

Lesson 10: Unit 2 Assessment, Part II: Writing Detail Sentences



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.7:** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- **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.1b:** Continue a conversation through multiple exchanges.
- **SL.K.2:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **SL.K.3:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **L.K.5d:** Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.



Daily Learning Target

- I can write detail sentences that give examples of how animals depend on trees for food. (W.K.2, W.K.7, W.K.8)

Ongoing Assessment

- During the Opening, use the Language Checklist to track students' progress toward L.K.5d.
- Collect pages 2 and 3 of the Unit 2 Assessment booklet to document progress toward W.K.2, W.K.7, and W.K.8.

Agenda

1. Opening

- A. Song and Movement: "We Depend on Trees" Version 3 (15 minutes)

2. Work Time

- A. Back-to-Back and Face-to-Face Protocol: How Animals Depend on Trees (10 minutes)
- B. Analyzing a Model: People Depend on Trees Booklet (5 minutes)
- C. Unit 2 Assessment, Part II: Writing Detail Sentences (25 minutes)

3. Closing and Assessment

- A. Reflecting on Learning (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- In the Opening, students demonstrate their understanding of L.K.5d as they act out, differentiate, and organize the nuanced meanings of different verbs that mean “to eat” to put back together the song “We Depend on Trees” in the proper order.
- In Work Time A, students revisit “What Do Animals Eat?” a 1-minute video from Unit 1 embedded in the PBS Learning Media website. The viewing of the video and subsequent partner discussion prepares students to solidify their comprehension of information gathered and reviewed from the text *Be a Friend to Trees* in Lessons 7–8.
- In Work Time A, the video “What Do Animals Eat?” is paused at 00:48 seconds so that students can more closely observe the hummingbird. The hummingbird was chosen as a focus because it is an animal that may be unfamiliar to students.
- In Work Time C, students use their Animals, Trees, and Food: Student Notes from Lesson 8 to write two detail sentences that provide different examples of how animals depend on trees for food (W.K.2, W.K.7, W.K.8).

How this lesson builds on previous work:

- In Lessons 8–9, students engaged with the song “We Depend on Trees.” In this lesson, students are challenged to put the lyrics of the song back together using their knowledge of the different verbs that mean “to eat.”
- In Work Time A, students follow the same routine established in Lesson 9 as they view a video clip and engage in a partner discussion about the research topic.
- In Work Time C, students use their Animals, Trees, and Food: Student Notes created in Lesson 8 to inform the detail sentences they write on pages 2 and 3 of the Unit 2 Assessment booklet.

Areas in which students may need additional support:

- Students may need support with fine motor skills as they continue writing in their booklet for the Unit 2 Assessment. Consider offering any appropriate supports used in note-taking and writing from Lessons 8–9.

Down the road:

- In Lesson 11, students complete the Unit 2 Assessment.

In advance:

- Prepare:
 - “We Depend on Trees” Version 3 by covering up the verbs or writing a new version with blank spaces where the verbs should be (see supporting Materials).
 - “We Depend on Trees” verb cards by printing them on cardstock (see supporting Materials).
 - Pieces of tape accessible on the edge of the board/table for students to use to attach the verb cards to the song.
 - Technology necessary to play “What Do Animals Eat?” in Work Time B.
- Distribute Materials to student workspaces for the Unit 2 Assessment.

- Pre-determine small groups of four or five students for the Opening.
- Post: Learning targets, “We Depend on Trees,” and any applicable anchor charts (see Materials list).

Technology & Multimedia

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.
- Work Time A: Show video “Giraffe.” WGBH Educational Foundation. PBS Learning Media, 2009. Web. 5 October 2016. <<http://mass.pbslearningmedia.org/resource/bb09.res.vid.giraffe/giraffe/>>. (For display. Used by permission.)

Supporting English Language Learners

Supports guided in part by CA ELD Standards K.1.A.1, K.1.C.10, and K.2.B.3

Important points in the lesson itself

- The basic design of this lesson supports ELLs by revisiting the “We Depend on Trees” song to reinforce and engage students in the use of verbs. Students get multiple language and content inputs through discussing a video, reviewing a class model, and orally practicing what they will write with their puppets before Part II of the assessment.
- ELLs may find it challenging to write their detail sentences independently in the Unit 2 Assessment, Part II. Remind them to use the resources posted in the classroom, including language chunks from the Language Dive in Lesson 7. Invite them to draw their idea first to lower the affective filter and capture their ideas.

Levels of support

For lighter support:

- Work Time A offers an extended opportunity to listen to how students are using language to communicate. Jot down two of the correct uses of language and two of the miscues or partially incomplete sentences. Without discussing who said which sentence, ask students to consider why each is correct or needs to be revised and why.

For heavier support:

- In Work Time A, before students begin the Back-to-Back and Face-to-Face protocol, provide them with sentence starters to describe what they observed (Examples: “I observed _____” or “I observed that _____”). As you circulate, if you notice students reluctant to share, engage them one-on-one and offer two options for them to select from. (Examples: “What were the giraffes you observed eating?” or “Did you observe a spaceship flying through the galaxy or a koala munching on leaves?”) Also use this time to make note of syntax errors.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** To get the most informative data from the assessment, ensure that all students have access to the assessment directions and feel comfortable with the expectations. Continue to vary the ways in which you convey your expectations.
- **Multiple Means of Action & Expression (MMAE):** Continue to support a range of fine motor abilities and writing needs by offering students options for writing utensils. Also consider supporting students' expressive skills by offering partial dictation of their responses.
- **Multiple Means of Engagement (MME):** Continue to support students in limiting distractions during the assessment. Also continue to provide variation in time for completing the assessment as appropriate. Consider offering breaks at certain times.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

Review:

- verb, detail sentence, eat, depend, notes, flower, bark, inner bark, bud, twig, leaves (L)

Materials

- ✓ "We Depend on Trees" Version 3 (one to display)
- ✓ Equity sticks (class set; one per student)
- ✓ "We Depend on Trees" verb cards (one card per small group)
- ✓ Tape (several pieces; used by the teacher and students to place the correct verbs back into the song)
- ✓ Language Checklist (see Assessment Overview and Resources)
- ✓ What Researchers Do anchor chart (begun in Unit 1, Lesson 1)
- ✓ "What Do Animals Eat?" (video; play in entirety; see Technology and Multimedia)
- ✓ Back-to-Back and Face-to-Face Protocol anchor chart (begun in Module 2)
- ✓ People Depend on Trees booklet (completed in Lesson 6; one to display)
- ✓ Animals, Trees, and Food: Student Notes (completed in Lesson 8; one per student)
- ✓ Unit 2 Assessment booklet (pages 2–3; one per student; see Assessment Overview and Resources)
- ✓ Puppets (one per student; from Lesson 6)
- ✓ Pencils (one per student)
- ✓ Colored pencils (class set; variety of colors per student)

Opening

A. Song and Movement: “We Depend on Trees” Version 3 (15 minutes)

- Gather students whole group and tell them that they will revisit the song “We Depend on Trees” to work once more with the verbs that mean “to eat.”
- Briefly review the definition of *verb* (a word that expresses a state of being or an action) as needed.
- Display “**We Depend on Trees**” Version 3.
- Using a total participation technique, invite responses from the group:
“What is different about this version of the poem?” (The verbs are missing!)
- Follow the same routine established in Modules 1–2 to sing the “We Depend on Trees” song, but pause at each missing verb.
 - Direct students’ attention to the posted “We Depend on Trees” Version 3.
 - Sing each verse with students and invite them to sing along and act out the gestures/ actions as you point to the text.
- Tell students that today their challenge is to complete the verses of the song with the correct verbs. They will work in a small group to determine where in the song their verb card should be placed.
- Demonstrate the following routine:
 - Use an **equity stick** to select a student to demonstrate with you.
 - Display a “**We Depend on Trees**” **verb card** and read the word aloud. Tell students that they can use the drawings to help them read the word.
 - Model how to make the movement or gesture created in Lesson 9 to remember the verb’s specific definition.
 - Discuss with your partner where in the song that verb belongs.
 - Using **tape**, attach the “We Depend on Trees” verb card onto the proper line in the song.
 - Sing the verse with your group to check for comprehension.
- Invite students to join their pre-determined small groups and distribute a “We Depend on Trees” verb card to each group.
- Tell students they may begin reading the verb, acting it out, and discussing where it belongs in the song.
- Circulate and listen for students to understand the specific definition of their verb and to place it accurately in the verse. Take note of student progress toward L.K.5d using the **Language Checklist**.
- After about 5 minutes, invite groups to begin taping their verbs into the song.
- Invite students to sing the song with you to check for accuracy. If verbs have been placed incorrectly into the song, make the changes at this time.
- Provide students with specific, positive feedback on their ability to collaborate and re-create the poem.

Meeting Students' Needs

- For ELLs: (Leadership: Encouraging Risk-taking) When singing the song at the end of the Opening, consider inviting a few students who ordinarily might shy away from participation to lead the class in the gestures.
- For students who may need additional support with visual perception: Offer individual copies of the song for students who may need support with using far-point display. (MMR)

Work Time

A. Back-to-Back and Face-to-Face Protocol: How Animals Depend on Trees (10 minutes)

- Refocus students whole group.
- Tell students that similar to the previous lesson, they will closely observe a short video clip of animals eating to gather more information about how animals depend on trees for food. Then they will discuss their ideas and ask questions with a partner using the Back-to-Back and Face-to-Face protocol.
- Direct students' attention to the **What Researchers Do anchor chart** and briefly revisit the following point:
 - “observe closely”
- Tell students that today they will revisit a video from Unit 1, **“What Do Animals Eat?”** but that this time they will have a specific job to do while viewing the video: to look for animals that get their food from trees.
- Using a total participation technique, invite responses from the group:

“What are some animals we have learned about in our research that get food from trees?”
(Responses will vary.)
- If productive, cue students to add on to what a classmate said:

“Who can add on to what your classmate said? I’ll give you time to think.”
- Tell students that as they observe closely today they should look for those animals and others that depend on trees for food.
- Display the video clip **“What Do Animals Eat?”** and play it in its entirety.
- Pause the video clip at 00:48 seconds and follow the routine from Unit 1 to guide students through closely observing the video in order to talk, draw, and write about it:
 - Prompt students to “look at the whole” and use the accompanying gesture.
 - Prompt students to “look from the bottom to the top” and use the accompanying gesture.
 - Prompt students to “look from side to side” and use the accompanying gesture.
 - Prompt students to “pick one spot and zoom in” and use the accompanying gesture.
- Tell students they will now share their observations and questions from the video “What Do Animals Eat” with a classmate using the Back-to-Back and Face-to-Face protocol. 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 the protocol.
- Circulate and listen in as students share and ask questions about the video clip.
- Provide specific, positive feedback about students' ability to discuss their ideas clearly and ask questions.
- Tell students that talking about what they understand and know will help them in their writing. If you can say it, you can write it!

Meeting Students' Needs

- For ELLs: (Social Conventions in Conversation) Right before the Back-to-Back and Face-to-Face protocol, consider providing dialogue to help students decide who would like to share first. Example:

"Would you like to share first?"

"Yes, I would" or

"No, thanks, I would prefer to go second."

- Consider writing the dialogue in a speech bubble and having students hold it up with a Popsicle stick.
- For students who may need additional support with planning: Invite students to repeat the steps they will follow in this section of the lesson. (MMAE, MME)

Work Time

B. Analyzing a Model: People Depend on Trees Booklet (5 minutes)

- Use the same routine from Work Time B of Lesson 9 to guide students through analyzing the detail sentence in the **People Depend on Trees booklet**.
 - Display the title page of the People Depend on Trees booklet.
 - Tell students that they are going to reread their class booklet again today to use as a model for their individual writing.
 - Read the People Depend on Trees booklet fluently and without interruption.
 - Tell students that today they will write the next two sentences in their research booklets for the Unit 2 Assessment.
 - Remind students that these are called *detail sentences* and that they provide an example of the topic.
 - Display pages 2–3 of the People Depend on Trees booklet and reread them.
 - Using a total participation technique, invite responses from the group:

"What detail or example does page 2 tell us? Page 3?" (Responses will vary depending on what was written in the booklet.)
 - If productive, cue students to add on to what a classmate said:

"Who can add on to what your classmate said? I'll give you time to think."
 - Remind students that the class booklet was about how *people* depend on trees, but their booklet is about how *animals* depend on trees because that is what they have researched.

- Tell students that next they will write two detail sentences that tell how animals depend on trees for food in their Unit 2 Assessment booklets. They will get these details from their **Animals, Trees, and Food: Student Notes**.
- Direct students' attention to the posted learning target and read it aloud:
"I can write detail sentences that give examples of how animals depend on trees for food."
- Using a total participation technique, invite responses from the group:
"According to the learning target, what will your detail sentences give examples of?" (how animals depend on trees for food)"
- Confirm with students that their detail sentences will give examples from their Animals, Trees, and Food: Student Notes of two animals that depend on trees for food.

Meeting Students' Needs

- For ELLs: (Call and Response) Consider repeating a few rounds of call and response from Lesson 9. Then add on with a cheer about detail sentences. Example:
 - "What are we going to write about animals?"
 - "Details!"
 - "When are we going to write them?"
 - "Now!"
- For students who may need additional support with planning and strategy development: Model a think-aloud for organizing your thoughts into two detail sentences. (MMAE)

Work Time

C. Unit 2 Assessment, Part II: Writing Detail Sentences (25 minutes)

- Tell students that next they will talk, plan, and write two detail sentences as part of the Unit 2 Assessment.
- Display pages 2–3 of the **Unit 2 Assessment booklet** and tell students that they will write one detail sentence on each page and draw an illustration that shows the animal and the food. First they will complete page 2, and then they will talk about, plan, and write page 3.
- Distribute students' Animals, Trees, and Food: Student Notes and ask them to look at the notes and decide which animal they will write about in the first detail sentence.
- Circulate the whole group area with the **puppets** and invite students to select the puppet they need.
- Tell students that they will use the puppet as they share their detail sentence with a classmate.
- Turn and Talk:
"Which animal will you write a detail sentence about first today?" (Responses will vary.)
"What could you draw in the box to represent that detail sentence?" (Responses will vary.)
- Distribute **pencils** and invite students to check off the animal they selected to write about first.

- Tell students that in the second column, where it says “eat,” they will select a verb from the song “We Depend on Trees” to use instead. Model how to cross out “eat” and replace it with another verb (e.g., munch.)
- Invite students to change the verb “eat” with a choice from the “We Depend on Trees” song.
- Tell students that they will find page 2 of the Unit 2 Assessment booklet, pencils, and **colored pencils** at their workspaces.
- Invite students to move like the animal they selected as you dismiss them back to their workspaces.
- Circulate and observe as students write. As needed, remind them to refer back to their Animals, Trees, and Food: Student Notes to write with accuracy.
- After 8 minutes, invite students back to the whole group meeting area with page 2 of their Unit 2 Assessment booklet.
- Invite students to look at the Animals, Trees, and Food: Student Notes and decide which animal they will write the next detail sentence about.
- Follow the same process to prepare students to write the next detail sentence:
 - Circulate the whole group area with the puppets and invite students to select the puppet they need.
 - Turn and Talk:
 - “Which other animal will you write a second detail sentence about?” (Responses will vary.)*
 - “What could you draw in the box to represent that detail sentence?” (Responses will vary.)*
 - Distribute pencils and tell students to check the final animal they will write about.
 - Remind students to also change the verb “eat” to a different verb from “We Depend on Trees.”
 - Dismiss students to their workspaces to begin writing page 3.
 - Circulate and observe as students write. As needed, refer them back to their Animals, Trees, and Food: Student Notes.
 - After 8 minutes, ask students to begin cleaning up Materials.
 - Invite students back to the whole group meeting area and collect pages 2–3 of the Unit 2 Assessment.
- Tell them that they will now share the two examples you wrote about for your detail sentences with a partner during the Closing.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Assessment) Read the assessment directions and question multiple times. Allow additional time when possible. (MMR)
- 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.

- For students who may need additional support with self-regulation: Use a visual timer as students complete the assessment. (MME)

Closing and Assessment

A. Reflecting on Learning (5 minutes)

- Give students specific, positive feedback on their ability to write detail sentences.
- Tell students that, as they share about the detail sentences from their Unit 2 Assessment booklets, they can act out the animal that their partner describes.
- Turn and Talk:
“What is one example of how animals depend on trees for food that you included in your detail sentences?”
- Circulate and listen in as students share about their detail sentences with one another.
- Tell students that in the next lesson, they will finish the Unit 2 Assessment booklet by writing the last detail sentence and a concluding sentence.

Meeting Students’ Needs

- For ELLs: (Social Conventions in Conversation) Invite students to practice the dialogue they learned in the Opening to help decide who would like to share first.
- For students who may need additional support with self-regulation: Help students anticipate and manage frustration during the protocol. (Example: “I can pay attention as my partner shares. When my partner is sharing, I am listening without interrupting because it is my partner’s turn, and my turn will be next.”) (MME)