

Lesson 9: Unit 2 Assessment, Part I: Writing a Focus Statement



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 Targets

- I can listen carefully to another's ideas and ask questions when I do not understand something. (SL.K.1, SL.K.1b, SL.K.2, SL.K.3)
- I can write a focus statement that describes how animals depend on trees for food. (W.K.2, W.K.7, W.K.8)

Ongoing Assessment

- During Work Time A, circulate and listen as students discuss the video clip “Giraffe” with a partner. Consider using the Speaking and Listening Checklist to document progress toward SL.K.1, SL.K.1b, SL.K.2, and SL.K.3 (see Assessment Overview and Resources).
- Collect page 1 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 1 (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 (10 minutes)
- C. Unit 2 Assessment, Part I: Writing a Focus Statement (15 minutes)

3. Closing and Assessment

- A. Pinky Partners Protocol: Reflecting on Learning (10 minutes)

Teaching Notes**Purpose of lesson and alignment to standards:**

- In Work Time A, students watch a 10-second video clip titled “Giraffe” embedded in the PBS Learning Media website. The viewing of the video and subsequent partner discussion prepare 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 B, students analyze the completed People Depend on Trees booklet from Lesson 6 to understand how to form a focus statement. Then, in Work Time C, students begin the Unit 2 Assessment by writing a topic sentence for their own research booklets about how animals depend on trees for food.
- In the Closing, students share their topic sentence with a partner to confirm their understanding of the structure and purpose of a topic sentence when writing about research.

How this lesson builds on previous work:

- In the Opening, students revisit the song “We Depend on Trees” as they learn about verbs and find the verbs that mean “to eat” in the lyrics of the song.
- Students use the Animals, Trees, and Food: Student Notes from Lesson 8 to write a topic sentence for Part I of the Unit 2 Assessment.

Areas in which students may need additional support:

- Students may need support with fine motor skills as they write in their research booklet for the Unit 2 Assessment. Consider offering any appropriate supports used in note-taking from Lesson 8.

Down the road:

- Students continue to learn about verbs and shades of meaning as they continue engaging with the song “We Depend on Trees” in Lessons 10–12.
- The routine established in Work Time A to view and discuss a video clip will be repeated in Lesson 10.
- In Lessons 10–11, students continue writing to complete the assessment booklet to answer the research question: “How do animals depend on trees for food?”

In advance:

- Prepare technology necessary to play the video “Giraffe” in Work Time B.
- Distribute Materials to student workspaces for the Unit 2 Assessment.
- Preview “We Depend on Trees” Version 2 to see which verbs to highlight during 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 identify and analyze the use of verbs. Students get multiple language and content inputs through discussing a video, reviewing a class model, and orally practicing writing with their puppets before Part I of the assessment.
- ELLs may find it challenging to write their topic sentence independently in the Unit 2 Assessment, Part I. Remind them to use the resources posted in the classroom, including language chunks from the Language Dive in Lesson 5. Invite them to draw their idea first to lower the affective filter and capture their ideas.

Levels of support

For lighter support:

- Before providing students frames to share their ideas with their classmates in Work Times A and C, observe student interaction and allow them to grapple. Provide supportive frames and demonstrations only after students have grappled with the task. Observe the areas in which they struggle to target appropriate support.

For heavier support:

- During Work Time A, consider inviting a few students to model what questions to ask when they don’t understand something. (Examples: “I don’t understand. Could you repeat that?” “I’m not sure I get it. Could you say that in a different way?”)

Universal Design for Learning

- **Multiple Means of Representation (MMR):** To set themselves up for success for the Unit 2 Assessment, students need to generalize the skills that they learned from previous lessons. Similar to Modules 1–2, before administering the assessment, activate prior knowledge by recalling the learning targets from the previous lessons. Also present the directions for the assessment both visually and verbally.
- **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):** When assessing student work, provide feedback that is oriented toward mastery rather than relative performance. Focus on effort and improvement to build confidence and minimize risk. Continue to provide scaffolds that support executive function skills, self-regulation, and students' abilities to monitor progress before and after the assessment. These can be tailored to students' individualized goals.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- verb, carefully (L)

Review:

- focus statement, eat, depend, notes, flower, bark, inner bark, bud, twig, leaves (L)

Materials

- ✓ "We Depend on Trees" Version 1 (from Lesson 8; one to display)
- ✓ Highlighter (one for teacher modeling)
- ✓ "We Depend on Trees" Version 2 (for teacher reference)
- ✓ What Researchers Do anchor chart (begun in Unit 1, Lesson 1)
- ✓ "Giraffe" (video; play in entirety; see Technology and Multimedia)
- ✓ Back-to-Back and Face-to-Face Protocol anchor chart (begun in Module 2)
- ✓ Speaking and Listening Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ People Depend on Trees booklet (completed in Lesson 6; one to display)
- ✓ Unit 2 Assessment booklet (page 1; one per student; see Assessment Overview and Resources)
- ✓ Animals, Trees, and Food: Student Notes (completed in Lesson 8; one per student)
- ✓ Pencils (one per student)
- ✓ Colored pencils (class set; variety of colors per student)
- ✓ Pinky Partners Protocol anchor chart (begun in Module 2)

Opening

A. Song and Movement: “We Depend on Trees” Version 1 (15 minutes)

- Gather students whole group.
- Follow the same routine established in Modules 1–2 to sing “**We Depend on Trees**” **Version 1**.
 - Direct students’ attention to the posted “We Depend on Trees” Version 1.
 - Sing each verse with students and invite them to sing along and act out the gestures/ actions as you point to the text.
- Remind students that in the previous lesson they were introduced to the different words in the song that mean “to eat”: munch, feed, scarf down, and dine.
- Tell students that these words are *verbs* and provide the definition: words that express a state of being or an action.
- Using a total participation technique, invite responses from the group:

“What action are these verbs expressing or saying?” (They all are ways to say eat.)
- Tell students that their job today is to help find all the verbs in the song “We Depend on Trees” that mean “to eat.”
- Invite students to come up with a signal to use when they hear a verb that means “to eat” (e.g., pretending to bring a spoon to your mouth).
- Tell students to listen as you sing the song again and to use the signal when they hear a verb that means “to eat.”
- Sing “We Depend on Trees” and pause at the verbs students signal. Use a **highlighter** to mark the verbs as you go. Refer to the “**We Depend on Trees**” **Version 2** as necessary.
- After highlighting all the verbs that mean “to eat,” invite students to sing the song with you one last time, making the signal for the verbs as they sing.
- Provide specific, positive feedback on students’ participation with the song and tell them that in the next lesson they will have a challenge to complete with the verbs that mean “to eat.”

Meeting Students’ Needs

- For ELLs and students who may need additional support with comprehension: (Charades: Verbs) To reinforce the idea of what a verb is, consider inviting students to the front of the class to model an action while the rest of the class guesses what the verb is. Variations on this with everyday verbs can occur in other parts of the day as well to reinforce the skills. (MMR, MME)

Work Time

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

- Refocus whole group.
- Direct students' attention to the posted learning targets and read the first one aloud:
"I can listen carefully to another's ideas and ask questions when I do not understand something."
- Using a total participation technique, invite responses from the group:
"What does it mean to discuss and listen carefully?" (that you listen to your classmates to understand what they are saying and without interruption)
- If productive, cue students to compare their ideas:
"How is what ____ said the same as/different from what ____ said? I'll give you time to think." (Responses will vary.)
- Tell students that today they will closely observe a short video clip of an animal eating food from a tree to gather more information about how animals depend on trees for food. Then they will discuss what they viewed, listen carefully to one another, 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 review the following:
 - "observe closely"
- Display the video clip **"Giraffe"** and play it in its entirety. (Note: The clip is very short, so it is recommended to watch it two or three times to aid students' close viewing.)
- Pause the video clip at 00:08 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.
 - Prompt students to "look again at the whole" and use the accompanying gesture.
- Tell students they will now share their observations and questions from the "Giraffe" video clip 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.).
- Circulate and listen in as students share and ask questions about the video clip. Consider using the **Speaking and Listening Checklist** to track students' progress toward SL.K.1, SL.K.1b, SL.K.2, and SL.K.3.
- Provide specific, positive feedback about students' abilities to listen carefully 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: (Example/Non-example: Learning Target) To reinforce the meaning and correct use of the word *carefully*, consider demonstrating what it looks like and sounds like to listen *carefully*. Also demonstrate a non-example. (Example: Look all around you and hum. Then say, "Now I'm listening carefully" and look quietly and attentively.)
- 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 (10 minutes)

- Display the title page of the **People Depend on Trees booklet**.
- Tell students that they are going to reread their class booklet 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 begin writing their own research booklets for the Unit 2 Assessment.
- Using a total participation technique, invite responses from the group:
"What is the topic of the People Depend on Trees booklet?" (how people get food from trees)
- Remind students that the class booklet was about how *people* depend on trees, but their new research is about how *animals* depend on trees.
- Tell students that next they will begin to write the focus statement for their new research topic.
- Direct students' attention back to the What Researchers Do anchor chart and reread the bullet:
"share learning with others through writing"
- Tell students that today they will begin writing in the Unit 2 Assessment booklets to share what they have learned while researching the question: "How do animals depend on trees for food?"
- Direct students' attention to the posted learning target and read the second one aloud:
"I can write a focus statement that describes how animals depend on trees for food."
- Direct students' attention back to page 1 of the People Depend on Trees booklet and read the title of the page:
"focus statement"
- Tell students that this is the part of the research booklet they will write today: the focus statement.
- Invite students to look and listen closely as you read the focus statement again.
- Using a total participation technique, invite responses from the group:
"What does the focus statement tell us?" (what the book is about: how people get food from trees.)

- If productive, cue students to agree or disagree and explain why:
“Do you agree or disagree with what your classmate said? Why? I’ll give you time to think.”
- Confirm with students that the focus statement tells the reader the topic of a book, or what the book is all about.

Meeting Students’ Needs

- For ELLs: (Call and Response) Consider repeating a few rounds of call and response to engage students in oral language participation and reinforce the difference between the booklet they’ve just reviewed and the sentences they are about to write. Example:
 - Teacher: “This example is about ____.” (Students all say, “People!”)
 - Teacher: “However, you are going to write now about ____.” (Students all say, “Animals!”)
- For students who may need additional support with planning and strategy development: Model a think-aloud for organizing your thoughts into a focus statement. (MMAE)

Work Time

C. Unit 2 Assessment, Part I: Writing a Focus Statement (15 minutes)

- Tell students that next they will talk, plan, and write a focus statement to begin the Unit 2 Assessment.
- Display page 1 of the **Unit 2 Assessment booklet** and tell students that this is where they will write their focus statement for their research about how animals depend on trees for food.
- Tell students that there are lines for them to write their focus statement and a box for them to draw a picture to match the topic statement.
- Distribute students’ **Animals, Trees, and Food: Student Notes** and ask them to look at the notes to determine what their writing is about.
- Turn and Talk:
 - “What is the topic of your booklet? What focus statement will you write on page 1?” (Responses will vary, but should include something like: Animals depend on trees for food. Lots of animals get food from trees.)*
 - “What could you draw in the box to represent the topic of your research booklet?” (Responses will vary, but should include something like: a picture of the three animals from my notes eating the tree; a tree with all the parts that animals eat.)*
- Tell students that they will find page 1 of the Unit 2 Assessment booklet, **pencils**, and **colored pencils** at their workspaces.
- Invite students to move like one of the animals as you dismiss them back to their workspaces.
- Circulate and observe as students write. As needed, remind students to refer back to their Animals, Trees, and Food: Student Notes to determine the topic of their focus statement.
- After 10 minutes, ask students to begin cleaning up Materials.

- Invite students back to the whole group meeting area with page 1 of their Unit 2 Assessment booklet.
- Tell students that next they will share their focus statements with a partner.

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. Pinky Partners Protocol: Reflecting on Learning (10 minutes)

- Tell students they will now share their focus statements from the Unit 2 Assessment booklets with a classmate using the Pinky Partners protocol. Remind them that they used this protocol in previous lessons and review as necessary using the **Pinky Partners Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Guide students through the protocol to share their focus statements.
- Circulate and listen in as students share. Remind students to look back at their focus statement and picture as needed to support their oral processing.
- Gather students whole group again and direct their attention to the second learning target:
"I can write a focus statement that describes how animals depend on trees for food."
- Tell students they will now share how they met this learning target with a *new* classmate using the Pinky Partners protocol.
- Post and review the following sentence frame from Lessons 5:
 - "This makes me think _____."
- Tell students that during this round of the protocol, they can practice using the sentence frames.
- Guide students through another round of the protocol with a new partner to answer the following:
"How did you work today to write a topic sentence to describe how animals depend on trees for food?" (Responses will vary, but may include: I looked at my notes to figure out the topic and talked about it with my partner first. I used my notes and wrote the sentence in my Unit 2 Assessment booklet.)
- Circulate and listen in as students discuss ways they met the learning target. Support students' use of the sentence frames by modeling how to use them or prompting students when the conversation lends itself to a specific sentence frame.

- Gather students whole group and provide specific, positive feedback about their ability to discuss their writing and the learning targets clearly.
- Tell them that in the next lesson, they will continue writing in the Unit 2 Assessment booklets to record their research about how animals depend on trees for food.

Meeting Students' Needs

- 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 fingers to tap their foreheads three times.