

Lesson 12: Performance Task—Informational Writing: Describing a Classmate’s Toy Preferences



CCS Standards

- **W.K.2:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- **W.K.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **SL.K.6:** Speak audibly and express thoughts, feelings, and ideas clearly.
- **L.K.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.K.2c:** Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- **L.K.2d:** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.



Daily Learning Targets

- I can describe the toy my classmate prefers using pictures and words. (W.K.2, W.K.8, L.K.2c, L.K.2d)
- I can share my writing using a strong and clear voice. (SL.K.6)

Ongoing Assessment

- During Work Times A and B, as students draw, label, and then write about how a classmate plays with a preferred toy, circulate and note progress on the writing and language standards of this lesson (W.K.2, W.K.8, L.K.2c, L.K.2d).
- During Work Time C, circulate and note progress toward SL.K.6 as students practice sharing their writing and drawing by reading it aloud (see Speaking and Listening Checklist). Make note of students who struggle to speak audibly and clearly and consider supporting them further with extra practice and increased prompting.

Agenda

1. Opening

A. Song and Movement: The “Little Ball” Song (5 minutes)

2. Work Time

A. Drawing and Writing: Describing How a Classmate Plays (15 minutes)

B. Independent Writing: Describing How a Classmate Plays (15 minutes)

C. Speaking and Listening: Sharing Our Work (15 minutes)

3. Closing and Assessment

A. Shared Writing: A Letter Back to the Principal (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students use the information from their interviews in Lessons 9–10 to complete the performance task, in which they create and publish an informational piece to describe their classmate’s preferred classroom toy (W.K.2, W.K.8, L.K.2c, L.K.2d).
- The writing task in this lesson is highly supported through focused teacher modeling, drawing and labeling, and oral practice. Providing this type of scaffolding to young writers supports the development of their writing skill and ability in a developmentally appropriate way.
- During Work Time A, students use their Toy Preference Interview note-catchers to draw and label pictures describing how a classmate plays with a preferred toy (W.K.2, W.K.8, L.K.2c, L.K.2d).
- During Work Time B, students use their labeled drawings to write a sentence describing how a classmate plays with a preferred toy (W.K.2, W.K.8, L.K.2c, L.K.2d).
- During Work Time C, students practice sharing their work by reading it aloud, giving them an opportunity to develop the skills necessary to speak audibly and express ideas clearly (SL.K.6).

How this lesson builds on previous work:

- During this lesson, students draw on the experiences of interviewing a classmate, exploring and discussing changing toy preferences, and learning about perspective from previous lessons in this unit as they write and draw about someone else’s toy preferences. In addition, as students create drawings of a classmate’s preferred toy, they are drawing on the skills of observing and noting toy attributes developed and practiced in Unit 2 of this module.
- Continue to use Goal 1 and 2 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- Look for opportunities to support students as they write about and describe a classmate’s toy preference. Consider seating them near anchor charts and models or providing additional sentence frames as they write.

Down the road:

- In the next lesson, students will share and celebrate their work with visitors to the classroom. During the celebration, visitors will pose questions to the students to learn more about toys and play. Consider preparing students for this experience by previewing the following questions and engaging in oral practice to answer them:
 - “What is one of your class’s play commitments?”
 - “What makes toys fun?”
 - “Which classroom toy do you prefer? Why?”
 - “Can you describe ____ toy for me?”

In advance:

- Set up a document camera to display the “Little Ball” song and other documents throughout the lesson (optional).
- Prepare the Ways We Share Our Work anchor chart and Letter Back to the Principal by writing them on chart paper.
- Distribute student materials for Work Times A and B (pencils, completed Toy Preference Interview Note-catcher: Student Version and Performance Task Response Sheet: Student Version) at students’ seats in the whole group area. This helps to ensure a smooth transition for Work Time.
- Post: Learning targets, Toy Preference Interview Note-catcher: Teacher Model, Performance Task Response Sheet: Teacher Model, and Ways We Share Our Work anchor chart.

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

- Opening A: If you recorded students singing the Little Ball song in Lesson 11, play this recording for them to join in with.

Supporting English Language Learners

Supports guided in part by CA ELD Standards K.I.C.9 and K.I.C.10

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to practice verbal delivery skills and to use drawing as a scaffold for writing.
- ELLs may find it challenging to focus on clearly projecting their voice and pronunciation at the same time. Encourage them to try their best and affirm their efforts. Refrain from correcting pronunciation errors in favor of building their confidence to present.

Levels of support

For lighter support:

- During the Mini Language Dive, challenge students to generate questions about the sentence before asking the prepared questions. Example: “What questions can we ask about this sentence? Let’s see if we can answer them together.”

For heavier support:

- For beginning proficiency students and those who have trouble working independently, consider completing the performance task in a small group as a shared writing experience.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Throughout this lesson, embed support for unfamiliar vocabulary by providing explanation and visual examples. This will help students make connections and support comprehension.
- **Multiple Means of Action and Expression (MMAE):** This lesson requires students to reflect on and use information they gathered on note-catchers in a previous lesson. Support students in processing this information, by modeling a think-aloud with the note-catcher.
- **Multiple Means of Engagement (MME):** In this lesson, students are asked to share what they have written with conversational partners. Some students may forget the words they wrote on their paper. You can promote an accepting and supportive classroom climate by inviting students to brainstorm what to do if this happens.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- N/A

Materials

- Document camera (optional)
- “Little Ball” song (from Lesson 11; one to display)
- Toy Preference Interview Note-catcher: Student Version (from Lesson 9)
- Toy Preference Interview Note-catcher: Teacher Model (from Lesson 8; one to display)
- Color Words anchor chart (begun in Unit 2, Lesson 2)
- Performance Task Response Sheet: Student Version (begun in Lesson 11; added to in Work Times A and B; one per student)
- Texture Words anchor chart (begun in Unit 2, Lesson 3)
- Shape Words anchor chart (begun in Unit 2, Lesson 2)
- Size Words anchor chart (begun in Unit 2, Lesson 3)
- Classroom Toys anchor chart (begun in Unit 2, Lesson 7)
- Toys and Play Word Wall (from Unit 1, Lesson 2)
- Performance Task Response Sheet: Teacher Model (begun in Lesson 11; added to in Work Times A and B; one to display)
- Ways We Share Our Work anchor chart (new; teacher-created; see supporting materials)
- Conversation Partner chart (from Unit 1, Lesson 1)
- Letter from the Principal (from Lesson 1; one to display)
- Letter Back to the Principal (new; co-created with students during Closing and Assessment; see supporting materials)

Opening

A. Song and Movement: The “Little Ball” Song (5 minutes)

- Gather students in the whole group area.
- Remind them that they learned a new song in the last lesson and that today they are going to practice singing it.
- Using a **document camera**, display the “**Little Ball**” song.
- Invite students to safely stand up in their spots and join you as you sing the song and engage in the hand motions.
- Repeat two or three times or as time permits.

Meeting Students’ Needs

- As you prepare the “Little Ball” song on chart paper, support students’ understanding of size by including small illustrations of balls that become progressively bigger. (MMR)
- As you invite students to the whole group area, provide differentiated mentors by strategically seating students who may feel more comfortable singing with hand motions near students who may not feel as comfortable. (MMAE)

Work Time

A. Drawing and Writing: Describing How a Classmate Plays (15 minutes)

- Remind students that yesterday they began writing about a classmate’s toy preference to get ready for classroom guests. Explain that today they will finish writing those pieces by explaining how their classmate plays with the toy he or she prefers.
- Direct students’ attention to the posted learning targets and read the first one aloud:

“I can describe the toy my classmate prefers using pictures and words.”
- Direct students’ attention to page two of their completed **Toy Preference Interview Note-catcher: Student Version**.
- Using a total participation technique, invite responses from the group:

“What question did you ask to gather the information on this page?” (How do you like to play with the toy?)
- Invite students to turn to an elbow partner and take turns reading the information on their note-catchers. Circulate and support students as needed by prompting them to look at their pictures and by asking how their partner liked to play with his or her preferred toy.
- Direct students’ attention to page two of the posted **Toy Preference Interview Note-catcher: Teacher Model**. Explain that you are going to model how to use the information you gathered from this part of the interview to write about how the teacher you interviewed plays with the toy he or she prefers.
 1. Briefly review the information recorded on the sheet. Say:

“Ms. Jones told me she liked to paint with green paint and that she liked to paint trees and leaves.”

2. Think aloud as you look and point at the picture on your note-taking sheet and draw a more detailed picture. Say:

“I’m going to draw a paintbrush to show that Ms. Jones likes to paint.”

3. Think aloud about how to use the resources around the room to support you as you label your picture. Say:

“I am going to find the word green on the Color Words anchor chart to label this paint green, since Ms. Jones told me she likes to paint with the green paint.”

4. Think aloud as you add detailed drawings about how the teacher you interviewed likes to play with the toy. Say:

“Ms. Jones told me she likes to paint leaves and trees, so I’m going to draw a tree next to the paintbrush.”

- Direct students’ attention to the **Performance Task Response Sheet: Student Version**.
- Invite students to draw and label a new picture to show the information on page 2 of their note-catchers. Circulate to assist with drawing and labeling, prompting students to recall how their partner liked to play with his or her preferred toy.
- Prompt students to use the **Color Words anchor chart**, **Texture Words anchor chart**, **Shape Words anchor chart**, **Size Words anchor chart**, **Classroom Toys anchor chart**, and **Toys and Play Word Wall** as they draw and label.
- Refocus students whole group.
- Invite students to turn and talk with an elbow partner, briefly sharing their drawings.

Meeting Students’ Needs

- For ELLs: Mini Language Dive. Ask students about the first learning target: “I can describe how my classmate plays with the toy he or she prefers using pictures and words.” Examples:
 - “What does it mean to *describe*?” (to tell about)
 - “What are we going to describe?” (how our classmates play)
 - “Point to one of your classmates.”
 - “What are some ways we can play with a toy? Pretend you are playing with a toy right now!”
 - “Who is *he or she*?” (the classmate) Draw a line from *he or she* to *my classmate*.
 - “What does it mean to prefer a toy?” (to like it the best)
 - “Why will we use pictures and words?” (to tell about the toy)
 - “Can anybody tell me the learning target in your own words?” (We will make a picture to tell about our friend’s favorite toy and how they play with it.) (MMR)
- As you model drawing and labeling on the response sheet, emphasize process and effort by modeling how to sound out a word with tricky spelling. Encourage students to try their best, even if they get stuck. (MME)

Work Time

B. Independent Writing: Describing How a Classmate Plays (15 minutes)

- Explain to students that, as they did in the last lesson, they will add a sentence beneath their drawings to show how their classmate likes to play with the toy he or she prefers.
- Using the **Performance Task Response Sheet: Teacher Model** and Toy Preference Interview Note-catcher: Teacher Model, model how to use your labeled pictures to orally compose a sentence that describes how the teacher you interviewed likes to play with his or her preferred toy:
 1. Point to the pictures as you think aloud a clear sentence that expresses the meaning conveyed in your pictures. Say:

“Ms. Jones likes to paint green trees and leaves.”
 2. Invite students to turn to an elbow partner to use the pictures and labels they drew to orally compose a sentence.
 3. Refocus students and think aloud as you write the sentence you just orally composed. Demonstrate listening for beginning and ending consonants and leaving a finger space between words.
 4. Think aloud as you use several resources around the room, such as the Toys and Play Word Wall and the Color Words anchor chart, to support you in spelling the words in your sentence.
 5. Reread the completed sentence, pointing to each word as you read.
- Direct students’ attention back to their Performance Task Response Sheet: Student Version and invite them to write a sentence at the bottom of the page to show how their classmate likes to play with his or her preferred toy. Remind students to use the pictures and labels they already drew to help them write the sentence.
- As students work, circulate and provide support as needed, prompting them to use the Color Words, Shape Words, Size Words, Texture Words, and Classroom Toys anchor charts and the Toys and Play Word Wall.
- Encourage students to read their writing to you as they work. Prompt them to improve their writing or drawings by asking specific questions:

“Does your writing explain how your classmate plays with the toy?”

“Does your picture match your words and have labels?”
- Provide time reminders and encouragement as students work.

Meeting Students’ Needs

- For ELLs: For independent writing, differentiate the degree of difficulty to optimize challenge. If students need additional support writing sentences, write sentence frames directly on their Performance Task Response Sheet: Student Version as they dictate their ideas. For students who need further support, write their dictated sentence in highlighter and encourage them to trace the words in pen or pencil. Example: “[Name of student] likes to ____.” (MME)
- To help students express their ideas in the independent writing task, offer options for drawing utensils (Examples: thick markers or colored pencils) and writing tools (Examples: fine-tipped markers, pencil grips, slant boards). (MMAE)

Work Time

C. Speaking and Listening: Sharing Our Work (15 minutes)

- Direct students' attention to the posted learning targets and read the second one aloud:
"I can share my writing using a strong and clear voice."
- Point out the phrase "strong and clear voice" and ask students what it means.
- Using a total participation technique, invite responses from the group:
"What do you think it means to have a strong and clear voice? Why is it important to have one while sharing your work?" (Strong means loud and forceful. Clear means that people can understand you and that you are not mumbling. It is important so that people can hear and understand what you have to say and can learn from you.)
- Remind students that in the next lesson, there will be visitors to the classroom, including the principal, other teachers, and other students. Tell them that those visitors are very excited to hear about all the things they have learned, especially what they learned about each other's toy preferences.
- Explain that in order to share what they learned about each other's toy preferences, students will read their writing and share their drawings with the visitors.
- Refer to the posted **Ways We Share Our Work anchor chart**, read it aloud, and explain that when sharing their work, it will be important to follow the behaviors on the anchor chart.
- Tell students that today they will get a chance to practice.
- Model reading your work aloud to students using a strong and clear voice.
- When you are finished reading, invite students to turn and talk to an elbow partner:
"What did you notice about my voice while I was sharing? What did you notice about my body while I was sharing?" (Responses will vary but may include: You used a strong voice. You used a loud voice. You faced your audience. You kept your body still.)
- Tell students that now they will work with their Conversation Partner to practice sharing their work.
- Referring to the **Conversation Partner chart**, invite students to pair up with their predetermined talking partner and sit facing each other in the whole group area. Make sure students know which partner is A and which is B.
- Once students are seated, ensure that they have their Performance Task Response Sheet: Student Version in front of them and invite partner A to begin sharing. After partner A has finished, invite partner B to share.
- As students practice sharing, circulate and support as necessary, referring them to the Ways We Share Our Work anchor chart and prompting them to use a strong and clear voice.
- If productive, cue students to listen carefully:
"Who can repeat what your classmate said?" (Responses will vary.)

Meeting Students' Needs

- For ELLs: Beginning students may need additional support verbalizing their work. Help them share by dictating their sentences to them a little at a time or identifying key elements of their work and allowing them to repeat words and

phrases. Example: *"This says Roberto likes ... can you say that? ... to bounce a ball. Can you repeat that in a loud voice? Good job!"*

- Before students share their writing with partners, promote an accepting and supportive classroom climate by inviting students to brainstorm what to do if a student forgets what the words she or he wrote say. (Example: "When I'm sharing with my partner, I might look down at my writing and forget what I wrote. That happens and it is okay. What are some strategies I might use if I get stuck while I'm trying to share?") (MME)
- As students practice sharing with partners, vary the level of novelty and promote engagement by inviting them to practice sharing with different kinds of voices. (Example: "First share your writing with a whisper voice. Now I want you to try sharing your writing with a giant voice. How about a baby voice? Okay, now let's try it with a strong clear voice.") (MME)

Closing and Assessment

A. Shared Writing: A Letter Back to the Principal (10 minutes)

- Refocus whole group.
- Give students specific, positive feedback on their writing and effort. (Example: "You all did a great job using the information from your interview note-catchers to write clear sentences about the ways your classmates like to play with their preferred toys.")
- Remind students that the principal had written a letter to them and asked them a number of questions. Tell them that they will now write a letter back to the principal answering some of the questions.
- Using a document camera, display the **Letter from the Principal** and reread it aloud.
- Using a document camera, display the **Letter Back to the Principal**.
- Remind students of the questions the principal posed in his or her letter and invite them to turn and talk with an elbow partner:
 - "What toys did children long ago like to play with?"*
 - "What toys do your classmates prefer?"*
 - "How can you find out what toys other people prefer?"*
- As students share out, capture their responses on the Letter Back to the Principal to complete the body of the letter.
- Read the completed letter aloud and invite students to follow along as you track the print.
- Remind them that in the next lesson, they will share and celebrate their work with the principal and other classroom visitors.

Meeting Students' Needs

- For ELLs: To reinforce learning and provide visual support, invite students to draw illustrations next to key words and phrases in the letter.