

Lesson 3: Reading and Discussion: Describing the Shape and Texture of Toys



CCS Standards

- **RI.K.4:** With prompting and support, ask and answer questions about unknown words in a text.
- **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.
- **SL.K.4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **L.K.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.K.1f:** Produce and expand complete sentences in shared language activities.



Daily Learning Target

- I can describe the attributes of a toy by telling about its shape and texture. (SL.K.1, SL.K.1a, SL.K.1b, SL.K.4, L.K.1, L.K.1f)

Ongoing Assessment

- Throughout the lesson, use the Speaking and Listening Checklist to track students' progress toward the Speaking and Listening standards listed. During the Opening, listen for students to use the attributes listed in the riddle to correctly guess the toy name. As needed, guide students toward noticing these words.
- During Work Time B, listen for students to suggest appropriate shape and texture attributes to add to the Shape Words and Texture Words anchor charts. Note students for whom this seems particularly challenging.
- During Work Time C, listen for students to use shape and texture language to describe their toy.
- During the Closing, observe students who have not yet shared ideas to add to the Shape Words and Texture Words anchor charts. Invite those students to share, and support as needed.

Agenda

1. Opening

A. Engaging the Reader: *Toy Riddles*, Pages 7–10 (5 minutes)

2. Work Time

A. Reading Aloud: *Attributes of Toys*, Pages 5–9 (10 minutes)

B. Engaging the Learner: Attributes Game and Charts (15 minutes)

C. Developing Language: Exploring and Describing Toys (20 minutes)

3. Closing and Assessment

A. Reflecting on Learning (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- To build strong language skills, students need opportunities to construct language in authentic, familiar contexts. In this lesson, students build their language skills by describing toys using specific attributes: shape and texture (SL.K.1, SL.K.4).
- In Work Time A, students listen to an informational text read-aloud: *Attributes of Toys*. During this read-aloud, students are supported in discovering the meaning of unknown words by asking and answering questions (RI.K.4). The vocabulary in this text provides a basis for conversation about the attributes of shape and texture supporting conversation and language used to describe toys. (SL.K.1, SL.K.4)
- To allow for a volume of reading on the topic of toys and play for this module, see the Recommended Texts and Other Resources document for this unit. Ensure that a variety of informational and narrative texts below, on, and above grade level for this topic are available during independent reading in the Reading Foundations Skills Block.

How this lesson builds on previous work:

- In Lesson 2, students co-created the Color Words and Size Words anchor charts. In this lesson, they will continue to co-create two new attributes anchor charts, Shape Words and Texture Words. These anchor charts will support their descriptive language development throughout the unit, as well as in the unit assessment in Lessons 9–10.
- Continue to use Goal 1 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- Look for opportunities to support students who lack the vocabulary or syntax needed to describe a toy. Display the Toys and Play Word Wall and describing sentence frame in an area of the classroom where students can easily reference them.

Down the road:

- In Lesson 4, students will sort classroom toys. Having a solid foundation of descriptive language for toys will help them consider ways for grouping toys, as well as articulate their groupings to others (L.K.5a).

In advance:

- Set up a document camera to display *Toy Riddles*, *Attributes of Toys*, and other documents throughout the lesson (optional).
- Review the directions for the Attributes I Spy game from Lesson 2.
- Prepare:
 - Shape and Texture word cards to use during Work Time A. Consider attaching a tangible example of each texture card. (Example: sandpaper on the “rough” card)
 - Shape Words and Texture Words anchor charts on large chart paper to display during Work Time B.
 - Classroom areas for students to explore and describe toys; set out toys in those areas, as in Lesson 2.
 - Strategically pair students for partner work in Work Time C.
- Post: Learning targets, “Learning Target” poem, Shape Word anchor chart, Texture Words anchor chart, describing sentence frame.

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

- Work Time B: Create Shape Words and Texture Words anchor charts in an online format, for example a Google Doc, to display and to share with families.
- Work Time C: Record students as they work in small groups 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.
- Closing and Assessment A: Play recording of students from Work Time C to analyze with the group.

Supporting English Language Learners

Supports guided in part CA ELD Standards K.I.A.1, K.I.B.5, K.I.C.9–12, K.II.A.2, and K.II.B.5

Important points in the lesson itself

- The basic design of this lesson supports ELLs by explicitly teaching vocabulary in context, with strong visual support.
- ELLs may find challenging the volume of vocabulary that is introduced in this lesson. If some students seem overwhelmed, encourage them to focus on only one or two shapes for today. Remind students that they will be working with these attributes for the entire unit.

Levels of support

For lighter support:

- Before providing sentence frames or additional modeling during Work Time, observe student interaction and allow students to grapple. Provide supportive frames and demonstrations only after students have grappled with the task. Observe the areas in which they struggle to target appropriate support.

For heavier support:

- During Work Time C, beginning proficiency students may have trouble using the sentence frame correctly. If they struggle to speak, prompt them to identify details of their toys. Example: Point to their toy and ask: “Is this teddy bear *soft* or *rough*? That’s right; it’s *soft* like a cat! Can you say *soft*?”

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students are invited to think about the textures of different objects. As you introduce texture, offer physical representations for each attribute (smooth, rough, bumpy, squishy). Distribute objects of reference for students to touch and compare. Consider attaching physical examples of these textures to the Texture Words anchor chart.
- **Multiple Means of Action & Expression (MMAE):** In this lesson, students are invited to think about the shapes of different objects. As you introduce shapes, provide options for physical action by inviting students to stand up and form some of the shapes with their bodies.
- **Multiple Means of Engagement (MME):** As you review the new texture and shape words on the anchor charts, optimize relevance by inviting students to reflect on textures or shapes they might see at home. Encourage them to think about going on a shape/texture hunt when they are outside at recess.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

New:

- texture (L)
- square, rectangle, triangle, smooth, rough, squishy, bumpy (T)

Materials

- ✓ Document camera (optional)
- ✓ *Toy Riddles*, pages 7–10 (one for display; for teacher read-aloud)
- ✓ “Learning Target” poem (from Unit 1, Lesson 1; one to display)
- ✓ *Attributes of Toys*, pages 5–9 (one to display; for teacher read-aloud)
- ✓ Shape cards (class set)
- ✓ Texture cards (class set)

- ✓ Shape Words anchor chart (new; co-created with students during Work Time B; see Teaching Notes)
- ✓ Texture Words anchor chart (new; co-created with students during Work Time B; see Teaching Notes)
- ✓ Classroom toys (class set of variety of toys; enough for groups of three or four students to play with together)
- ✓ Speaking and Listening Checklist (see Assessment Overview and Resources for Module 1)
- ✓ Describing sentence frame (from Lesson 1; one to display)
- ✓ Sample toy (one for teacher modeling)
- ✓ Magnifying glass (one for teacher modeling)
- ✓ Magnifying glasses (one per pair of students)

Opening

A. Engaging the Reader: *Toy Riddles*, Pages 7–10 (5 minutes)

- Gather students whole group.
- Remind them that in Lesson 2, they solved *toy* riddles by thinking about the attributes of that toy.
- Using the **document camera**, display page 7 of *Toy Riddles*.
- Remind students that it will be important to think about the clues in the riddle to guess the name of each toy.
- While still displaying the text, read page 7 aloud slowly, fluently, with expression, and without interruption, pointing to each word as you read it.
- Invite a few students to share their guesses to the riddle on page 7. (Responses will vary.)
- Reveal the answer on page 8 by reading it aloud.
- Display and read page 9 aloud.
- Invite a few students to share their guesses to the riddle on page 9. (Responses will vary.)
- Reveal the answer on page 10 by reading it aloud.
- Using a total participation technique, invite responses from the group:
“What attributes did you hear that helped you to solve the riddle?” (smooth, bumpy, squishy, soft)
- 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: Before the lesson begins, build schema about its content. Inform students at the beginning of the lesson that they will be discussing texture and shape. Explain that texture means the way something feels. Invite students to touch a piece of sandpaper. Ask: “How does this feel?” (rough) Display a picture of a triangle. Ask: “What is this shape?” (triangle) Say: “Today we will talk about the texture and shape of toys, or how they feel and how they look.” (MMR)

Work Time

A. Reading Aloud: *Attributes of Toys*, Pages 5–9 (10 minutes)

- Direct students' attention to the posted learning target and read it aloud:
"I can describe the attributes of a toy by telling about its shape and texture."
- Explain that just like color and size, shape and texture are attributes that describe what a toy is like.
- Explain that *texture* is how something feels. For example, a stuffed animal is often soft.
- Invite students to take out their magic bows and take aim at the target while you recite the **"Learning Target" poem** aloud.
- Using the document camera, display *Attributes of Toys* and read the title aloud.
- While still displaying the text, read page 5 aloud slowly, fluently, with expression, and without interruption, pointing to each word as you read it.
- Using a total participation technique, invite responses from the group:
"What shapes do you see?" (triangle, diamond, square)
- Invite several students to name the shapes they see in the photo.
- While still displaying the text, read page 6 aloud slowly, fluently, with expression, and without interruption, pointing to each word as you read it.
- Invite students to silently and independently count the shapes in the photo. If time allows, count the shapes together as a class.
- Explain that some toys are made of many shapes, just like the truck in the photo.
- While still displaying the text, read the first two sentences on page 7 aloud slowly, fluently, with expression, and without interruption, pointing to each word as you read it.
- Using a total participation technique, invite responses from the group:
"Do you remember what the word texture means?"
- While still displaying the text, continue reading page 7 aloud slowly, fluently, with expression, and without interruption, pointing to each word as you read it.
- Reread each word in bold print: *smooth, rough, squishy, bumpy*.
- Invite students to share toys either in their classroom or at home that have these textures.
- While still displaying the text, read page 8 aloud slowly, fluently, with expression, and without interruption, pointing to each word as you read it.
- Invite a few students to share their answers to the questions on pages 7 and 9:
"What feels smooth and bumpy, with so many little pieces to use?"
"What is squishy and soft and can be rolled into a ball?"
- Guide students to consider that play dough feels squishy and soft, and LEGO® bricks feel smooth and bumpy.
- While still displaying the text, read page 9 aloud slowly, fluently, with expression, and without interruption, pointing to each word as you read it.
- Give students specific feedback on using this text to learn new words that can help them describe toys. (Example: "You learned new words to describe shape and texture, such as rectangle, triangle, squishy, and soft.")
- Transition students to the edge of the whole group gathering area for Work Time B.

Meeting Students' Needs

- For ELLs: Mini Language Dive. While reading *Attributes of Toys*, point to the phrase "How do you think?" on page 8. Say: "When someone asks 'how do you think?' or 'what do you think?' she is asking you to take a guess or to talk about your ideas. So this page is asking you, 'Can you guess how play dough feels? How do you think play dough feels?'"
- As you introduce shapes, provide options for physical action by inviting students to stand up and form some of the shapes with their bodies. Example: "Jameson noticed a triangle on this page. Let's stand up and see if we can make a triangle shape with our bodies. Are there different ways to make a triangle with your body?" (MMAE)
- As you introduce texture, offer physical representations for each attribute on page 7. Distribute objects of reference for students to touch and compare. Examples: smooth stone, rough sandpaper, bumpy basket, squishy ball. (MMR)

Work Time

B. Engaging the Learner: Attributes Game and Charts (15 minutes)

- Explain that shapes and textures are both attributes that can be used to describe something.
- Introduce **shape cards** and **texture cards**.
- Show each shape card, reading the name aloud.
- Show each texture card, reading the name aloud.
- Invite students to share the translations of different shapes and textures in their home languages:

"How do you say soft in the languages you speak at home?" (suave in Spanish)
- Call on student volunteers to share. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Chorally repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English.
- Tell students that they are now going to play the Attributes I Spy Game as they did in the previous lesson. Briefly review the directions for the game.
- Complete a practice round using one shape card or one texture card.
- Play several rounds of the game, as time allows.
- For an additional challenge, choose two cards (one shape and one texture) and give those clues for guessing one object. (Example: "I spy something that is square and squishy.")
- Direct students' attention to the **Shape Words anchor chart**.
- Explain that this chart is a place to list shape words just like the ones on the shape cards.
- Invite several students to suggest a shape word to add to the anchor chart. Write the shape words on the anchor chart as students suggest them. If needed, use the shape cards for additional support.
- Direct students' attention to the **Texture Words anchor chart**.
- Explain that this chart is a place to list texture words just like the ones on the texture cards.

- Invite several students to suggest a texture word to add to the anchor chart. Write the texture words on the anchor chart as students suggest them. If needed, use the texture cards for additional support.

Meeting Students' Needs

- For ELLs: As you introduce shape and texture cards, reinforce the meaning of shapes and textures. You can do this by asking students to identify examples and non-examples of objects or animals that exemplify each attribute. Example: "What is something that is *soft* to touch?" (A cat is *soft*.) "What is something that is not soft to touch?" (The bark of a tree is not soft.) (MMR)
- Before you begin Attributes I Spy, foster collaboration and facilitate coping skills by reminding students to listen to each other and work together. Example: "Remember that this game is a chance for you to use your listening skills to work together as a class. When one of your classmates is guessing a toy, what can you do?" (Listen carefully.) "That's right, you can listen and use each other's guesses to help the group figure out what I spy!" (MME)
- As you prepare and add to the Shape Words and Texture Words anchor charts, highlight critical features of attributes by adding physical representations of shapes (e.g., pattern blocks) and textures (e.g., pieces of fabric) that students can reference by touch. (MMR)

Work Time

C. Developing Language: Exploring and Describing Toys (20 minutes)

- Direct students' attention to the posted learning target and read it aloud:
"I can describe the attributes of a toy by telling about its shape and texture."
- Remind students that in Lesson 2, they played with toys and then described their toy to a partner.
- Explain that today students will play with a toy and then describe two new attributes of their toy to a partner: shape and texture.
- Challenge students, while they are playing, to look at the shapes and feel the textures of the toys in their play area.
- Briefly review expectations for taking care of materials and others as needed.
- Call students in groups of three or four to walk to designated areas and begin playing with the **classroom toys**.
- Allow students 8–10 minutes to play. As they play in small groups, circulate and engage with students to help them notice the shapes and textures of the toys they are playing with. Consider prompting students by saying:
"What shapes do you see?"
"What textures do you feel?"
- Consider using the **Speaking and Listening Checklist** while observing the students.
- Signal students to stop playing through the use of a designated sound such as a chime or whistle.

- Refer to the **describing sentence frame**.
- Explain that now students will need their play expert tools to look closely at the shapes and textures of toys.
- Holding up a **sample toy**, model looking closely at its shape and texture using a **magnifying glass**.
- Name and describe the toy using the describing sentence frame. (Example: “This is a ball of play dough. It is round. It feels squishy and soft.”)
- Instruct students to choose one toy from their play area to describe. Allow them to place that toy on their lap.
- Distribute **magnifying glasses** to pairs of students.
- Refocus the group and designate one student as partner A and one student as partner B.
- Ask students to consider the following as they use their magnifying glasses to examine their toy:
 - “*What shape is your toy?*”
 - “*What texture is your toy?*”
- After 1 minute, prompt partner A to name and describe his or her toy to partner B. Remind students to use the describing sentence frame as a guide for sharing.
- As students share, circulate and listen in on their descriptions. As needed, prompt and re-model using the describing sentence frame. Select two students with strong oral language skills to model describing their toy for the whole group during the Closing.
- Refocus the group and signal the B partners to begin sharing.
- Signal all students to stop through the use of a designated sound.
- Model cleanup procedures, keeping directions clear and brief.
- Direct students to clean up their play area and then walk safely to the whole group gathering area. If using a designated cleanup song, remind students to clean up and walk safely to the whole group gathering area by the end of the song. Invite the two students you chose to model during the Closing to bring their toy with them to the whole group gathering area.

Meeting Students' Needs

- For ELLs: As students interact, notice instances in which students omit the -s when speaking in present simple, third person singular. Identify the error and recast the sentence correctly. Invite students to repeat. Example: If a student says, “It feel soft,” recast: “Yes, it *feels* soft. Now you say it!”
- To help students anticipate and prepare for sharing their thinking with a partner, provide them with index cards that designate whether they are partner A or B (numbers or colors could also be used). (MME)
- Before students choose a toy from the play area to place in their laps, support them to manage frustration by reminding them of strategies they can use if a peer selects a preferred toy. Examples:
 - “You and a classmate may both want to study the same toy. What can you do if a classmate picks the toy you want to study?”

- “Think of a first and second choice toy that you can study. That way, if a classmate picks your first choice, you can still select your second choice without getting upset.” (MME)

Closing and Assessment

A. Reflecting on Learning (10 minutes)

- Invite the two students who will be sharing to bring their toys to the front of the whole group gathering area.
- Invite the pair to take turns sharing the description of their toy for the whole group. Guide them toward using the describing sentence frame as they share.
- As each student shares, prompt the other students to look carefully at the student’s toy.
- Direct students’ attention to the posted learning target and read it aloud:
“I can describe the attributes of a toy by telling about its shape and texture.”
- Redirect students’ attention to the posted Shape Words anchor chart.
- Using a total participation technique, invite responses from the group:
“What shape words could we add to the list?” (Responses will vary.)
- Redirect students’ attention to the posted Texture Words anchor chart and repeat this process.
- Give students specific, positive feedback on their ability to describe the shape and texture of toys. (Example: “I heard you use the words *rectangle* and *bumpy* to describe your toy.”)

Meeting Students’ Needs

- For ELLs: As new attributes are added to the anchor chart, ask questions about each word to reinforce its meaning. Use multiple examples and non-examples to help students identify the critical features of these terms. Example: “Melanie suggested we add *cylinder* to the chart. What is something in the room shaped like a cylinder? What is something in the room that is not shaped like a cylinder?” (MMR)
- As you review the new texture and shape words on the anchor charts, optimize relevance by inviting students to reflect on textures or shapes they might see at home. Example: “Filipe suggested we add *bumpy* to the list of textures. Can you think of something *bumpy* that you might see at home? Whisper your idea to your shoulder buddy.” (MME)