

Lesson 8: Reading, Writing, Speaking, and Listening: Unit 1 Assessment, Part II and Science Talk



CCS Standards

- **RI.K.3:** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI.K.7:** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **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.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



Daily Learning Targets

- I can describe how living things are similar using ideas from the text *What's Alive?* (RI.K.3, RI.K.7)
- I can explain whether something is living or nonliving using evidence from research and observations. (W.K.8, SL.K.1a, SL.K.1b)

Ongoing Assessment

- In Work Time A, collect students' response sheets from the Unit 1 Assessment, Part II (open response) to serve as a work sample to demonstrate progress toward RI.K.7 (see Assessment Overview and Resources).
- During Work Time B, circulate and observe students as they discuss whether a tree is living. Use the Speaking and Listening Checklist to document progress toward SL.K.1a and SL.K.1b (see Assessment Overview and Resources).

Agenda

1. Opening

- A. Interactive Word Wall Protocol (10 minutes)

2. Work Time

- A. Unit 1 Assessment, Part II: *What's Alive?* Open Response (15 minutes)
- B. Science Talk Protocol: Is a Tree Living? (25 minutes)

3. Closing and Assessment

- A. Back-to-Back and Face-to-Face Protocol: How Do Living Things Meet Their Needs? (5 minutes)
- B. Song and Movement: "A Tree Is a Living Thing" Chant (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- In this culminating lesson of Unit 1, students apply their knowledge of the criteria of living things to discuss in small groups whether a tree is living. This supports students' speaking and listening skills and cultivating a sense of pride and ownership in their work.
- During Work Time B, students participate in the Science Talk protocol, which they are familiar with from Module 2. A Science Talk is similar to a small group conversation but is focused on answering a science-related question. These talks provide a window into students' thinking that helps teachers figure out what students really know and what their misconceptions may be. Consider how familiar students are with this protocol and reallocate class time spent introducing it as necessary.

How this lesson builds on previous work:

- During Module 2, students practiced discussing an important science question as they engaged in the Science Talk protocol. In this lesson, they further refine these skills by engaging in a more robust version of the protocol that includes using evidence to support their ideas and building on each other's ideas through the use of sentence starters.
- During the Closing, students extend their thinking about living things and their needs by pondering and discussing how living things go about meeting those needs.

Areas in which students may need additional support:

- During Work Time B, students may need additional support as they participate in a more robust version of the Science Talk protocol. Consider cueing students using the Science Talk protocol anchor chart, prompting them to use sentence frames to build onto others' ideas, and reminding them of the process as necessary.

Down the road:

- In Unit 1, students have focused their learning about the module guiding question by researching to find out how to know if something is living. As students move into Unit 2, they shift their focus to how living things meet their needs to live and grow.

In advance:

- Prepare:
 - One set of Interactive Word Wall cards and arrow cards per small group.
 - Clipboards with the Unit 1 Assessment, Part II: *What's Alive* Open Response sheets attached for each student (see Assessment Overview and Resources).
 - Science Talk Protocol anchor chart.
- Strategically group students into triads for the Science Talk protocol in Work Time B.
- Distribute Materials for Work Time B at student workspaces.
- Post: Learning targets, Patterns with Living Things shared writing, "A Tree Is a Living Thing" chant, and applicable anchor charts (see Materials list).

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

- Continue to use the technology tools recommended throughout Modules 1–2 to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Supporting English Language Learners

Supports guided in part by CA ELD Standards K.1.A.1, K.1.A.3, K.1.B.6, and K.1.C.11

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to apply their content and language knowledge in a structured and interactive Science Talk that challenges them to explain their ideas and present evidence from multiple sources. Students will also demonstrate their text and content knowledge by performing the second part of the end of unit assessment.

Levels of support

For lighter support:

- During Work Time B, remind students that they can use the gestures for “I would like to add _____,” introduced in Lesson 2, and “This makes me think _____,” introduced in Lesson 3. Students can use these gestures to participate even while someone else is talking to signal they’d like to speak next. These also help reinforce the Vocabulary and language function of the frame.

For heavier support:

- During the Science Talk, circulate and offer frames and direct questions to students who are having difficulty engaging verbally.
- During the Closing, include illustrations around or embedded within the words in the “A Tree Is a Living Thing” chant.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to make anchor charts created throughout the module accessible as students complete the unit assessment.
- **Multiple Means of Action & Expression (MMAE):** In this lesson, students participate in a Science Talk. Continue to support students in setting appropriate goals for their effort and the level of difficulty expected.
- **Multiple Means of Engagement (MME):** Continue to remind students of the learning goals and their value or relevance.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

■ N/A

Materials

- ☒ Interactive Word Wall Protocol anchor chart (begun in Module 2)
- ☒ Interactive Word Wall cards (from Lesson 7; one set per small group)
- ☒ Arrow cards (from Lesson 7; one set per small group)
- ☒ *What's Alive?* (from Lesson 2; one to display; for teacher read-aloud)
- ☒ Unit 1 Assessment, Part II: *What's Alive?* Open Response (one per student and one to display; see Assessment Overview and Resources)
- ☒ Pencils (one per student)
- ☒ Clipboards (one per student)
- ☒ Living Things Criteria anchor chart (begun in Lesson 3)
- ☒ Living Things Word Wall (begun in Lesson 1)
- ☒ Unit 1 Assessment, Part II: *What's Alive?* Open Response (answers, for teacher reference; see Assessment Overview and Resources)
- ☒ Science Talk Protocol anchor chart (begun in Module 2; added to in advance; see supporting Materials)
- ☒ Science Talk Protocol anchor chart (begun in Module 2; example, for teacher reference)
- ☒ Is a Tree Living? note-catcher (completed in Lesson 7; one per student)
- ☒ Popsicle sticks (two per student and two for teacher modeling)
- ☒ Speaking and Listening Checklist (for teacher reference; see Assessment Overview and Resources)
- ☒ Shared Writing: Patterns with Living Things (completed in Lesson 7; one to display)
- ☒ Back-to-Back and Face-to-Face Protocol anchor chart (begun in Module 1)
- ☒ "A Tree Is a Living Thing" chant (one to display)

Opening

A. Interactive Word Wall Protocol (10 minutes)

- Gather students whole group.
- Tell students they are going to use the Interactive Word Wall protocol to help them make connections between the Vocabulary words they have been learning. Remind them that they used this protocol in the previous lesson and review as necessary using the **Interactive Word Wall Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Guide students through the protocol in small groups using the **Interactive Word Wall cards** and **arrow cards**.
- Refocus students whole group.
- Turn and Talk:
“What two words did you connect, and why?” (Responses will vary, but should include naming the two words and explaining their connection.)
- Invite several students to share out.

Meeting Students' Needs

- For ELLs: (Word Wall Syntax) Encourage students to also make connections based on syntax; for example, connecting two nouns because they are both plural.
- For ELLs and students who may need additional support with oral processing: (Sentence Frames: Lighter Support) Invite students to create sentence frames to support speaking. (MMAE)

Work Time

A. Unit 1 Assessment, Part II: *What's Alive?* Open Response (15 minutes)

- Refocus students whole group, direct their attention to the posted learning targets, and read the first one aloud:
*“I can describe how living things are similar using ideas from the text *What's Alive?*”*
- Tell students that today, similar to the previous lesson, they are going to revisit a section of the text *What's Alive?* to read about and then describe how living things are similar. Tell them that today they are going to closely observe the pictures in the text.
- Display pages 20–21 of *What's Alive?*
- Invite students to listen as you reread the second paragraph on page 20, beginning with “Plants use the food....”
- Follow the routine from Work Time C of Lesson 2 to guide students through closely observing the illustrations on page 20 so they can draw and write about them:
 - Prompt students to “look at the whole” and use the accompanying gesture.
 - Prompt students to “look from the bottom slowly to the top” and use the accompanying gesture.

- Prompt students to “look from one side to the other side” and use the accompanying gesture.
- Prompt students to “pick one spot to zoom in” and use the accompanying gesture.
- Prompt students to “look one last time at the whole” and use the accompanying gesture.
- Provide 2–3 minutes for students to closely observe the illustrations.
- Refocus students whole group and say:
“The text we just heard tells us about how plants move and grow. So does the illustration.”
- Invite students to listen carefully as you reread the text on page 20. As you read, prompt students to consider:
“What is one way plants move and grow that we learn from both the illustration and the text?”
- Display the **Unit 1 Assessment, Part II: What’s Alive? Open Response** and read the directions aloud.
- Tell students that now they are going to write and draw one way plants move and grow that they learned from both the illustration and the text.
- Distribute **pencils** and pre-prepared **clipboards**.
- Invite students to begin writing and drawing about one way plants move and grow that they learned from both the illustration and the text.
- Give students about 5–7 minutes to write and draw their response.
- As students work, circulate and prompt them by rereading the directions, repeating the prompt, and referring them to the **Living Things Criteria anchor chart** and **Living Things Word Wall** as needed.
- Collect students’ Unit 1 Assessments and use the **Unit 1 Assessment, Part II: What’s Alive? Open Response (answers, for teacher reference)** to evaluate their responses and mastery toward RI.K.7.

Meeting Students’ Needs

- For ELLs: (Assessment) Read the assessment directions, questions, and answer options aloud multiple times. Allow additional time when possible.
- For ELLs: (Reflection) After the assessment, ask students to discuss what was easiest and what was hardest, and why. Take note for future opportunities to reinforce those skills.
- Minimize distractions during the assessment by providing tools such as sound-canceling headphones or individual dividers. (MME)

Work Time

B. Science Talk Protocol: Is a Tree Living? (25 minutes)

- Refocus students and give them specific, positive feedback on how they closely observed the illustrations in the text.

- Direct students' attention to the learning targets and read the second one aloud:
"I can explain whether something is living or nonliving using evidence from research and observations."
- Tell students that now they are going to discuss an important science question with their classmates using the Science Talk protocol. Remind them that they participated in Science Talks in Module 2 when they talked about the weather. Now that they have spent a lot of time researching and gathering evidence, they are going to participate in a version of the Science Talk in which they will use evidence to answer the question.
- Direct students' attention to the **Science Talk Protocol anchor chart** and review the expectations as necessary. Refer to the **Science Talk Protocol anchor chart (example, for teacher reference)** as necessary. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Tell students that they will use the notes they completed in the previous lesson about whether a tree is living.
- Distribute **Is a Tree Living? note-catchers**. Invite students to tuck their notes away quietly until they begin the Science Talk protocol.
- Ask two volunteers to help you model how to build onto a group member's idea:
 - Sit or stand face-to-face with the volunteers and ask one volunteer to consult his or her notes to answer:
"Is a tree living?"
 - After the student answers, prompt him or her to place a **popsicle stick** in the center.
 - Think aloud:
"I heard what she said. I will reread my notes to help me add new details to what she said. Let me think."
 - Practice using the sentence starters to respond to the volunteer's answer. Say:
"I would like to add ____" or "This makes me think ____."
 - Model placing a popsicle stick in the center after adding an idea.
 - Turn to the second volunteer. Tell the class:
"This partner has heard what Mary said and what I have said. Now he will think about what he wants to add on."
 - Invite the second volunteer to respond using one of the sentence frames. Remind the volunteer to place a popsicle stick in the center after sharing an idea.
- Using a total participation technique, invite responses from the group:
"How will you show your partner you are listening to him or her?" (use eye contact; answer the questions he or she asks me)
- Move students into pre-determined triads, assigning each group to a different area of the room.
- Once groups are settled in their designated area, distribute popsicle sticks.
- Guide students through each step of the Science Talk protocol using the Science Talk protocol anchor chart in order to answer the question: "Is a tree living?"
- Circulate to observe students as they discuss. Gather data on SL.K.1a and SL.K.1b using the **Speaking and Listening Checklist**. Prompt students to use the sentence starters as necessary and remind them to place popsicle sticks in the center of their group after they have shared.

- If all group members have shared and time remains, prompt students to continue using their Is a Tree Living? note-catchers to have an open discussion.
- After 5–7 minutes, signal students to stop talking and direct them to return to the whole group gathering area.
- Refocus students on the Science Talk Protocol anchor chart.
- Turn and Talk:
“What is one thing you did well during your Science Talk triad?” (Responses will vary, but may include: waited my turn, listened when others were speaking, used the sentence stems.)
- Invite a few students to share out.
- Offer students specific, positive feedback on using evidence from their note-catchers to answer a science question.
- Tell students that they will have more Science Talks in future lessons to share and discuss ideas like researchers do.

Meeting Students’ Needs

- For ELLs: (Sentence Frames: Lighter Support) Invite students to create sentence frames to support writing and speaking.
- For ELLs: (Sentence Frames: Heavier Support) Invite students who need heavier support to use the frames.
- For ELLs: (Discussion Gestures: Adding On) To reinforce the frame “I would like to add____,” invite students to cross their index fingers to create the addition symbol (+).
- For ELLs: (Discussion Gestures: Connecting Ideas) To reinforce the frame “This makes me think ____,” invite students to use their index finger to tap their forehead three times.
- For ELLs: (Reflection) Consider asking students to share what was easy and what was challenging for them during the Science Talk and take note to support them when needed.
- For students who may need additional support anticipating and managing frustration during the Science Talk: Before the Science Talk, model what to do if they get stuck on building onto others’ ideas. Consider providing index cards of previously taught sentence frames as support for communication and frustration. (MMR, MMAE, MME)

Closing and Assessment

A. Back-to-Back and Face-to-Face Protocol: How Do Living Things Meet Their Needs? (5 minutes)

- Remind students that they have learned so much about what makes a living thing living throughout this unit. Remind them that, as a class, they wrote about what makes a living thing living during the previous lesson.

- Direct students' attention to the posted **Shared Writing: Patterns with Living Things** and read it aloud.
- Tell students they are going to use the Back-to-Back and Face-to-Face protocol to discuss how living things might go about meeting their need for food, water, air, and room to move and grow. Remind them that they used this protocol in previous lessons 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 two rounds of the protocol with the same partner using the following questions:

"How do you think a living thing like a tree gets what it needs to live and grow?" (Responses will vary, but may include: It gets water from roots; it gets sunlight; it moves toward the sun to grow.)

"How do you think a living thing like an animal gets what it needs to live and grow?" (Responses will vary, but may include: Animals might hunt for food, or animals might eat plants to get food.)
- Refocus students whole group and invite a few students to share out with the whole group.
- If productive, cue students to explain why a classmate came up with a particular response:

"Who can explain why your classmate came up with that response? I'll give you time to think." (Responses will vary.)

Meeting Students' Needs

- For ELLs: (Making Connections and Setting Context) Before the Back-to-Back and Face-to-Face protocol, consider asking a few simple questions that help students make connections and set the context for how needs are met. This will also help them generate ideas and gain confidence expressing their thoughts. (Example: "What things help you grow?" (Responses will vary, but could include: eating food, drinking milk.) "How do you eat food and drink milk?" (my mouth)
- For students who may need additional support with oral language and processing: Allow ample wait time during the discussion. (MMAE, MME)

Closing and Assessment

B. Song and Movement: "A Tree Is a Living Thing" Chant (5 minutes)

- Offer students specific, positive feedback on their discussions during the Back-to-Back and Face-to-Face protocol.
- Tell students that they have shared a number of ideas about how some living things meet their needs in order to live and grow.
- With excitement, share with students that in the next unit they will continue acting like researchers and read, write, draw, observe, and discuss to find out more about how living things meet all of their needs to live and grow!
- Remind students that they worked very hard during this unit to learn more about how we know something is living and that, to celebrate, you want to teach them a chant about how a tree is a living thing!

- Display the **“A Tree Is a Living Thing” chant** and model reading it aloud in a loud, proud, excited voice.
- Use a total participation technique to invite responses from the group as you revisit each pair of lines in the chant:

“What are some motions, gestures, or actions we can do with our bodies and hands to go along with the words in the chant?” (Responses will vary, but may include: putting our hands in the air with excitement, crouching down and standing up tall to show a tree growing toward the sun, pulling our hands up from the ground to show roots taking in water, etc.)

- Invite students to stand up and join you as you recite the chant one or two more times as time permits, using the chosen accompanying gestures and actions.
- Remind students that they have done a lot of hard work as researchers during this unit. In the next unit, they will have the chance to continue being researchers as they gather information and answers to new questions about trees and living things!

Meeting Students' Needs

- For ELLs: (Illustration) Sketch or draw key concepts or Vocabulary on “A Tree Is a Living Thing” chant. Before reading it, encourage students to predict or preview what the chant is about by using the context clues or illustrations.
- For ELLs: (Color Coding: Plural Nouns) Highlight or underline any instances of singular and plural nouns, or simply -s or -es, in the chant with the color you’ve selected and used throughout.
- For ELLs: Mini Language Dive. “Roots/take food and water/**from the ground.**” (“A Tree is a Living Thing” chant)
 - Deconstruct: Invite students to discuss the meaning of the sentence and grapple with the meaning of each chunk. Encourage extended conversation and practice with the focus structure, keeping the following language goals in mind:

from: “Where?” From points us to the place where the roots take food and water. Suggested question: “Can you figure out why the author wrote from?” (preposition)

the ground: “From where?” The ground is where roots take food and water from; Suggested questions: “Where do the roots take food and water from? How do you think roots take food and water from the ground?” (noun)
 - Practice: Flowers take food and water _____ [from the ground/clouds/soil/hose].
 - Reconstruct: Reread the sentence. Ask:

“What other words could we use in this sentence instead of take?”

“How does your understanding of this sentence add to your understanding of living things?”
 - Practice: Consider inviting students to use the sentence to speak about what people get from the ground. People get _____ from the ground. Ask:

“What is another way to say this sentence?”
- As students practice the song with motions, provide options for expression by singing the song several times in different voices. Invite students to try singing the song in a whisper voice, in a giant voice, and/or in an opera voice. (MMAE, MME)