

Lesson 10: Writing, Speaking, and Listening: Unit 2 Assessment, Part II



CCS Standards

- **RI.K.8:** With prompting and support, identify the reasons an author gives to support points in a text.
- **W.K.1:** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- **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.4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.K.6:** Speak audibly and express thoughts, feelings, and ideas clearly.
- **L.K.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.K.2a:** Capitalize the first word in a sentence and the pronoun I.
- **L.K.2b:** Recognize and name end punctuation.



Daily Learning Targets

- I can use pictures and words to state an opinion about where to plant trees and provide a reason to support it. (W.K.1, W.K.8, L.K.2a, L.K.2b)
- I can describe and paint a place where trees are planted. (SL.K.4)

Ongoing Assessment

- Collect students' Unit 2 Assessment response sheets and use the Opinion Writing Rubric to assess student mastery of W.K.1, W.K.8, L.K.2a, and L.K.2b (see Assessment Overview and Resources).

Agenda

1. Opening

- A. Pinky Partners Protocol: Sharing Our Opinion Writing Planner (5 minutes)

2. Work Time

- A. Unit 2 Assessment, Part II: Writing an Opinion with a Reason (20 minutes)
- B. Back-to-Back and Face-to-Face Protocol: Reading Our Opinions (10 minutes)
- C. Engaging the Artist: Watercolors (15 minutes)

3. Closing and Assessment

- A. Pinky Partners Protocol: Module 4 Guiding Question (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- In the Opening, students share their completed Opinion Writing planners (completed in Lesson 9) with a partner to orally process their opinion statement before writing it for the Unit 2 Assessment, Part II.
- In Work Time A, students discuss and independently write their own opinion statements using the Unit 2 Assessment, Part II response sheet.
- In Work Time C, students participate in a final watercoloring session in which they practice the new skill of layering. Students use their watercoloring paintings of the coastal scene from Lesson 9 to create more detail and beauty by adding more layers of color.

How this lesson builds on previous work:

- Students use their Opinion Writing planners from Lesson 9 to complete their opinion statements for the Unit 2 Assessment, Part II.
- Students add layers to the watercolor paintings they completed in Lesson 9.

Areas in which students may need additional support:

- In the Closing, students make connections between the Module 4 guiding question and the learning they have done in preparation to teach others in their final performance task. It may be challenging for some students to connect these ideas into coherent thoughts. Consider showing a model of the performance task to help students make the connection.

Down the road:

- This is the final lesson of Unit 2.

In advance:

- Prepare:
 - Student workspaces for the Unit 2 Assessment, Part II by placing Opinion Writing planners, pencils, colored pencils, and the Unit 2 Assessment, Part II response sheet at each one.
 - An accessible area with watercoloring supplies.
 - Coastline scene sketch for teacher modeling of the layering technique by painting with watercolors and letting it dry before the lesson.
- Post: Learning targets and 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 1–3 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 by in part by CA ELD Standards K.1.A.3, K.1.B.11, and K.2.C.6

Important points in the lesson itself

- The basic design of this lesson supports ELLs with the opportunity to review their opinions with a partner and then demonstrate their learning by completing the assessment.
- ELLs may find it challenging to complete the assessment independently. Ensure they understand the prompt and how to use the resources they have completed to help them. Surface and correct any misunderstandings by checking for understanding (see levels of support and the Meeting Students' Needs column).

Levels of support

For lighter support:

- In Work Time A, consider asking students to repeat the assessment instructions with a partner. Then select a few to share out and model to the whole class before they begin.

For heavier support:

- In Work Time A, before they begin, sit with students to review their Opinion Writing planners and guide them through correcting any misunderstandings about the assessment.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support active information-processing skills as students integrate new information with prior knowledge. Provide options for comprehension by linking to and activating relevant prior knowledge.
- **Multiple Means of Action and Expression (MMAE):** Continue to support students in building their writing stamina and effort by providing scaffolds that build an environment that is conducive to writing.
- **Multiple Means of Engagement (MME):** Continue to help students limit distractions during the Unit 2 Assessment. Also continue to provide variation in time for completing the assessment as appropriate. Consider breaking the assessment into parts and offering breaks at certain times.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

New:

- layer (L)

Materials

- ✓ Opinion Writing planner (completed in Lesson 9; one per student and one to display)
- ✓ Pinky Partners Protocol anchor chart (begun in Module 3)
- ✓ Unit 2 Assessment, Part II: Writing an Opinion with a Reason (one per student and one to display; see Assessment Overview and Resources)

- ✓ Pencils (one per student)
- ✓ Colored pencils (a variety of colors per student)
- ✓ Reasons to Plant a Tree anchor chart (begun in Lesson 3)
- ✓ Places People Plant Trees anchor chart (begun in Lesson 5)
- ✓ Back-to-Back and Face-to-Face Protocol anchor chart (begun in Module 2)
- ✓ Opinion Writing Rubric (for teacher reference; see Assessment Overview and Resources)
- ✓ Coastline scene sketch (from Lesson 9; one per student and one for teacher modeling)
- ✓ Watercoloring supplies:
 - Palette (one per student)
 - Cups of water (one or two per workspace)
 - Paintbrushes (one per student)
 - Paper towels (one sheet per student)
- ✓ Module 4 Guiding Question anchor chart (begun in Lesson 1)

Opening

A. Pinky Partners Protocol: Sharing Our Opinion Writing Planners (5 minutes)

- Offer students specific, positive feedback on their ability to listen and follow the game's directions while respectfully and safely moving their bodies.
- Display the **Opinion Writing planner** and remind students that they planned their own opinions about where they would plant a tree and why in the previous lesson.
- Tell students that they will have an opportunity to share their opinion planners with a friend because talking about their ideas before writing them down makes writing better!
- Distribute students' Opinion Writing planners.
- Tell students they are going to use the Pinky Partners protocol to share their Opinion Writing planners. Remind them that they used this protocol in Lesson 8, 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 Opinion Writing planners.
- As time permits, invite students to complete the protocol again with a new partner.
- Once students have finished sharing, refocus whole group and share with students that you are excited to see how they turn their Opinion Writing planners into strong opinion statements.

Meeting Students' Needs

- For ELLs: (Partner Share-Out) Invite students to share what their partners said during the Pinky Partners protocol.

Work Time

A. Unit 2 Assessment, Part II: Writing an Opinion with a Reason (20 minutes)

- Refocus whole group and invite students to bring their Opinion Writing planners to the whole group meeting area.
- Direct students' attention to the posted learning targets are read the first aloud:
"I can use pictures and words to state an opinion about where to plant trees and provide a reason to support it."
- Tell students that today they will work independently to write a final opinion statement for the Unit 2 Assessment, Part II.
- Display **Unit 2 Assessment, Part II: Writing an Opinion with a Reason** and read the prompt aloud:
"In your community, where would you plant a tree and why? We have generated a lot of ideas about reasons people plant trees and places in our community where a tree would be helpful or nice to have. Use words and pictures to state an opinion about where you would plant a tree, and provide a reason for why you would plant it there."
- Tell students that they will use the ideas from their Opinion Writing planners to draw and write an opinion statement to answer the question.
- Point out the Unit 2 Assessment, Part II: Writing an Opinion with a Reason, **pencils**, and **colored pencils** already at their workspaces.
- Transition students to their workspaces with their Opinion Writing planners, and invite them to begin working.
- Circulate and support students by reviewing the prompt as needed and referring them to the following resources:
 - Opinion Writing planners
 - Reasons to Plant a Tree anchor chart
 - Places People Plant Trees anchor chart
- After 15 minutes, signal to students to finish up their writing and clean up their workspaces.
- Invite students back to the whole group meeting area with their Unit 2 Assessment, Part II: Writing an Opinion with a Reason.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Giving Directions) Ensure that all students clearly understand all assessment directions. Rephrase directions for them as needed. Monitor during the assessment to see that students are completing the assessment correctly. Stop students who are on the wrong track and make sure they understand the directions. (MMR)
- For students who may need additional support with motivation: Invite students to give specific examples of how they will work toward meeting the learning targets in this lesson. (MME)
- For students who may need additional support with planning: Allow time for students to orally process the information on their Unit 2 Assessment and verbalize a plan before beginning the writing. (MMAE, MME)

Work Time

B. Back-to-Back and Face-to-Face Protocol: Reading Our Opinions (10 minutes)

- Provide specific, positive feedback on students' ability to write an opinion statement and provide a reason.
- Tell students that they are going to use the Back-to-Back and Face-to-Face protocol to read their opinion and reason to a partner. Remind them that they used this protocol in Lesson 8, 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 to share their opinion statements.
- As time permits, invite students to complete additional rounds of the protocol with new partners.
- Collect students' Unit 2 Assessment, Part II: Writing an Opinion with a Reason sheets and use the Opinion Writing Rubric to assess mastery of W.K.1, W.K.8, L.K.2a, and L.K.2b.

Work Time

C. Engaging the Artist: Watercolors (15 minutes)

- Refocus students whole group and offer specific, positive feedback on their persevering through the Unit 2 Assessment.
- Direct students' attention to the posted learning targets and read the second one aloud:
"I can describe and paint a place where trees are planted."
- Tell students that today they will learn a new watercoloring technique called *layering*. Define a layer as something that is spread on top of a surface, so to layer watercolors means to spread more colored paint on top of the dry painting.
- Display the **coastline scene sketch** and model how to layer more paint on top of the watercolor painting using the watercoloring supplies:
 - Carefully open the palette.
 - Dip your paintbrush into the cup of water one or two times.
 - Gently mix the wet paintbrush into the color. Remind students to always start with the lightest color.
 - Gently sweep the paintbrush on top of dry paint to layer the colors.
 - Rinse the brush thoroughly before using another color.
 - Repeat this process as desired.
 - Once the layering is complete, thoroughly rinse the brush, clean the watercolor paint palettes with a damp paper towel by blotting gently, and carefully close the watercolor palette.

- Turn and Talk:

“How did layering change the watercolor painting?” (It changed the colors; it mixed the colors; it added more details.)

Conversation Cue: “Do you agree or disagree with what your classmate said? Why? I’ll give you time to think.” (Responses will vary.)

- Dismiss students in small groups and tell them to gather their **watercoloring supplies** from the accessible area and carefully bring them to the workspaces and that today they will focus on the new technique of layering.
- Transition students to their workspaces and invite them to begin watercoloring and layering using the above routine.
- Circulate as students watercolor to provide support with the new layering technique and to invite students to describe the place that they are painting.
- After 10 minutes, invite students to turn to a partner at their workspace and share their watercolor painting, describing the place.
- Invite students to clean up carefully and put all materials back in the appropriate locations.
- Provide specific, positive feedback on students’ ability to watercolor a beautiful piece of art.
- Remind students that they will be using their watercoloring skills and sketching skills to create a beautiful piece of art for their final performance task in the next unit.

Meeting Students’ Needs

- For ELLs: (Celebration and Oral Language) Invite students to appreciate a part of their partner’s watercolor and description while also giving a reason. (Example: “I appreciate her watercolor because she layered carefully. I appreciate her description because it included the whole picture.”)
- For students who may need additional support with self-regulation: As students watercolor, support time-management strategies by using a timer. (MME)

Closing and Assessment

A. Pinky Partners Protocol: Module 4 Guiding Question (10 minutes)

- Gather students whole group.
- Remind them that they just finished some opinion writing that shares where in the community people should plant trees and that one of the reasons people plant trees is to help the people who live in the community.
- Direct students’ attention to the **Module 4 Guiding Question anchor chart** and read it out loud.
- With excitement, tell students that they have learned so much about where and why people plant trees that now they will take some time to think about how and why the trees in their community are important.
- Direct students’ attention to the **Reasons to Plant a Tree anchor chart** and the **Places People Plant Trees anchor chart** and invite them to use these anchor charts if they need help thinking about how and why trees are important in their community.

Enjoying and Appreciating Trees

- Tell students they are going to use the Pinky Partners protocol to consider how and why trees are important to us and the community.
- Guide students through the protocol, using the following prompt:
“How and why are trees important to us and our community?”
- Refocus whole group and invite two or three students to share their ideas.
- With excitement, tell students that in the next unit, they will be able to teach their community about the importance of trees, just as Wangari taught her community, by creating a beautiful piece of art for the performance task.

Meeting Students' Needs

- For ELLs and students who may need additional support with monitoring their progress: (Reviewing the Learning Targets) Revisit the learning targets from this unit. Ask students to give specific examples of how they worked toward achieving them. (MMAE)

There are no new supporting materials for this lesson.