

## Lesson 4: Speaking and Listening: Unit 3 Assessment, Part II



### CCS Standards

- **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.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.5:** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.K.6:** Speak audibly and express thoughts, feelings, and ideas clearly.
- **L.K.2a:** Capitalize the first word in a sentence and the pronoun I.
- **L.K.2b:** Recognize and name end punctuation.



### Daily Learning Target

- I can describe details in my drawings in order to share more information about why trees are nice. (W.K.1, W.K.8, SL.K.1a, SL.K.4, SL.K.5, SL.K.6)

### Ongoing Assessment

- During Part II of the Unit 3 Assessment in Work Time B, circulate to listen as students talk and use the Speaking and Listening Checklist to assess progress toward SL.K.5 (see Assessment Overview and Resources).

### Agenda

#### 1. Opening

- A. Poem and Movement: “The Many Meanings of Words” Review (10 minutes)

#### 2. Work Time

- A. Preparing for the Unit 3 Assessment, Part II: Review Writing from the Unit 3 Assessment, Part I (10 minutes)
- B. Back-to-Back and Face-to-Face Protocol: Unit 3 Assessment, Part II (15 minutes)

#### 3. Closing and Assessment

- A. Engaging the Artist: Preparing for the Performance Task (10 minutes)
- B. Engaging the Artist: Sketching (15 minutes)

## Teaching Notes

### Purpose of lesson and alignment to standards:

- During Work Time B, students complete Part II of the Unit 3 Assessment. This is the final formal opportunity to assess SL.K.5 while students use the Back-to-Back and Face-to-Face protocol to share their statement and detailed drawing as they complete their Speaking and Listening assessment. If necessary, have students go through several rounds of the protocol with different partners so that you can check in with every student.
- In Closings A and B, students begin to work on the artwork that will eventually become their performance task. This is the first of many steps students take to create high-quality work based on their deep knowledge of trees that they have developed throughout Modules 3–4. They will continue through cycles of drafting, critique, and revision as the unit progresses in order to create a high-quality piece of art.

### How this lesson builds on previous work:

- This lesson takes the content and drawings that students created during Lesson 3 and begins to work with it to create the artwork for their performance task.

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

- Some students may need reminders about choosing a tree parts image that matches the writing from their Unit 3 Assessment. Use examples and non-examples to help students choose an image that will match their writing.
- Some students may need reminders that sketching is not about creating the perfect drawing, but about practicing and improving with each sketch. Encourage students who may get stuck to keep working, persevere, and try again.

### Down the road:

- In this lesson, students complete several draft sketches. In Lessons 5–6, students will select their best sketch from this lesson and revise their work in preparation for the final Performance Task: Tree Appreciation card.

### In advance:

- Photocopy each student’s Unit 3 Assessment, Part I: Why a Tree Is Nice for use in Work Times A and B and Closings A and B.
- Prepare student workspaces with materials for sketching in Closing B: **pencils, erasers, Performance Task Artwork templates, and tree parts images.**
- Post: Learning targets, “The Many Meanings of Words,” and applicable anchor charts (see materials list).

**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.I.A.1, K.I.C.9, and K.I.C.12

#### Important points in the lesson itself

- The basic design of this lesson supports ELLs by offering them the opportunity to practice vocabulary and syntax through a familiar poem as well as share details about their drawings with a partner.
- ELLs may find it challenging to describe orally the details in their drawings. Consider selecting a different page from *We Planted a Tree* from the previous lesson and asking students to describe the details in the drawing (see levels of support).

### Levels of Support

*For lighter support:*

- During Work Time A, invite students to give examples of the difference between a simple description and a description that includes more details.

*For heavier support:*

- During Work Time A, use pages 9–10 of *We Planted a Tree* to model what it sounds like to say a simple explanation and what it sounds like to describe the details in the drawing (see levels of support from Lesson 3).

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support comprehension by activating prior knowledge and scaffold connections for students. Continue to provide visual display of questions and student responses on a chart or the board during discussions.
- **Multiple Means of Action and Expression (MMAE):** During the poem in Opening A, students are invited to read along with the teacher. Students may not feel confident and may benefit from modeling and supported practice. Provide differentiated mentors by seating students who may be more confident reading aloud near students who may not feel as confident.
- **Multiple Means of Engagement (MME):** Recall that some students may need additional support with sustained effort. Continue to provide targeted feedback that encourages

sustained effort during each activity and encourages the use of specific supports and strategies, such as anchor charts and peer support.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- N/A

### Materials

- ✓ “The Many Meanings of Words” (from Unit 1, Lesson 2; one per student and one to display)
- ✓ Model Unit 3 Assessment, Part I: Why a Tree Is Nice (completed in Lesson 3; one to display)
- ✓ Unit 3 Assessment, Part I: Why a Tree Is Nice (completed in Lesson 3; one per student)
- ✓ Back-to-Back and Face-to-Face Protocol anchor chart (begun in Module 1)
- ✓ Speaking and Listening Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ Model Performance Task: Tree Appreciation card (from Lesson 1; one to display; see Performance Task Overview)
- ✓ Pencils (one per student)
- ✓ Clipboards (one per student)
- ✓ Model first-draft sketches (one to display; see Performance Task Overview)
- ✓ Erasers (one per student)
- ✓ Performance Task Artwork template (several per student; see Performance Task Overview)
- ✓ Tree parts images (from Unit 1, Lesson 6; one set per student)

### Opening

#### A. Poem and Movement: “The Many Meanings of Words” Review (10 minutes)

- Gather students whole group.
- Display “**The Many Meanings of Words**” and read the title.
- With excitement, tell students that they will spend some time reading and using the different poems and songs that they have learned while they have been studying trees!
- Follow the same routine from the Opening of Lesson 2 to guide students through reading the poem.
- Collect student poems for later use.

### Meeting Students' Needs

- For ELLs and students who may need additional support with syntax: (Syntax Practice) Invite students to identify the verbs, nouns, and any prepositions in the poem. (MMR)

## Work Time

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### A. Preparing for the Unit 3 Assessment, Part II: Reviewing Writing from Unit 3 Assessment, Part I (10 minutes)

- Refocus whole group.
- Remind students that they have been thinking about how to share the ways that trees are nice with the community through writing and drawing, and during the last lesson they created drawings that included lots of extra details so that people could learn even more information from them than they could from just the words.
- Tell students that, in a moment, they will have a chance to share their thinking behind their favorite reason that trees are nice with a partner. First, they will take a look at their writing and drawing from the last lesson to make sure they remember all the details they could tell their partner.
- Invite students to watch as you review what you wrote and drew during the previous lesson.
- Display the **Model Unit 3 Assessment, Part I: Why a Tree Is Nice**.
  - Model whisper reading your sentence to yourself two times.
  - Model thinking aloud about all the ways you showed how trees make the world a better place in your drawing:
    - Responses should be based on your drawing, but may include: “I remember that I drew people breathing here because trees help clean the air, which makes the world a better place” or “I drew an apple tree here because trees give us food, which makes the world a better place.”
- Distribute students' photocopied **Unit 3 Assessment, Part I: Why a Tree Is Nice**.
- Invite students to whisper read their words and review their picture to themselves so that they remember all the information that they included in their work.
- As students review their work, circulate to support them by helping them to read their writing and encouraging them to share the details they included in their drawings.
- Refocus whole group.
- Tell students that after such great practice, they are definitely ready to share their writing and drawing about how trees are nice with a friend.

### Meeting Students' Needs

- For students who may need additional support with motivation: Invite students to restate the purpose for whisper reading their work before sharing in Work Time B. (MME)

## Work Time

### B. Back-to-Back and Face-to-Face Protocol: Unit 3 Assessment, Part II (15 minutes)

- Refocus whole group.
- Direct students' attention to the learning target and read it aloud:  
*"I can describe details in my drawings in order to share more information about why trees are nice."*
- Tell students that they are going to use the Back-to-Back and Face-to-Face protocol to share their writing and drawing with a partner. It is important to describe their drawings with lots of details so that their partner can understand all the information in their work. Remind them that they used this protocol in Module 3 and in Units 1–2 of Module 4, 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 two rounds of the protocol using the following prompts:  
*"How does your drawing show that a tree is nice?"*  
*"What details are in your drawing that we couldn't learn from your writing alone?"*
- As students discuss, circulate to track their mastery of SL.K.5 using the **Speaking and Listening Checklist**.
- Repeat the protocol with new partners as necessary and as time allows to provide additional SL.K.5 assessment opportunities.

### Meeting Students' Needs

- For ELLs: (Receiving Positive and Corrective Feedback) When circulating, make note of one correct and one incorrect use of syntax and/or vocabulary. At the end of the protocol, without attributing the examples, guide the students in a brief review of each.
- For students who may need additional support with sustained engagement: Pair students with strategic partners to ensure they have a strong, politely helpful partner to support their efforts at sharing their thinking. (MME)

## Closing and Assessment

### A. Engaging the Artist: Preparing for the Performance Task (10 minutes)

- Gather students whole group with their photocopied assessments.
- Invite students to sit on their papers so they will not be distracted.
- Offer students specific, positive feedback on their detailed discussions.
- With enthusiasm, tell students that they are now ready to take some of the work they have done in the writing and drawings about how trees are nice and turn it into beautiful, high-quality work that will help their community members learn to appreciate trees!
- Display the **Model Performance Task: Tree Appreciation card**.



- Using a total participation technique, invite responses from the group:

*“What is the subject of the art?” (a leaf)*

*“What do you notice about the leaf? (Responses will vary, but should include: It is a drawing of just a leaf; the leaf is not on the tree.)*

*Conversation Cue: “Who can add on to what your classmate said? I’ll give you time to think.” (Responses will vary.)*

- Emphasize that the art shows the leaf up close. It shows all the details of the leaf because it is zoomed in. When artists “zoom in” on a subject for their artwork, it is because they want people to pay attention to details that they might not otherwise see.
- Tell students this zoomed-in style of art is a great style to use for our performance task because we want people in our community who might not pay attention to or appreciate how beautiful and important trees are to really be able to look at them closely. We can do this through our art.
- Tell students that you will show them how to choose the part of a tree that they will zoom in on. They will use the writing and drawing about how trees are nice to help them get started with their performance task.
- Model the steps of choosing a tree part to zoom in on using the shared writing model:
  - Read the “trees are nice because ...” sentence and emphasize that it is important that the zoomed-in part of the picture match the words, too.
  - Choose one small piece of the tree in the picture that will match the words. If necessary, give students a non-example. (Example: “If my sentence said trees are nice because the flowers smell good, I shouldn’t zoom in on the root of the tree. I should make the subject of my art a flower.”)
  - Circle the part of the tree that best fits the sentence.
- Distribute **pencils** and **clipboards**.
- Invite students to attach their Unit 3 Assessment, Part I to their clipboards.
- Guide students through the steps of choosing a tree part for their zoomed-in drawing.
- After a few minutes, Turn and Talk:
 

*“What part of the tree will you zoom in on?” (Responses will vary.)*
- Tell students that they will now think about how to turn the part of their drawing that they circled into beautiful artwork.

### Meeting Students’ Needs

- For ELLs and students who may need additional support with self-assessment: (Reflection) To practice metacognition and oral language fluency, invite students to share with a partner one thing that was interesting and one thing that was challenging for them during the discussion. (MME)
- For ELLs: (Peer Appreciation) To celebrate classmates and practice oral language fluency, invite students to share an appreciation for a classmate.

## Closing and Assessment

### B. Engaging the Artist: Sketching (15 minutes)

- Refocus whole group.
- Tell students that, in a moment, they will get to start turning the tree part they circled into beautiful artwork. For now, they should sit on their copies of the Unit 3 Assessment, Part I so they can focus.
- Display the **model first-draft sketches** and share that these are all examples of different zoomed-in tree parts.
- Using a total participation technique, invite responses from the group:

*“What do you notice about each of the pieces of zoomed-in art?” (Responses will vary, but may include: They have details; they look like a part of the tree; they are big on the page.)*

*Conversation Cue: “Who can add on to what your classmate said? I’ll give you time to think.” (Responses will vary.)*

- Remind students that artists often use shapes to help them make their sketch look realistic. Ask:

*“What shapes and types of lines do you notice that the artist used here?” (triangles, circles, rectangles, zig zag lines, etc.)*

*Conversation Cue: “Who can add on to what your classmate said? I’ll give you time to think.” (Responses will vary.)*

- Tell students that you will lead them through the sketching routine they learned in Unit 1. Remind students that sketching is quick drawing with light pencil marks, and it is good to do a couple so that they can pick the best sketch to revise.
- Invite students to transition to their workspaces with their branches waving in the wind to where they will find the materials they need to make their sketches: **pencils, erasers, Performance Task Artwork templates, and tree parts images.**
- Invite students to find the tree parts image that most closely matches the part of the tree that they circled on their Unit 3 Assessment, Part I: Why a Tree Is Nice.
- Lead students through the sketching routine established in Unit 1:
  1. Closely observe the tree parts image:
    - Look at the whole picture and look for shapes.
    - Look from the bottom to the top and say what you notice.
    - Look from side to side and say what you notice.
    - Zoom in on one specific spot and notice the types of lines.
  2. Trace the spot you chose with your eraser.
  3. With your eraser, draw the same line or shape on your Performance Task Artwork template.
  4. Draw over the eraser mark lightly with your pencil.
  5. Repeat steps 2–4 until the image is complete.
  6. Go back into your sketch to make changes and add details.



- As students sketch, circulate and assist students as necessary using the following questions:  
*“What types of lines and shapes do you notice in your tree parts image?” (Responses will vary, but may include: straight lines, circles, squares, etc.)*  
*“How could you revise your sketch to make it more realistic or include more details?” (Responses will vary, depending on the image chosen.)*
- As necessary, remind students that sketching does not create the perfect drawing the first time. That is why you do multiple drafts and revise your work.
- After about 10 minutes, Turn and Talk:  
*“What is your favorite sketch that you created today? Why?” (Responses will vary.)*
- Tell students that in the next lesson, they will get to finish sketching, choose their best sketch, and begin revising it so that they will be ready to create a beautiful piece of art to share with the community.

### Meeting Students' Needs

- For ELLs: (Sketching: Reflection) Invite students to talk to a partner about which part of the sketching was most interesting to them and why. Then ask which part was the hardest and why. Provide a model and frames if students struggle to articulate their ideas.
- For students who may need additional support with self-regulation: As students sketch, use a timer to scaffold time-management skills. (MME)

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