

## Lesson 10: Speaking and Listening: Unit 3 Assessment and Preparing for the Weather Expo, Part I



### CCS Standards

- **SL.K.4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.K.6:** Speak audibly and express thoughts, feelings, and ideas clearly.
- **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.
- **L.K.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.



### Daily Learning Targets

- I can share information about the weather with others. (SL.K.6, L.K.6)
- I can reflect on the process of writing my weather story. (SL.K.4, SL.K.6, L.K.1f, L.K.6)

### Ongoing Assessment

- During Work Times A and B, observe as students speak with one another to reflect on their growth and work as writers. Document progress and mastery of SL.K.4, SL.K.6, L.K.1f, and L.K.6 on the Unit 3 Assessment Rubric (see Assessment Overview and Resources).

### Agenda

#### 1. Opening

- A. Engaging the Learner: “Sofia Says” Activity (5 minutes)
- B. Engaging the Learner: Introducing the Assessment and Weather Expo (5 minutes)

#### 2. Work Time

- A. Unit 3 Assessment with Group A: Reflecting on My Work as a Writer (25 minutes)
- B. Unit 3 Assessment with Group B: Reflecting on My Work as a Writer (20 minutes)

#### 3. Closing and Assessment

- A. Reflecting on Perseverance (5 minutes)

## Teaching Notes

### Purpose of lesson and alignment to standards:

- Throughout the unit, students have learned and developed a variety of skills involved in planning, drafting, and writing a narrative. This lesson invites students to reflect on their work writing weather narratives and their development as writers as they complete the Unit 3 Assessment in small groups.
- The Unit 3 Assessment provides formative data of progress toward **SL.K.4**, **SL.K.6**, **L.K.1f**, and **L.K.6**. Students are not expected to have obtained full mastery of these standards at this point in the school year, and will have additional opportunities to practice them in later

modules. 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, three other small groups of students engage in independent tasks (circulating through various stations that help them prepare to share and celebrate at the Weather Expo (SL.K.6 and L.K.6). Completing the unit assessment in small groups allows for focused observation of students' speaking and listening skills as required by the assessment. The assessment asks students to reflect on the process they went through as writers.
- During Work Time, students who are working independently complete one of these three tasks. Whichever of these three tasks students do not complete today, they will complete during Work Time in Lesson 11.
  - Weather journal share: Students practice sharing and reading aloud pages 8 and 9 of their weather journals with a partner.
  - Interactive class map: Students work with their conversation partner to share their completed Culminating Task Response Sheet: Weather around the World that was added to the interactive class map during Unit 2.
  - My Weather Story booklet: Students illustrate the covers to their weather stories and add any final details to the other drawings. If time permits, students also practice reading their stories, as they will share them with visitors during the Weather Expo.
- Work Time A is slightly longer than Work Time B to allow time to build the rotation routine.

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

- Students reflect on the writing they've completed in the unit thus far.
- During the Closing, students reflect on their perseverance, the habit of character that has been a focus for this unit.
- Continue to use Goal 1–3 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 answering reflection questions during Work Time. Prompt students to use the provided sentence frames and to look back at their weather stories.

#### **Down the road:**

- In Lesson 11, students in the remaining two small groups will complete the unit assessment.
- In Lesson 12, students will participate in a class-wide Weather Expo during which they will share and celebrate their work from this unit and Unit 2 with visitors. If you have not already done so, consider inviting the principal, families, community members, and other teachers and classes to attend.

#### **In advance:**

- Prepare:
  - The Weather Expo Preparation Centers chart by writing it on chart paper.
  - The Unit 3 Assessment (see Assessment Overview and Resources).

- Divide the class into four groups: A, B, C, and D. During Work Time A, Group A will work on the unit assessment while Groups B, C, and D complete independent tasks. During Work Time B, Group B will work on the unit assessment while Groups A, C, and D complete independent tasks. Ensure that students are in the same small group with their pre-determined conversation partner.
- Pre-distribute materials for Work Times A and B at student workspaces to ensure a smooth transition.
- Post: Learning targets, Conversation Partners chart, Weather Expo Preparation Centers chart, interactive class map, and applicable anchor charts (see materials list).

### Technology & Multimedia

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

- Video record students reflecting for their Unit 3 Assessment to post on a teacher webpage or on a portfolio app such as Seesaw (<https://web.seesaw.me/>) for students to watch at home with families. Most devices (cellphones, 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 Standard K.I.C.12

#### Important points in the lesson itself

- The basic design of this lesson supports ELLs through the opportunity to experience the assessment as a typical lesson and not as a formal test of their learning, and to reflect on their work writing weather narratives and their development as writers in small groups.
- 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.
- Consider looking at the notes you took during the Module 1 assessment regarding areas in which students struggled with oral presentations, such as projecting their voices or enunciating their words, in order to focus instruction in this lesson and in Lesson 11.

## Levels of support

*For lighter support:*

- ELLs might find it difficult to follow as the Weather Expo Preparation Centers chart is used. Consider adding icons representing the weather journals, interactive class map, Culminating Task Response Sheet: Weather around the World, and My Weather Story booklet to the Weather Expo Preparation Centers chart as well as to the workspaces. They can also be used in Lesson 11.

*For heavier support:*

- Some students may find it challenging or intimidating to speak in front of an audience. Talking openly about their concerns regarding the Weather Expo presentations can help them identify what worries them and overcome those worries. If appropriate, consider reminding students of what they did when they presented in front of an audience about playing with classroom toys at the end of Module 1 and setting a personal goal for this presentation.

## Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, the teacher introduces the Weather Expo Preparation Centers chart. Some students may need additional visual cues to help them interpret their group's task. Customize the display of information by including pictures or icons to represent the Work Time task for each group on the chart.
- **Multiple Means of Action & Expression (MMAE):** During Work Time, some students may get restless. Provide options for physical action by inviting students to join you in a quick movement break.
- **Multiple Means of Engagement (MME):** As you document students' responses during assessments, some students may feel anxious about giving a "wrong" answer. Minimize threats by explaining the purpose of the questions and why you are taking notes.

## Vocabulary

**Key:**

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

**Review:**

- reflect (L)

## Materials

- ✓ Sofia paper doll (from Unit 1, Lesson 1; one to display)
- ✓ Conversation Partners chart (from Module 1)
- ✓ Weather Expo Preparation Centers chart (new; teacher-created; see Teaching Notes)
- ✓ Weather journal (from Unit 2, Lesson 13, pages 8–9; one per student)
- ✓ Interactive class map (from Unit 2, Lesson 1; one to display)

- ✓ Culminating Task Response Sheet: Weather around the World (from Unit 2, Lesson 5; one per student; see Teaching Notes)
- ✓ My Weather Story booklet (from Lesson 2, one per student)
- ✓ Crayons (class set; variety of colors per student)
- ✓ Weather Story Reflection Criteria anchor chart (new; teacher-created; see Assessment Overview and Resources)
- ✓ Weather Story Reflection Questions anchor chart (new; teacher-created; see Assessment Overview and Resources)
- ✓ Unit 3 Assessment Rubric (for teacher reference; see Assessment Overview and Resources)
- ✓ Perseverance anchor chart (begun in Unit 2, Lesson 7)

### Opening

#### A. Engaging the Learner: “Sofia Says” Activity (5 minutes)

- Invite students to find a space to stand in the whole group area.
- Display the **Sofia paper doll**. Tell students they are going to play the “Sofia Says” game again; briefly review the rules as necessary.
- Similar to Lesson 5, invite a student volunteer to be the “caller.”
- Play three or four rounds of “Sofia Says,” assisting the student caller as needed in calling out various movements related to the weather.
- Invite a new student volunteer to be the caller for three or four rounds.
- Circulate to support students as needed.
- Repeat with different student volunteers as time permits.

#### Meeting Students' Needs

- Before selecting a student “caller” for “Sofia Says,” create an accepting and supportive environment by reviewing strategies for managing feelings if you do not get picked. Example: “You might really want to be picked for the caller in this game. If you don’t get picked for the caller, you might feel sad or mad. What are some things you can remember if you start to feel that way?” (We are playing the game for fun, so it’s okay if you don’t get picked for caller; we will play the game again so you’ll have another chance to be picked for caller; even if you’re not picked for caller you can still have fun playing the game.) (MME)
- For ELLs: So students feel safe about participating, consider asking them to raise their hand if they want to participate, and only inviting a student whose hand is raised to be the caller for the next three or four rounds.

## Opening

### B. Engaging the Learner: Introducing the Assessment and Weather Expo (5 minutes)

- Refocus students whole group.
- Tell them that they have done a lot of hard work during this module to learn all about the weather. Explain that in a few days, they will have visitors to the classroom for an event called the Weather Expo. Remind students that an expo is like a show or presentation. Tell them that these visitors will be very excited and interested to learn about the weather and that it is the students' job to teach them all about the weather!
- Direct students' attention to the posted learning targets and read the first one aloud:  
***"I can share information about the weather with others."***
- Using a total participation technique, invite responses from the group:  
***"What work have you done during this module that you could share with visitors so that they learn about the weather?" (weather journals, interactive class map, weather stories)***
- Set a purpose for the expo with students. Tell them that during the Weather Expo they will share their weather stories, their weather journals, and the interactive class map. Tell them that the visitors will also ask them questions about their weather stories and what they did to write them.
- Inform students that because the visitors are so excited to hear from them and learn about the weather, it is important that the students practice presenting their stories and their weather journals, answering the questions the visitors will ask them, and sharing the interactive class map.
- Tell students that during this lesson and the next lesson, they will work hard to practice sharing their work so that when the visitors come for the Weather Expo, the students will be very prepared.

### Meeting Students' Needs

- When setting the purpose for the Weather Expo, highlight key points by writing a list of the things students will share with visitors (weather stories, weather journals, interactive class map) with icons. (MMR)
- For ELLs: Students can feel less intimidated about speaking in front of an audience during the Weather Expo if they know that they will not be presenting to a big audience. Share with them that they will gather in small presentation groups with only a few other classmates and one or two visitors, and that they will take turns sharing their weather stories.
- For ELLs: Some students might be worried about who the visitors are. Consider telling students who is invited (the principal, families, community members, and other teachers and classes).



## Work Time

### A. Unit 3 Assessment with Group A: Reflecting on My Work as a Writer (25 minutes)

- Tell students that because there is so much to share and present to the visitors, they are going to spend time in different centers and work with their conversation partner to practice each item they will share.
- Referring to the **Conversation Partners chart**, invite students to partner up with their pre-determined talking partner and sit next to each other. Make sure students know which partner is A and which is B.
- Inform students that you have assigned each conversation partnership to a group. Each group will visit two centers during today's lesson and two different centers during the next lesson.
- Direct students' attention to the posted **Weather Expo Preparation Centers chart**.
- Review what each group will do.
  - Group A will be with the teacher and will get more information once they arrive at that area.
  - Direct Group B students' attention to the **weather journals** at their seats. Remind them that they will work with their conversation partner to practice sharing and reading aloud pages 8 and 9 of their weather journals to each other.
  - Direct Group C students' attention to the posted **interactive class map**. Remind them that they will work with their conversation partner to share their completed **Culminating Task Response Sheet: Weather around the World** that was added to the interactive class map during Unit 2.
  - Direct Group D students' attention to **the My Weather Story booklet** and **crayons** at their tables. Remind them that they will be illustrating the covers to their weather stories and adding any final details to the other drawings. Tell them that if they finish drawing, they can practice reading their stories, as they will share them with the visitors during the Weather Expo.
- Invite students in Groups B, C, and D to sway like the wind as they move to their group's designated work area.
- Ask students in Groups B, C, and D to begin their designated tasks. Once they are settled, focus students in Group A for the assessment.
  - Invite Group A students to sit facing their pre-determined talking partner in the whole group area.
  - Tell them that at this center they will practice answer questions about their weather stories so they are prepared to talk about them with visitors at the Weather Expo.
- Distribute Group A students' completed My Weather Story booklets.
- Lead students in Group A through the Unit 3 Assessment:
  1. Direct their attention to the posted learning targets and read the second one aloud:
 

***"I can reflect on the process of writing my weather story."***
  2. Briefly review the definition of *reflect* (to think about something we have done or learned).
  3. Tell students that you will ask them questions to think about their experiences as writers. Remind them that they have heard some of these questions in previous lessons. Tell them that you will ask a question, they will then share their answer with their partner,

and then you will ask one or two students to share their responses with the whole group.

4. Direct students' attention to **the Weather Story Reflection Criteria anchor chart** and briefly review it. Remind students that they may look back at their stories to help them think about the answer to the question.
  5. Direct students' attention to the **Weather Story Reflection Questions anchor chart**.
  6. Read aloud the first question and corresponding sentence frame. Ask students to repeat the sentence frame aloud.
  7. Invite students to follow the familiar Think-Pair-Share protocol to respond to the question and make a bridge with their arms when they are finished.
  8. Invite one or two students to share their responses with the group. As students share, track assessment information on the **Unit 3 Assessment Rubric**.
  9. Repeat steps 6–8 with three or four more questions, ensuring that you have gathered sufficient assessment evidence for each student.
- While Group A is completing the Unit 3 Assessment, redirect and refocus students in Groups B, C, and D to their independent task as necessary.
  - When 2 minutes remain, invite students in Groups B, C, and D to clean up and place any materials neatly at their workspaces.
  - Invite Group A students to take their My Weather Story booklet with them when they transition, since they will use it at their next center.
  - Refocus the whole group. Help Group B transition to the whole group area and Groups A, C, and D transition to their next center's area.

### Meeting Students' Needs

- When reviewing the Weather Expo Preparation Centers chart, customize the display of information by including pictures or icons to represent the Work Time task for each group. (MMR)
- For ELLs: It might be challenging for some students to keep track of where they are going, given the length and detail of the instructions. Consider asking students to raise their hand if they are in Group A and ask them what they will be doing and where they will be working as you point to the Weather Expo Preparation Centers chart. Repeat with all other groups before you invite students in Groups B, C, and D to sway like the wind as they move to their group's designated work area.
- For ELLs: Ensure that ELLs clearly understand all assessment directions. Rephrase directions for them. Monitor during the assessment to see that students are completing the assessment correctly. Stop students who are on the wrong track and make sure they understand the directions.
- When introducing the Unit 3 Assessment with Group A, minimize threats by explaining the purpose of the questions and why you are taking notes. (Example: "While you are answering the questions I ask, I will be writing down notes on my own paper. There are no wrong answers. I am just writing down what I am learning about you so I can do a better job teaching.") (MME)
- For ELLs: It may be challenging for some students to connect the assessment questions to the word *reflect* in the learning target. Clarify that the questions



are for them to reflect on their experiences as writers, using the Weather Story Reflection Questions anchor chart. (Example: Point to the questions in the chart and say: "These questions will help you reflect. They will help you think about something you learned, or something you did when you wrote the story.")

- For ELLs: To ensure a positive assessment environment, ensure students know they can advocate for themselves if they need help, if they don't understand a question, or if they need more time. Reassure them they can ask for help writing, for a question to be repeated, or for more time to answer a question if needed.

## Work Time

### B. Unit 3 Assessment with Group B: Reflecting on My Work as a Writer (20 minutes)

- *Help students settle into their new task, repeating the cycle described in Work Time A above.*
  - Direct Group C students' attention to the weather journals at their work space. Remind them that they will work with their conversation partner to practice sharing and reading aloud pages 8 and 9 of their weather journals to each other.
  - Direct Group D students' attention to the posted interactive class map. Remind them that they will work with their conversation partner to share their completed Culminating Task Response Sheet: Weather around the World that was added to the interactive class map during Unit 2.
  - Direct Group A students' attention to the My Weather Story booklet and crayons at their tables. Remind them that they will be illustrating the covers to their weather stories and adding any final details to the other drawings. Tell them that if they finish drawing, they can practice reading their stories, as they will share them with the visitors during the Weather Expo.
  - Invite Group B students to sit facing their pre-determined conversation partner in the whole group area.
  - Distribute Group B students' completed My Weather Story booklets.
  - Repeat the assessment process and independent centers work with the new groups of students.

### Meeting Students' Needs

- Before students settle in to their new tasks, provide options for physical action by inviting the entire class to join you in a quick movement break. (MMAE)
- When introducing the Unit 3 Assessment with Group B, minimize threats by explaining the purpose of the questions and why you are taking notes. (Example: "While you are answering the questions I ask, I will be writing down notes on my own paper. There are no wrong answers. I am just writing down what I am learning about you so I can do a better job teaching.") (MME)
- For ELLs: It might be challenging for some students to keep track of where they are going next. Consider asking students to raise their hand if they are in Group B and ask them what they will be doing and where they will be working as you point to the Weather Expo Preparation Centers chart. Repeat with all other groups

before you invite students in Groups A, C, and D to sway like the wind as they move to their group's designated work area.

## Closing and Assessment

### A. Reflecting on Perseverance (5 minutes)

- Invite all students to return to the whole group area.
- Offer students in Groups A and B specific, positive feedback on their reflections. (Example: "I noticed that everyone was very thoughtful in their reflections.")
- Offer all students specific, positive feedback on their work preparing for the Weather Expo. (Example: "I saw Jemar and Oliver looking back at their stories to help them remember their work as writers. I noticed that everyone was working very hard to practice sharing in loud voices and to make the covers of their stories look neat.")
- Direct students' attention to the **Perseverance anchor chart**. Tell students they have worked through many challenges as they learned about the weather, learned to write weather stories, and tackled new, challenging, and complex texts.
- Invite students to turn and talk to an elbow partner:
 

*"How have you shown perseverance throughout this unit?" (Responses will vary, but may include: I worked through the challenge of planning and writing a weather story; I asked for help from my partner today as I was practicing sharing my weather journal; or writing a weather story was very hard, but I kept trying.)*
- If productive, cue students to expand the conversation by giving an example:
 

*"Can you give an example?" (Responses will vary.)*
- As students talk, circulate and listen in. Take note of the ideas students are sharing and identify a few students to share out with the whole group.
- Using a total participation technique, invite responses from the group:
 

*"Who would like to share how their elbow partner has shown perseverance during this unit?" (Responses will vary.)*
- Tell students that in the next lesson, they will continue preparing for the Weather Expo.