ask a student: "What are you going to do first? What will you do next?"
- To help students express their ideas on the Unit 2 Assessment, offer options for drawing utensils (examples: thick markers, colored pencils) and writing tools (examples: fine-tipped markers, pencil grips, slant boards). (MMAE)

### Work Time

#### B. Structured Discussion: Sharing the Classroom Toys We Prefer (15 minutes)

- Invite students to bring their recording forms and gather whole group.
- Tell them that they will now have a chance to tell a partner about their toy descriptions.
- Direct students' attention to the posted learning targets and read the second one aloud:  
*"I can participate in conversations with my classmates about the classroom toy I prefer."*
- Invite students to take out their imaginary bows and take aim at the target.
- Direct students' attention to the posted **Discussion Norms anchor chart** and review as necessary.
- Tell students they are going to use the Back-to-Back and Face-to-Face protocol. Reference the **Back-to-Back and Face-to-Face anchor chart** as necessary. Remind them that they participated in this protocol in previous lessons in this unit. Refer to the Classroom Protocols document for the full version of the protocol.
- Tell students that today they will participate in three rounds of sharing. That means they will get to talk to three classmates about the classroom toy they prefer!
- Have students find a partner and stand back-to-back with him or her, being respectful of space.
- Tell students that when they turn face-to-face with their partner, they should describe their toy preference using the sentence frames: "I prefer \_\_\_\_\_. It is \_\_\_\_\_. I like to \_\_\_\_\_ with \_\_\_\_\_."
- Model as necessary:  
*"I prefer play dough. It is smooth. I like to roll and squish play dough."*
- Invite students to turn face-to-face to share their responses.
- Repeat this process two more times, with students finding new partners each time.

#### Meeting Students' Needs

- As students engage in the Back-to-Back and Face-to-Face protocol, provide options for communication by cuing students to focus on one part of the sentence frames at a time. You can do this by using a piece of paper to eliminate visual information, making only one part of the sentence frames visible at a time. (MMR, MMAE)

## Closing and Assessment

---

### A. Choral Reading: Letter Back to the Principal (5 minutes)

- Gather students whole group and offer specific, positive feedback on their sharing. (Example: “I noticed you all showed eye contact and used the sentence frames to support your sharing.”)
- Welcome the principal to the classroom and explain that students will now share their **Letter Back to the Principal**.
- Display the Letter Back to the Principal and tell students that they will now read aloud their letter from Lesson 9.
- Guide students through a choral reading of the letter.
- After the choral reading, invite the principal to offer any follow-up questions or comments to the group.
- Offer support and guidance to students as necessary.

### Meeting Students' Needs

- For ELLs: Choose one or two students to talk with the principal about their work and learning. Tell the principal what an excellent job they have done learning about toys. Depending on the students' comfort level, pull them aside to speak with the principal privately, or mention them by name in front of the class.
- As you gather students to the whole group area, provide differentiated mentors by strategically seating students who may feel more comfortable with choral reading near those who may not feel as comfortable. (MMAE)

## Closing and Assessment

---

### B. Building Vocabulary: “Toys in Our Class” Song (5 minutes)

- Briefly explain that students will now sing the “Toys in Our Class” song for the principal.
- Ask students to stand up and direct their attention to the posted “Toys in Our Class” song.
- Remind them to use their motions as they sing.
- Invite students to begin singing the song while making the motions.
- Applaud students for all of their hard work becoming toy experts.

### Meeting Students' Needs

- After students perform the “Toys in Our Class” song, foster collaboration and community by prompting classmates to show a shared signal of group appreciation. Example: “We really had to work together to learn that song and to become toy experts. Let’s give ourselves a fireworks clap for our great teamwork.” (MME)

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