

## Lesson 9: Unit 3 Assessment, Part I: Interviewing a Classmate



### CCS Standards

- **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.3:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **L.K.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.K.1d:** Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).



### Daily Learning Target

- I can ask questions to learn about the toys my classmates prefer. (W.K.8, SL.K.3, L.K.1d)

### Ongoing Assessment

- During Work Times A and B, observe as students interview each other and document progress and mastery of SL.K.3 and W.K.8 on the Speaking and Listening Checklist (see Assessment Overview and Resources).

### Agenda

#### 1. Opening

- A. Song and Movement: “My Favorite Toys” Song (5 minutes)
- B. Engaging the Learner: Introducing the Assessment (5 minutes)

#### 2. Work Time

- A. Unit 3 Assessment, Part I with Group A: Interviewing a Classmate (20 minutes)
- B. Unit 3 Assessment, Part I with Group B: Interviewing a Classmate (20 minutes)

#### 3. Closing and Assessment

- A. Reflecting on Learning (10 minutes)

## Teaching Notes

### Purpose of lesson and alignment to standards:

- Throughout the unit, students have practiced asking and answering questions to gather information about toys, toy preferences, and perspective (SL.K.3) and have had to recall information to answer questions or respond to a prompt (W.K.8). The unit assessment in this lesson and the next provides students an opportunity to demonstrate progress toward these skills.
- The unit assessment provides data of progress toward SL.K.3 and W.K.8 and should be considered a formative assessment. Students are not expected to have obtained full mastery of these standards at this point in the school year. They will have additional opportunities to

practice them in later modules. In addition, students should experience the assessment as a typical lesson and not as a formal test of their learning.

- During Work Times A and B, as one small group of students works with the teacher to complete the unit assessment, the other small group of students engages in an independent task, circulating through various stations with classroom toys. Completing the unit assessment in small groups allows for focused observation of students' speaking, listening, and question-asking skills as required by the assessment. For those pairs completing the assessment, one student from a pair (partner A) will serve as an interviewer, asking his or her partner questions about classroom toy preferences. Partner B will take on this role in the next lesson.

### **How this lesson builds on previous work:**

- In this lesson, students demonstrate their ability to ask and answer questions to gather information, a skill they have been practicing throughout this unit.
- 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 practice asking questions during Work Times A and B. Support them by providing question frames and prompts as they ask about toy preferences. Direct students to the Ways We Ask Others Questions anchor chart as necessary. Example: "Which of these toys do you prefer? How do you like to play with this toy?"

### **Down the road:**

- In the next lesson, the student identified as partner B will take on the role of interviewer to complete the unit assessment.
- In Lessons 11–12, students will complete the performance task, during which they will use the information they gathered during their interview of another classmate to write and draw about that classmate's preferred classroom toy.

### **In advance:**

- Set up a document camera to display the "My Favorite Toys" song and other documents throughout the lesson (optional).
- Prepare toy baskets with a variety of classroom toys for Work Times A and B.
- Determine student pairs for the unit assessment in Work Times A and B. These partnerships should be different from the Conversation Partners. Designate one student as partner A and one as partner B.
- Divide the class into two groups, A and B. During Work Time A, Group A will work on the unit assessment while Group B completes an independent task. During Work Time B, Group B will work on the unit assessment while Group A completes an independent task.
- Post: Learning target and module guiding questions.

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

- Opening A: If you recorded students singing the “My Favorite Toys” song in Lesson 7, play this recording for them to join in with.
- Work Time A and B: Record students as they discuss in pairs, 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 A and B to analyze with the group as a positive model to follow.

**Supporting English Language Learners**

Supports guided in part by CA ELD Standards K.I.B.5, K.I.C.9, and K.I.C.12

**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 previous lessons. Students have opportunities to draw directly from their experiences interviewing their classmates to be successful.
- The assessment may be challenging, as it is a big leap from the heavily scaffolded classroom interaction for some ELLs. ELLs will be asked not only to independently apply cognitive skills developed throughout the unit, but to independently apply new linguistic knowledge as well.
- Make sure that ELLs understand the assessment directions. Answer their questions, refraining from supporting them with the skill being assessed. See additional support in the lesson.
- After the assessment, ask students to discuss what was easiest and what was most difficult on the assessment, and why. In future lessons, focus on the language skills that will help them address these assessment challenges.

**Universal Design for Learning**

- **Multiple Means of Representation (MMR):** Make anchor charts created throughout the module accessible (e.g., large font, unobscured view) as students complete the unit assessment. As you introduce the assessment, highlight these charts and remind students of how they can be used to support their thinking.
- **Multiple Means of Action and Expression (MMAE):** Since this lesson is primarily focused on assessing students’ learning, remove any barriers to students being able to demonstrate their skill mastery. Some students may need more scaffolds on the Toy Preferences Interview Note-catcher: Student Version. Example: Provide a template with pictures such as a student playing at school vs. at home, playing with a friend vs. alone, playing inside vs. outside. This chunks the tasks into smaller sections, so students just circle as they interview and then draw and label once they have gathered the information.

- **Multiple Means of Engagement (MME):** The unit assessment requires students to work in pairs. Strategically, decide which partner will conduct the first interview. Consider modeling with a student volunteer before the assessment.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- N/A

### Materials

- ✓ Document camera (optional)
- ✓ “My Favorite Toys” song (from Lesson 7; one to display)
- ✓ Toy baskets (one per table; for students to play with during Work Times A and B)
- ✓ Clipboards (one per A partner in Groups A and B)
- ✓ Toy Preference Interview Note-catcher: Student Version (blank; from Lesson 8; one per A partner in Groups A and B)
- ✓ Speaking and Listening Checklist (see Assessment Overview and Resources for Module 1)
- ✓ Module guiding questions (from Unit 1, Lesson 1; one to display)

## Opening

### A. Song and Movement: “My Favorite Toys” Song (5 minutes)

- Gather students together whole group.
- Explain that students will sing the “My Favorite Toys” song again today as a reminder of all the different toys that different people might prefer.
- Using the **document camera**, display the **“My Favorite Toys”** song and sing it aloud, inviting students to join in.
- Ask students to reflect on their own favorite or preferred toys.
- Using a total participation technique, invite responses from the group:  
*“In this song, the author lists a number of toys that might be your favorite or your preferred toys. Are any of the toys in the song your preferred toy? If so, which ones? If not, what are your preferred toys?” (Responses will vary.)*
- Inform students that they will have a chance to learn about one another’s toy preferences by continuing to practice asking each other questions in this lesson and the next.

### Meeting Students’ Needs

- For students who may need additional support with auditory processing: Provide visual notations of music or sound and use facial expressions or hand gestures to convey the emotional interpretation of the song. (MMR)

- To promote greater participation, before you sing the song consider teaching students a nonverbal hand signal to indicate that a toy in the song is also their favorite. (MME)

## Opening

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### A. Engaging the Learner: Introducing the Assessment (5 minutes)

- Remind students that the principal asked them to continue to become play experts by thinking about the kinds of toys others prefer to play with—both long ago and now.
- Remind students that they interviewed Llama Llama and a classmate in Lesson 8 to find out about their toy preferences. Tell them that today they will find out about another classmate's toy preferences.
- Read aloud the learning target:  
***“I can ask questions to learn about the toys my classmates prefer.”***
- Invite students to turn and talk with an elbow partner:  
***“What could you do to find out about another classmate’s toy preferences? How could you find out what that classmate likes to do with that preferred toy?” (ask the classmate questions about the toys he or she prefers and how he or she likes to play with the toys)***
- Invite students to take aim at the learning target.

### Meeting Students' Needs

- For ELLs: Point out anchor charts around the room that may be useful for students to reference during the assessment to activate their prior knowledge. Ensure that these charts are accessible for all students (e.g., large text, unobstructed view). (MMR)

## Work Time

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### A. Unit 3 Assessment, Part I with Group A: Interviewing a Classmate (20 minutes)

- Review the assessment directions and explain where each group will work and what they will do.
- Invite students in Group B to mimic the action of their favorite toy as they return to their seats. Remind them that the materials they need to complete their individual task are at their tables.
- Direct Group B students' attention to the **toy baskets** at their tables. Tell them that they can explore and play with the toys now. Remind them that they will be asking their classmates about these toys and eventually writing and drawing about them. Therefore, they should examine them closely while they explore and play.
- Move Group A students into predetermined pairs and invite them to find a seat in the whole group area facing each other.

- Distribute **clipboards** and the **Toy Preference Interview Note-catcher: Student Version** to A partners.
- Post and briefly review directions for the interview:
  1. Partner A asks partner B:  
*“Which classroom toy do you prefer?”*
  2. Partner A circles that toy on his or her Toy Preference Interview Note-catcher: Student Version.
  3. Partner A completes the sentence “My partner prefers \_\_\_\_\_” with the name of the toy.
  4. Partner A asks partner B:  
*“How do you like to play with the toy?”*
  5. Partner A draws a picture and adds labels to show what partner B said.
  6. Partner A asks partner B to tell more so that he or she has all of the information needed to complete the note-catcher.
  7. Partner A thanks partner B for answering the questions.
- Invite A partners to begin interviewing.
- Circulate as students interview. Observe them using question words, making eye contact, listening to answers, and taking notes. Make note of observations and progress toward SL.K.3 and W.K.8 on the **Speaking and Listening Checklist**.
- As students conduct their interviews, provide reminders about directions, but allow them to complete the interview and note-taking independently.
- While Group A is completing the Unit 3 Assessment, redirect and refocus Group B to their independent task as necessary. When 2 minutes remain, invite Group B to clean up and return the toy baskets to their places.
- Give Group A, partner A students specific and positive feedback for being excellent interviewers. Give Group A, partner B students specific and positive feedback for answering questions about the classroom toy they prefer. (Example: “Partner A students did an excellent job asking specific questions to find out about their partner’s toy preferences. Partner B students did an excellent job listening to those questions and answering them completely and accurately.”)
- Remind students that in the next lesson, partner B will interview partner A.
- Refocus whole group and assist Group B in transitioning to the whole group area and Group A in transitioning back to their seats.

### Meeting Students' Needs

- To support those who would benefit from a model, strategically pair students and pre-select which ones will be partner A and which will be partner B. (MME)
- Consider offering flexible templates for note-taking. (Example: Provide a template with pictures such as a student playing at school vs. at home, playing with a friend vs. alone, playing inside vs. outside.) This chunks the tasks into smaller sections, so that they just circle as they interview and then draw and label once they have gathered the information. (MMR, MMAE)



- For ELLs: Ensure that students are clear about all assessment instructions. Rephrase instructions and prompts for them. Monitor during the assessment, to see that they are completing the assessment correctly. Stop students who are on the wrong track and make sure they understand the directions.

## Work Time

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### B. Unit 3 Assessment, Part I with Group B: Interviewing a Classmate (20 minutes)

- Move Group B students into predetermined pairs and invite them to find a seat in the whole group area facing each other.
- Distribute clipboards and the Toy Preference Interview Note-catcher: Student Version to A partners.
- Repeat the interview process and independent toy exploration with the new groups of students.

### Meeting Students' Needs

- To support those who would benefit from a model, strategically pair students and pre-select which ones will be partner A and which will be partner B. (MME)
- Consider offering flexible templates for note-taking. (Example: Provide a template with pictures such as a student playing at school vs. at home, playing with a friend vs. alone, playing inside vs. outside.) This chunks the tasks into smaller sections, so that they just circle as they interview and then draw and label once they have gathered the information. (MMR, MMAE)
- For ELLs: Ensure that students are clear about all assessment instructions. Rephrase instructions and prompts for them. Monitor during the assessment, to see that they are completing the assessment correctly. Stop students who are on the wrong track and make sure they understand the directions.

## Closing and Assessment

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### A. Reflecting on Learning (10 minutes)

- Invite all students to return to the whole group area.
- Direct their attention to the posted **module guiding questions**. Read the questions and invite students to turn and talk with an elbow partner:  
*“What toys do others prefer? Why do they prefer them?”*
- As students discuss, circulate and listen in. Take note of the ideas students are sharing and select a few students to share out with the whole group.
- If productive, cue students to clarify the conversation by confirming what they mean:  
*“So, do you mean \_\_\_\_?” (Responses will vary.)*
- Refocus students whole group and call on a few students to share out.

- Give students specific, positive feedback on their hard work as they become play experts. (Example: “You all have learned a lot about the toys that your classmates prefer.”)
- Remind students that in the next lesson, they will continue to interview each other and that they will switch who is interviewing and who is answering questions.

### Meeting Students' Needs

- Some students may be uncomfortable sharing their preferences with the entire class. Consider allowing them to share what their partner said, so they still have a chance to speak in front of the class. (MME)

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