

Lesson 4: Shared Research Writing: Drafting 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.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 use information from research to contribute to a piece of shared writing. (W.K.2, 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 shared writing in Work Time B, listen as students contribute to the writing to document progress toward W.K.2, W.K.5, W.K.7, and W.K.8 on the Informational Writing Checklist (see Assessment Overview and Resources).
- During Work Time C, circulate and listen as students give and receive peer feedback to document progress toward SL.K.1a, SL.K.1b, and SL.K.3 on the Speaking and Listening Checklist (see Assessment Overview and Resources).

Agenda

1. Opening

- A. Poem and Movement: “Clay Leaves” (5 minutes)

2. Work Time

- A. Shared Writing: Describing the Sugar Maple Booklet (15 minutes)
- B. Engaging the Artist: Making a Sugar Maple Collage (15 minutes)
- C. Giving and Receiving Peer Feedback (20 minutes)

3. Closing and Assessment

- A. Reflecting on Learning (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- This is the final lesson in a series of three that takes students through the research process to create an informational writing piece and collage. The process includes research reading, note-taking, and informational writing as practice for the performance task.
- Work Time A and B contain repeated routines from Lesson 3 as students continue adding to the Describing the Sugar Maple booklet during shared writing, as well as their collages to show what they know about the Sugar Maple tree. Refer to Lesson 3 for more detail, as necessary.
- In Work Time C, students give and receive feedback about their collages. The feedback process should be familiar to students, as it was introduced in Module 2. However, consider allocating more time for review as needed.

How this lesson builds on previous work:

- In Lesson 3, students wrote the focus statement and detail sentence 1 on pages 1 and 2 of the Describing the Sugar Maple booklet. In this lesson, they write two additional detail sentences on pages 3 and 4.
- Students began their collage in Lesson 3, and they complete it in this lesson.

Areas in which students may need additional support:

- In Work Time C, students give and receive feedback about their collages. Consider pairing students with varying levels of language proficiency. The students with greater language proficiency can serve as models in their partnership, initiating discussion and providing implicit sentence frames.
- During Work Time C, it may be challenging for students to voice and receive suggestions. Consider modeling the process with another adult before making changes on the collage template (for teacher modeling).
- Continue to support students with fine motor skills as they create their collages. Consider offering any appropriate supports used in Lesson 3.

Down the road:

- In Lesson 5, students participate in the Picture Tea Party protocol with a new set of mystery images. Print and prepare these images for ease of use.
- In Lesson 5, a new cycle of research begins as students work in small groups to research specific trees that will inform their final informational collage as they create a collage of the tree and write an informational booklet to describe the tree, its needs, and some animals that depend on the tree.
- In Lessons 10–13, for the Performance Task: Informational Collage, students follow a similar writing routine to write their own tree booklets and make a collage using research and notes taken in small groups during Lessons 5–8.

In advance:

- Gather a variety of leaves for students to observe and describe in the Opening. Ensure that you have enough leaves for one for each pair of students.
- Distribute Materials for Work Time B at student workspaces.
- Strategically pair students for the Opening and Work Time C. Consider pairing students with varying levels of language proficiency. The students with greater language proficiency can serve as models in their partnership, initiating discussion and providing implicit sentence frames.
- Post: Learning targets, “Clay Leaves,” 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.C.10, K.1.B.6, and K.2.C.6

Important points in the lesson itself

- The basic design of this lesson supports ELLs by inviting students to revisit adjectives in the poem “Clay Leaves” and by providing the opportunity to share acquired content knowledge through describing the sugar maple in writing. The step-by-step informational collage continued in this lesson supports content knowledge acquisition through art and a structured feedback discussion.

- ELLs may find it challenging to quickly produce the language to describe the leaves they look at with their partners in the Opening. In addition to posting the adjectives chart, giving wait time, and strategically grouping the students, consider generating a list of potential ways to describe leaves. This is an opportunity to reuse any Materials created to describe the texture, shape, and color of trees in the Closing in Lesson 2.

Levels of support

For lighter support:

- In Work Time B, as you circulate, encourage students to notice and appreciate selections their classmates are making for their collage while they work by modeling frames that are widely applicable in multiple contexts. (Examples: “I like how you _____” and “That gave me the idea to _____.”) This offers them a low-stakes introduction to the formal peer feedback in Work Time C.

For heavier support:

- During Work Time A, as students complete the writing at their workstations, remind them to use the charts, realia, and Word Wall in the classroom, as well as seek out support if they need it. Circulate to offer support with generating ideas. If needed, scribe student ideas with a highlighter so they can trace your letters afterward.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students reflect on the term *perseverance*. To maximize generalization, invite students to practice sharing a definition of this term. Provide explicit feedback to ensure that students have an accurate understanding of this word and its meaning.
- **Multiple Means of Action & Expression (MMAE):** Continue to support students in setting appropriate goals for their effort and the level of difficulty expected.
- **Multiple Means of Engagement (MME):** During the Closing, students reflect on how they showed perseverance. With several opportunities to review this term in this unit, they can begin to apply perseverance to their own lives. Optimize relevance and motivation by asking them to reflect on one way they might show perseverance outside of school.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

Review:

- adjective, high quality, detail sentence, , feedback, kind, specific, helpful (L)

Materials

- ✓ “Clay Leaves” (from Lesson 2; one to display)
- ✓ Leaves (various shapes, colors and sizes; one leaf per pair)
- ✓ Describing the Sugar Maple booklet (from Lesson 3; pages 3-4; one per student and one to display)
- ✓ Paper (lined; one piece per student)
- ✓ Pencils (one per student)
- ✓ Describing the Sugar Maple booklet (from Lesson 3; example, for teacher reference)
- ✓ Model of Informational Collage (from Lesson 1; one to display)
- ✓ High-Quality Work anchor chart (begun in Lesson 1)
- ✓ Collage planner (completed in Lesson 2; one per student)
- ✓ Sugar maple collage template (begun in Lesson 3; added to during Work Time B; one per student and one for teacher modeling)
- ✓ Construction paper (class set; a variety of yellows, oranges, and reds per student)
- ✓ Glue sticks (one per student)
- ✓ 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

A. Poem and Movement: “Clay Leaves” (5 minutes)

- Gather students whole group.
- Display the poem **“Clay Leaves”** and read the title.
- Follow the same routine established in Modules 1–2 to read the “Clay Leaves” poem.
 - Direct students’ attention to the posted poem.
 - Invite students to first listen as you read the poem fluently and without interruption.
 - Invite students to do the motions or gestures to go with the poem.
- Remind students that some words in a sentence are called *adjectives*, and that adjectives are words that describe something, such as fast, beautiful, and small.
- Tell students that since the poem describes leaves falling from trees, today they will look at leaves and use adjectives to describe them.
- Move students into pre-determined pairs.
- Distribute **leaves**.
- Turn and Talk:

“How can you describe this leaf using adjectives?” (Responses will vary depending on the leaf.)

- Reread the poem with students and invite them to read along and give a thumbs-up when they hear an adjective.

Meeting Students' Needs

- For ELLs and students who may need additional support with language: (Color-coding: Adjectives) Consider color-coding the adjectives in "Clay Leaves" and subsequent new poetry using the same color used in previous units. (MMR)
- For ELLs: (Partner Share-Out) Invite students to share what their partners said.
- For students who may need additional support with verbal expression: Provide an index card with illustrated adjectives for students to use when describing the leaves. (MMAE)

Work Time

A. Shared Writing: Describing the Sugar Maple Booklet (15 minutes)

- Direct students' attention to the posted learning targets and read the first one aloud:
"I can use information from research to contribute to a piece of shared writing."
- Review the definition of a *detail sentence* (a sentence that tells detailed information about the topic).
- Tell students that in a moment, they will go to their workspaces to use the class notes and write a detail sentence to tell one thing that the sugar maple tree needs to survive. Then they will return to the carpet with their ideas and write a focus statement as a class.
- Display page 3 of the **Describing the Sugar Maple booklet** and follow the routine from Unit 2 to complete it with students:
 - Think-Pair-Share:
"What does the sugar maple tree need to survive?" (some sun and some water)
 - Invite students to transition to their workstations and use the **paper** and **pencils** to draw and label a picture and write about one need of the sugar maple tree.
 - After 5 minutes, invite students back to the whole group area with their paper. Elicit ideas from the group and record a detail sentence on page 3 of the Describing the Sugar Maple booklet. Refer to the **Describing the Sugar Maple booklet (example, for teacher reference)** as necessary.
 - Ask:
"What picture should we draw that will show the big idea?" (the water or sun symbols)
 - Quickly draw a picture that matches the students' suggestion.
 - Repeat this process to complete page 4 of the Describing the Sugar Maple booklet using the question:
"What does the sugar maple provide the animals?"
 - 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."

Meeting Students' Needs

- For ELLs: (Partner Share-Out) Invite students to share what their partners said.
- For students who may need additional support with organizing ideas for written expression: Invite students to verbally share their detail sentences before writing. (MMAE)

Work Time

B. Engaging the Artist: Making a Sugar Maple Collage (15 minutes)

- Gather students whole group.
- Use the same routine from Work Time C of Lesson 3 to guide students through adding leaves to their collages from the previous lesson:
 - Display the **Model of Informational Collage** and focus students on the leaves.
 - Remind students that, as with all work, they should ensure that their collage is of *high quality*.
 - Direct students' attention to the **High-Quality Work anchor chart** and review the first two bullets as needed.
 - Remind students to use the **collage planner** to include details by thinking carefully about the colors, shapes, and textures they need and to use layers to cover all the white space and make their work beautiful.
 - Point out the collage planners, **sugar maple collage template**, **sugar maple images**, **construction paper**, and **glue sticks** already at their workspaces.
 - Transition students to their workspaces and invite them to begin collaging.
 - Circulate and support students as they work on their collages. Reinforce the habit of perseverance as needed.
 - After about 10 minutes, tell students to finish and tidy up the area, but to leave the Materials at the workstations.
 - Give students specific, positive feedback on their ability to collage accurately and with details.
- Tell students that next they will use their collages to give and receive feedback with classmates.

Meeting Students' Needs

- For students who may need additional support with sustained effort: Invite students to make a list of the steps they will follow in making their collage. (MMAE, MME)

Work Time

C. Giving and Receiving Peer Feedback (20 minutes)

- Invite students to bring their collages to the whole group area.
- Tell students that they have been working very hard on their sugar maple collages, showing a lot of perseverance as they practice for the final informational collage.
- Remind students that another way to show perseverance is to work to improve their artwork by asking others for feedback. Remind students that *feedback* is when you give useful information about someone's work.
- 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."
- Point out the words "kind, helpful, and specific" in the learning target and tell students that these words come directly from the **Peer Feedback anchor chart**.
- Direct students' attention to the Peer Feedback anchor chart and read it aloud.
- Redefine *kind* (gentle, good, and caring), *specific* (certain and exact; particular), and *helpful* (to be useful or of assistance) as needed.
- Direct students' attention back to the High-Quality Work anchor chart and reread the big ideas. Remind them that their feedback should be related to the ideas on the anchor chart.
- Model giving and receiving feedback with another adult to support the process as needed.
- Move students into pre-determined pairs and invite them to share their collages and give their partner one piece of kind, helpful, and specific feedback.
- Circulate and listen as students provide peer feedback. Take note of students' discussion using the **Speaking and Listening Checklist**. As needed, redirect students to the Peer Feedback anchor chart and the High-Quality Work anchor chart.
- After both partners have shared and offered feedback, refocus whole group.
- Tell students that they are now going to go and make a change to their collage based on feedback they received from their partner.
- Model adding on to your collage based on feedback you received. (Example: Add more leaves to the right side because it looks empty.)
- Transition students back to their workspaces and invite them to begin revising their collage.
- After about 5 minutes, tell students to finish and clean up by returning Materials to the designated areas.

Meeting Students' Needs

- For ELLs and students who may need additional support with memory: (Mnemonic Devices: Learning Target) While introducing the second learning target, consider focusing attention on the word *feedback*. Add a sketch and gesture that will help students remember what this word means. (MMAE)

Closing and Assessment

A. Reflecting on Learning (5 minutes)

- Gather students whole group.
- Offer specific, positive feedback on students' ability to give and receive feedback that is kind, specific, and helpful, and to take that feedback and make changes to their artwork.
- Direct students' attention to the **Perseverance anchor chart** and briefly review it.
- Turn and Talk:

“How did you show perseverance as you wrote and collaged about the sugar maple today?” (Responses will vary.)

- Circulate and listen as students share, providing sentence frames as needed.
- Offer specific, positive feedback on students' reflections on perseverance.
- With excitement, tell students that they will continue to reflect on perseverance as they continue researching, writing, and collaging to practice for the final informational collage.

Meeting Students' Needs

- For ELLs: (Partner Share-Out) Invite students to share what their partners said.
- For students who may need additional support with memory: Consider displaying a list of the activities in this lesson and Lesson 3 for students to use as reference in preparation for the discussion. (MMAE)

There are no new supporting materials for this lesson.