

## Lesson 11: Speaking and Listening: Unit 3 Assessment and Preparing for the Weather Expo, Part II



### 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)

#### 2. Work Time

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

#### 3. Closing and Assessment

- A. Back-to-Back and Face-to-Face: Reflecting on Learning (15 minutes)

## Teaching Notes

### Purpose of lesson and alignment to standards:

- The Unit 3 Assessment, continued from the previous lesson, provides students an opportunity to reflect on their work as developing writers including planning, drafting and illustrating a narrative.
- The unit assessment provides 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. They 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.

- As in Lesson 10, 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 support preparation for sharing and celebrating 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 the Closing, students reflect on the Unit 3 guiding question. This supports metacognition and transfer of new skills and knowledge to future narrative writing experiences.

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

- The Opening and Work Time of this lesson follow an identical pattern to Lesson 10.
- This lesson continues the Unit 3 Assessment started in Lesson 10, in which students engage in a small group conversation reflecting on their work crafting weather narratives and their development as writers.
- 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 12, students will share and celebrate their work during this module at the class's Weather Expo.*

## **Teaching Notes**

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#### **In advance:**

- Prepare the Unit 3 Assessment (see Assessment Overview and Resources).
- Keep students in the same four small groups from Lesson 10: A, B, C, and D. During Work Time A, Group C will work on the unit assessment while Groups A, B, and D complete independent tasks. During Work Time B, Group D will work on the unit assessment while Groups A, B, and C 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, Unit 3 guiding question, and Back-to-Back and Face-to-Face anchor chart.

**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 Providing Additional Support
- 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 revisits 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

- N/A

### Materials

- ✓ Sofia paper doll (from Unit 1, Lesson 1; one to display)
- ✓ Conversation Partners chart (from Module 1)
- ✓ Weather Expo Preparation Centers chart (from Lesson 10)
- ✓ 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 (begun in Lesson 10; see Assessment Overview and Resources)
- ✓ Weather Story Reflection Questions anchor chart (begun in Lesson 10; see Assessment Overview and Resources)
- ✓ Unit 3 Assessment Rubric (for teacher reference; see Assessment Overview and Resources)
- ✓ Unit 3 Guiding Question anchor chart (begun in Lesson 1)
- ✓ Back-to-Back and Face-to-Face Protocol anchor chart (begun in Module 1)

## 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, focusing on particular areas of challenge from yesterday’s game.
- Invite one student volunteer to be the caller for three or four rounds.
- Repeat with a new student volunteer as the caller for three or four rounds.
- Circulate to support students as needed.
- Repeat with different student volunteers as time permits.

### Meeting Students’ Needs

- After playing several rounds of “Sofia Says,” optimize value by inviting students to share what they like about playing this game as a class. (MME)
- For ELLs: Consider having the last caller be the one inviting a new student volunteer for the next rounds and have him or her use language to invite the next caller. (For example, the last caller asks, “Ivan, would you like to be the next caller?” Ivan responds, “Yes, thank you!”)

## Work Time

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

- Refocus students whole group.
- Remind them that in the previous lesson, they began to prepare for the Weather Expo by visiting various centers to practice sharing, presenting, and answering questions.
- Tell students that today they will visit different centers and continue to prepare for the Weather Expo.
- 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:
 

***“How will your work today, visiting the different centers, help you share information about the weather with the visitors who come to our class during the Weather Expo?”***  
***(Today we can make sure the information in our weather journals is correct; we can practice reading our stories so that when we share them with the visitors we speak loudly and clearly; we can practice answering the questions that the visitors will ask us.)***
- 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.
- Remind them that each pair is assigned to the same group.
- Direct students’ attention to the **Weather Expo Preparation Centers chart**.
- Review what each group will do and where each group will work:

- Group C will be with teacher and will get more information once they arrive at that area.
- Direct Group D 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 A 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 B 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 A, B, and D to pitter-patter like rain drops as they move to their group’s designated work area.
- Once all groups are settled, focus students in Group C for the assessment.
  - Invite Group C 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 C students’ completed My Weather Story booklets.
- Using the same routine from Lesson 10, lead students in Group C through the Unit 3 Assessment, again being sure to make use of the **Weather Story Reflection Criteria anchor chart** and **Weather Story Reflection Questions anchor chart** and reminding students that they may look back at their stories to help them think about the answer to the questions.
- As in Lesson 10, track assessment information on the **Unit 3 Assessment Rubric** as students share.
- While Group C is completing the Unit 3 Assessment, redirect and refocus students in Groups A, B, and D to their independent task as necessary.
- When 2 minutes remain, invite students in Groups A, B, and D to clean up and place any materials neatly at their workspaces.
- Invite Group C 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 D in transitioning to the whole group area and Groups A, B, and C transition to their next center’s area.

### Meeting Students’ Needs

- When introducing the Unit 3 Assessment with Group C, 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 D: 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 A 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 B 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 C 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 D students to sit facing their pre-determined conversation partner in the whole group area.
  - Distribute Group D 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 D, 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 D 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, B, and C to sway like the wind as they move to their group's designated work area.

## Closing and Assessment

### A. Back-to-Back and Face-to-Face: Reflecting on Learning (15 minutes)

- Invite all students to return to the whole group area.
- Offer students in Groups C and D specific, positive feedback on their reflections. (Example: “I listened to Jabari and Maryam offer very thoughtful reflections of their work as writers.”)
- Offer all students specific, positive feedback on their work preparing for the Weather Expo. (Example: “I heard many students offering thoughtful reflections on their progress as writers. I also saw that everyone practiced using a loud and clear voice as they shared their work with their partner at the different centers.”)
- Remind students they have done a lot of work during this unit as they planned, drafted, and then wrote their weather stories. Tell them that the work they did during the unit helped them answer the unit’s guiding question.
- Direct students’ attention to the **Unit 3 Guiding Question anchor chart** and read it aloud:
  - “How can I write a story that teaches my reader about weather?”
- Tell students they are going to use the Back-to-Back and Face-to-Face protocol to reflect on how the work they have done helped them answer this guiding question. Remind them that they used this protocol in Module 1, and review as necessary using the **Back-to-Back and Face-to-Face Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Guide students through the protocol using the following questions:
  - “*What did you learn and do during this unit to help you write a story that teaches your reader about the weather?*” (Student responses will vary, but may include: *I thought about a character; I brainstormed a setting; I used puppets to help me plan my story; I wrote a story.*)
  - “*What have you learned about writing and how to write a story during this unit?*” (Student responses will vary, but may include: *Writing is challenging; it takes planning; I like writing stories.*)
- If productive, cue students with a challenge:
  - “*Can you figure out why we learned about weather before we wrote a book about weather? I’ll give you time to think and discuss with a partner.*” (Responses will vary, but may include: *We needed to know about weather before we could writing about it.*)
- 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.
- Refocus students whole group.
- Remind them that in the next lesson they are going to get to share all of their hard work and all of the learning they have done about weather with classroom visitors during the Weather Expo!

### Meeting Students' Needs

- For ELLs: Publicly celebrate the work of different ELLs in the class. Make a point to name areas in which students have improved, especially those who may have struggled.
- For ELLs: Students would benefit from quiet time to think about each of the questions (“What did you learn and do

There are no new supporting materials for this lesson.