

## Lesson 12: Performance Task: Drafting Detail Sentence 2 and Continuing an Informational Tree Collage



### CCS Standards

- **RI.K.1:** With prompting and support, ask and answer questions about key details in a text.
- **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.5:** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- **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.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.
- **SL.K.3:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.



### Daily Learning Targets

- I can show what I know about trees through writing and collage. (RI.K.2, W.K.2, W.K.5, W.K.7, W.K.8)
- I can give and receive feedback that is kind, helpful, and specific. (W.K.5, SL.K.1a, SL.K.1b, SL.K.3)

### Ongoing Assessment

- During Work Time A, continue to circulate and use the Informational Writing Checklist to document progress toward W.K.2, W.K.5, W.K.7, and W.K.8 (see Assessment Overview and Resources).
- During Work Time C, circulate as students give and receive feedback and continue to use the Speaking and Listening Checklist to document progress toward SL.K.1a, SL.K.1b, and SL.K.3 (see Assessment Overview and Resources).

## Agenda

### 1. Opening

- A. Poem and Movement: “Who Depends on Trees?” Version 1 (5 minutes)

### 2. Work Time

- A. Independent Writing: Performance Task Writing Booklet (15 minutes)
- B. Engaging the Artist: Creating an Informational Tree Collage (20 minutes)
- C. Giving and Receiving Feedback: Informational Tree Collages (15 minutes)

### 3. Closing and Assessment

- A. Reflecting on Learning (5 minutes)

## Teaching Notes

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### Purpose of lesson and alignment to standards:

- This is the third in a series of four lessons in which students work to complete the performance task. In this lesson, students write a sentence to state one need of their tree and continue collaging the tree.
- Work Times A, B, and C contain repeated routines from Lessons 10–11 as students participate in writing and collage artwork to show what they know about their researched tree. Refer to those lessons for more detail, as necessary.

### How this lesson builds on previous work:

- In Lessons 10–11, students began writing and collaging for the performance task. In this lesson, they continue the process.
- In this lesson, students review and recite the riddles in “Who Depends on a Tree?” from Unit 2 as practice for presentation during the Celebration of Learning.

### Areas in which students may need additional support:

- In Work Times A and B, students may need additional support with fine motor skills as they write, cut, tear, or glue. Consider offering any appropriate supports from Lessons 2–4.
- Continue to model and provide sentence frames as students give and receive feedback in Work Time C.

### Down the road:

- In Lesson 13, students complete their informational writing, as well as their informational collages. Recall that once complete, the teacher will type students’ writing and affix it to the collage to create the completed informational collage that students will present at the Celebration of Learning in Lesson 15.
- In Lessons 14–15, students practice and present their learning from Units 1–3 for the Celebration of Learning. Students perform various songs and poems from throughout the module, read a selection from their Living Things research notebook, and present their completed informational collages to classmates and other visitors.

### In advance:

- Prepare collaging Materials for Work Time B by pre-cutting construction paper of the necessary colors into appropriate different sizes and shapes. Organize paper by tree type and place into bins at each workstation for ease of student use.
- Distribute Materials for Work Times A and B at student workspaces.
- Post: Learning targets 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.

### Supporting English Language Learners

Supports guided in part by CA ELD Standards K.1.B.7, K.1.C.10, and K.2.B.5

#### Important points in the lesson itself

- The basic design of this lesson supports ELLs by returning to familiar content and instructional routines to continue their progress on the Performance Task Writing booklet and informational collage. Students practice oral language fluency and solidify content-specific Vocabulary in the riddles. They describe what their tree needs and provide feedback on a classmate’s writing in a structured discussion.
- ELLs will benefit from recursive exposure to ways to provide feedback in Work Time C. Remind students that they can use frames they are already familiar with, such as “I notice \_\_\_\_\_,” “I would like to add \_\_\_\_\_,” and “This makes me think \_\_\_\_\_.” Consider creating a Fishbowl to model language use for feedback.

#### Levels of support

*For lighter support:*

- During the Opening, to solidify comprehension and surface misconceptions in a joyful way, consider playing a game in which you select parts of speech from a grab bag (with nouns, adjectives, and verbs) for students to use in sentences.

*For heavier support:*

- During Work Time A, consider spending additional time reviewing what the word *some* means and surfacing any misconceptions. Consider reinforcing the concept by collecting a handful of cubes and taking some of them, saying aloud, “I have *some* cubes—not all of the

cubes, not a lot of the cubes, but *some* cubes.” Use the text icons as visual support and also invite students to share the translation of that word in home languages. As students write what their tree needs, provide index cards with illustrations for key words to those who have trouble writing. They can use the index cards as guides.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support students as they incorporate the most valuable information from the text into existing knowledge. Providing explicit cues or prompts supports students in attending to the features that matter most. Before reading the text, activate background knowledge by previewing the questions you will ask.
- **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):** During this lesson, some students may need additional support with sustained effort. Provide targeted feedback that encourages sustained effort during each activity and encourages the use of specific supports and strategies, such as the Word Wall and peer support.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

#### Review:

- detail sentence (L)

### Materials

- ✓ “Who Depends on Trees?” Version 1 (from Unit 2, Lesson 2; one to display)
- ✓ Performance Task Writing booklet (begun in Lesson 10; added to during Work Time A; page 3; one per student; see Performance Task Overview)
- ✓ Tree: Individual Notes (completed in Lesson 8; one per student)
- ✓ Pencils (one per student)
- ✓ Colored pencils (a variety of colors per student)
- ✓ Describing the Sugar Maple booklet (completed in Lesson 4; one to display)
- ✓ High-Quality Work anchor chart (begun in Module 2)
- ✓ Performance Task Writing booklet (from Lesson 10; example, for teacher reference)
- ✓ Model of Informational Collage (from Lesson 1; one to display)
- ✓ Collage planner (completed in Lesson 10; one per student)
- ✓ Construction paper (class set; a variety of greens and yellows per student)

- ✓ Glue sticks (one per student)
- ✓ Tree images (from Lesson 10; one set per student)
- ✓ Tree collage templates (begun in Lesson 10; added to during Work Time B; one per student; see Performance Task Overview)
- ✓ Peer Feedback anchor chart (begun in Module 2)
- ✓ Speaking and Listening Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ Perseverance anchor chart (begun in Module 2)

### Opening

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#### A. Poem and Movement: “Who Depends on Trees?” Version 1 (5 minutes)

- Gather students whole group.
- Display the set of riddles **“Who Depends on Trees?” Version 1** and read the title. Tell students that they are practicing the riddles so they can present them to friends and family during the Celebration of Learning.
- Follow the same routine established in Modules 1–2 to read “Who Depends on Trees?” Version 1.
  - Direct students’ attention to the posted poem.
  - Read the poem with students and invite them to read along as you point to the text.
  - Invite students to do the motions or gestures to go with the riddles.
- Provide specific, positive feedback on students’ participation with the riddles.

#### Meeting Students’ Needs

- For ELLs: (Leadership: Practicing Presenting) During this Opening and in subsequent lessons, invite pairs of students to point to the words and demonstrate the hand motions in front of the class while their classmates review the poem, song, or riddle of the day.

### Work Time

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#### A. Independent Writing: Performance Task Writing Booklet (15 minutes)

- Direct students’ attention to the first posted learning target and read it aloud:  
***“I can show what I know about trees through writing and collage.”***
- Tell students that now they will talk, plan, and write the second *detail sentence* that tells what the tree needs in their Performance Task Writing booklets.
- Remind students that detail sentences provide more information and examples to support the focus statement, or topic, of the writing.

- Using a total participation technique, invite responses from the group:  
*“What does your tree need to survive?” (Responses will vary, but may include: It needs some water. It needs some sun.)*
- 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.”*
- Use the same routine from Work Time A of Lesson 10 to guide students through writing the second detail sentence on page 3 of their **Performance Task Writing booklets** using their **Tree: Individual Notes**, **pencils**, and **colored pencils**. Refer to the following Materials as necessary throughout the routine:
  - **Describing the Sugar Maple booklet**
  - **High-Quality Work anchor chart**
  - **Performance Task Writing booklet (example, for teacher reference)**
- Invite students back to the whole group meeting area.
- Tell students that they will have one more lesson to complete their writing. Then the writing will get typed, printed, and attached to the collage to make the completed informational collage. Next they will continue collaging their trees.

### Meeting Students’ Needs

- For students who may need additional support with fine motor skills: Vary methods for responses by offering options for drawing utensils and writing tools. (MMAE, MME)

## Work Time

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### B. Engaging the Artist: Creating an Informational Tree Collage (20 minutes)

- Display the **Model of Informational Collage** and focus students on the leaves.
- Tell students that today they will begin collaging the leaves onto their trees.
- Remind students that, as with all work, they should ensure that their collage is of high quality.
- Remind students to refer to their **collage planner** to help them think carefully about the colors, shapes, and textures they need.
- Follow the same routine from Work Time C of Lesson 3 to guide students through using **construction paper**, **glue sticks**, and the **tree images** to collage leaves onto the **tree collage template**.
- Circulate to support students as they collage and to reinforce the habit of perseverance as necessary.

### Meeting Students’ Needs

- For students who may need additional support with sustained effort: Invite students to take a quick stretch break once or twice throughout the Work Time. (MME)

## Work Time

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### C. Giving and Receiving Feedback: Informational Tree Collages (15 minutes)

- Refocus students whole group and ask them to bring their collages with them.
- Remind students of the importance of showing perseverance by improving their artwork as needed.
- Direct students' attention to the posted learning targets and read the second one aloud:  
***"I can give and receive feedback that is kind, helpful, and specific."***
- Remind students that the words "kind, helpful, and specific" come directly from the **Peer Feedback anchor chart**.
- Direct students' attention to the Peer Feedback anchor chart and briefly review it.
- Consider reviewing the High-Quality Work anchor chart as well. Tell students that their feedback should be related to the ideas on this anchor chart.
- Model giving and receiving feedback as necessary.
- Move students into pairs and invite them to begin giving and receiving feedback using the High-Quality Work anchor chart.
- Circulate and listen as students provide peer feedback. Use the **Speaking and Listening Checklist** to document student progress toward SL.K.1a, SL.K.1b, and SL.K.3.
- After both partners have shared and offered feedback, refocus whole group.
- Tell students that they are now going to revise their collage based on feedback they received from their partner. Consider modeling this as necessary.
- Dismiss students back to their workspaces and invite them to begin revising their collages.
- After 5 minutes, tell students to clean up by returning Materials to the designated areas.

### Meeting Students' Needs

- For ELLs: (Celebrate: Peer Modeling) At the end, consider selecting a pair of students who you noticed had a conversation that exemplified the learning target. Invite them to the front of the room at the end to share their discussion.
- For students who may need additional support with verbal expression: As students give and receive feedback, provide options for expression and communication by using sentence frames. Examples: "It was helpful when my partner said \_\_\_\_" or "Next time, we could be more helpful if we say \_\_\_\_." (MMAE)

## Closing and Assessment

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

- Gather students whole group.
- Offer specific, positive feedback on their ability to give and receive feedback that is kind, specific, and helpful.

- Follow the same routine from Closing A of Lesson 10 to guide students through reflecting using the following question, as well as the **Perseverance anchor chart**:  
*“How did you show what you know about your tree in your writing and collage?” (Responses will vary.)*
- With excitement, tell students that they will continue to reflect on perseverance as they continue to write and collage to complete the informational collage.

### Meeting Students' Needs

- For ELLs: (Celebrate: Noticing Classmates) Invite students to share how they noticed their classmates working toward this learning target.

**There are no new supporting materials for this lesson.**