

Lesson 6: Writing, Speaking, and Listening: Writing and Sketching for the Performance Task



CCS Standards

- **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.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.



Daily Learning Targets

- I can revise my writing to match my tree sketch. (W.K.5, W.K.8, SL.K.1a, SL.K.6)
- I can track the progress of my artwork through writing and drawing. (W.K.8, SL.K.4)

Ongoing Assessment

- During Work Time A, as students revise their writing, use the Opinion Writing Checklist to track progress toward W.K.5 and W.K.8 (see Assessment Overview and Resources).

Agenda

1. Opening

- A. Poem and Movement: “The Cat, the Tree, and Me” (5 minutes)

2. Work Time

- A. Preparing the Writer: Performance Task (20 minutes)
- B. Engaging the Artist: Sketching and Outlining (25 minutes)

3. Closing and Assessment

- A. Independent Writing: Performance Task Art Planner (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- In Work Time A, students review their writing from the Unit 3 Assessment, Part I: Why a Tree Is Nice and revise their writing to include the part of the tree they are focusing on for the art of the performance task. This writing will be published in students’ best handwriting and attached to the final Performance Task: Tree Appreciation cards. The teacher models how to revise writing to add details, and then students revise photocopied versions of their writing to insert the tree part detail.

- The revised model sentence used in Work Time A contains a purposefully broad idea, “A tree is nice because trees make the world a better place.” By modeling revision with this broad sentence, the teacher helps students make larger connections before they revise independently with their more specific sentences.
- In Work Time B, the teacher models how to outline a completed sketch with black pen on the Performance Task Artwork template. Then students finalize their sketches, select their best sketch, and trace it to create the black pen outline.

How this lesson builds on previous work:

- In Work Time A, students use a photocopy of their Unit 3 Assessment, Part I opinion sentence from Lesson 3 to revise their writing.
- Students continue to sketch their tree parts that were begun in Lesson 4.
- In the Closing, students complete the next entry in the Performance Task Art planner begun in Lesson 5.

Areas in which students may need additional support:

- Revising writing to add more details can be difficult to organize and mark clearly. Consider allotting extra time to allow students to mark their revisions clearly and ensure students understand the changes they are making.
- As students revise and write in Work Time A and write in their Performance Task Art planners in the Closing, remind students to use the classroom resources to improve their writing such as Word Walls, anchor charts, and texts. Consider allowing students to select a work area in the room that allows them to best use the resources they need.

Down the road:

- In Lesson 7, students will continue to work on their writing for the performance task by using the revised sentence from this lesson to edit for conventions.
- In Lesson 7–9, students will continue to work on their art piece for the performance task. Students begin the watercoloring routine to add layers and complete their art.
- Photocopy students’ Performance Task Artwork templates to use during future watercoloring sessions. Consider copying them onto watercolor paper to create higher-quality paintings.
- Set aside a few different sketches from each student to use during the Celebration of Learning as students present the process they took to create their completed performance task cards.
- In Lessons 7–9, students will continue to use the Performance Task Art planner to reflect upon their work and plan for next steps.

In advance:

- Prepare:
 - Photocopies of students’ writing from the Unit 3 Assessment, Part I to use during Work Time A as students revise their writing.
 - Student workspaces for revising in Work Time A by placing colored pencils and sticky notes at each.

- Student workspaces for sketching in Work Time B by placing students’ Performance Task Artwork templates, pencils, and black permanent markers at each.
- Performance Task Art planners by attaching student copies to clipboards for use in the Closing.
- Post: Learning targets, “The Cat, the Tree, and Me,” 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.I.A.3, K.I.B.6, and K.II.C.12

Important points in the lesson itself

- The basic design of this lesson supports ELLs by guiding them through the process of revising their writing and sketches using a model, discussion, and specific steps and criteria.
- ELLs may find it challenging to simultaneously understand the language and the action in the Opening poem. Consider illustrating key parts of the poem so that students can spend this time and future Openings focused on oral fluency and the language standard.

Levels of support

For lighter support:

- During Work Time A, invite students to summarize the steps they will take to complete the revision, first in pairs and then select a few to share out with the class.

For heavier support:

- During the Opening, consider affixing to the poem string, leaves, and sticks to make branches or any other realia that would support comprehension.
- During Work Time A, consider completing the editing task as a shared experience with students who may struggle with the steps.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students revise and edit their writing for the performance task. Continue to provide scaffolds to support diverse abilities in using these skills, such as explicit prompts to guide students as they revise and edit.
- **Multiple Means of Action and Expression (MMAE):** This lesson offers several opportunities for students to engage in discussion with partners. Continue to support those who may need it with expressive language by providing sentence frames to help them organize their thoughts.
- **Multiple Means of Engagement (MME):** Recall that sustained engagement and effort is essential for student achievement. Continue to support students with consistent reminders of learning goals and their value or relevance.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

Review:

- revise, high-quality, sketch, trace (L)

Materials

- ✓ “The Cat, the Tree, and Me” (one to display)
- ✓ Model Performance Task: Tree Appreciation card (from Lesson 1; one to display; see Performance Task Overview)
- ✓ High-Quality Work anchor chart (begun in Module 2)
- ✓ Model Unit 3 Assessment, Part I: Why a Tree Is Nice (from Lesson 3; revised during Work Time A; see Teaching Notes)
- ✓ Model final sketch (one to display; see Performance Task Overview)
- ✓ Sticky notes (large; one per student and one for teacher modeling)
- ✓ Colored pencils (one per student and one for teacher modeling)
- ✓ Unit 3 Assessment, Part I: Why a Tree Is Nice (from Lesson 3; revised during Work Time A; see Teaching Notes)
- ✓ Performance Task Artwork template (begun in Lesson 4; revised during Work Time B; one per student; see Performance Task Overview)
- ✓ Markers (black; permanent; one per student and one for teacher modeling)
- ✓ Pencils (one per student)
- ✓ Clipboards (one per student)
- ✓ Performance Task Art planner (begun in Lesson 5; added to during the Closing; one per student and one for teacher modeling)

Opening

A. Poem and Movement: “The Cat, the Tree, and Me” (5 minutes)

- Gather students whole group.
- Display “**The Cat, the Tree, and Me**” poem and read the title.
- Follow the same routine established in Modules 1–3 to read “The Cat, the Tree, and Me”:
 - Direct students’ attention to the posted poem.
 - Invite students to first listen as you read the poem fluently and without interruption.
 - Invite students to make up motions or gestures to go with the poem.
 - Reread the poem with students and invite them to read along as you point to the text and act out their motions.
- Provide specific, positive feedback on students’ participation with the poem and tell them that they will continue to read “The Cat, the Tree, and Me” in upcoming lessons.

Meeting Students’ Needs

- For students who may need additional support with far-point display: Provide an individual copy of the poem as an option for perception. (MMR)

Work Time

A. Preparing the Writer: Performance Task (20 minutes)

- Refocus whole group.
- Display the **Model Performance Task: Tree Appreciation card** and remind students that the card includes both artwork and writing.
- Focus students on the writing on the Model Performance Task: Tree Appreciation card and read it aloud.
- Using a total participation technique, invite responses from the group:

“What do you notice about the writing on this model?” (Responses will vary, but may include: It is written neatly; it is a complete sentence; the words are spelled correctly.)
- Tell students that once their writing is ready to be included on the Tree Appreciation card, they will publish their writing in their best handwriting, but first it needs to be revised and edited.
- Tell students that today they will revise their writing from the Unit 3 Assessment, Part I to ensure that the writing of their Tree Appreciation cards is high-quality.
- Direct students’ attention to the **High-Quality Work anchor chart** and reread the big ideas.
- Focus students’ attention on:
 - “includes details in the artwork and writing”
- Remind students that their artwork is of one specific part, or detail, of a tree, so today they will revise their writing to include the detail, or tree part, in their writing.
- Invite students to whisper the tree part their artwork focuses on into their hand.

- Display the **Model Unit 3 Assessment, Part I: Why a Tree Is Nice** and read it aloud:
“trees are nice because they make the world better”
- Display the **model final sketch** and using a total participation, invite responses from the group:
“Which detail, or tree part, does the artwork focus on?” (a leaf)
- Think aloud as you model revising the sentence to include the detail, or tree part:
 - Reread the sentence aloud and think about where the tree part should go: “Hmm.... ‘trees are nice because trees make the world better’. Well, the leaves are important, so that tree part can be included here: ‘trees are nice because they *have leaves* that make the world better’.”
 - Write the detail on a **sticky note** with a **colored pencil**.
 - Place the sticky note above the sentence.
 - Use the colored pencil to draw an arrow from the sticky note to the space where the details will be added.
 - Reread the completed sentence with the newly added details: “trees are nice because they have leaves that make the world better”.
 - Invite students to use their finger to trace the arrow in the air when you read the added details.
- Distribute students’ **Unit 3 Assessment, Part I: Why a Tree Is Nice** and **Performance Task Artwork templates**.
- Turn and Talk:
“Read your sentence from the Unit 3 Assessment, Part I: Why a Tree Is Nice to your partner.”
“What tree part does your art focus on?” (Responses will vary.)
“How can you revise your sentence to include that tree part?” (Responses will vary, but should have the structure “Trees are nice because they have _____ that _____.”)
- Tell students that they will find the sticky notes and colored pencils at their workspaces. They should bring both the Unit 3 Assessment, Part I: Why a Tree Is Nice and the Performance Task Artwork templates to their workspace.
- Transition students to their workspaces and invite them to move like branches swaying in the wind.
- Invite students to begin revising their writing to include the tree part.
- Circulate as students write and assist students as needed by helping them to orally process their additional information before writing it and using the model revised sentence for structure.
- After about 10 minutes of writing, ask students to return the colored pencils and remaining sticky notes to the designated areas.
- Refocus students in the whole group meeting area.
- Invite students to turn to a partner and read their revised sentence.
- Turn and Talk:
“What detail, or tree part, did you include?” (Responses will vary.)
- Provide specific, positive feedback on students’ ability to revise their writing by adding details.

Meeting Students' Needs

- For ELLs: (Transitioning from Singular to Plural) Consider briefly reviewing the names of tree parts. Explain that although students will draw only one part of the tree, the sentence they write will refer to that part generally, possibly in the plural form. (Examples: leaf-leaves, root-roots, bud-buds, branch-branches.)
- For ELLs and students who may need additional support with planning: (Peer Modeling) Invite a few students to model in front of the class the steps they will take to revise their sentence. (MMAE)
- For students who may need additional support with working memory: As students share how they will revise their sentences, offer dictation of their thinking on an index card for reference as they return to their workspace. (MMAE, MME)

Work Time

B. Engaging the Artist: Sketching and Outlining (25 minutes)

- Refocus whole group.
- Display the Model Performance Task: Tree Appreciation card and invite students to look closely at the artwork.
- Turn and Talk:

“Based on the Model Performance Task: Tree Appreciation card, what do you think the artist did after sketching the tree part?” (outlined in black pen)
- Confirm students' thinking that the next step of the process is to finish their sketch and trace their sketch with black pen in preparation for watercoloring.
- Display the model final sketch and think aloud about how the artist carefully revised the sketch and then traced over the pencil lines with a **black marker**.
- Emphasize that when we trace over a pencil sketch with black marker, it is important to work slowly and carefully because, unlike pencil, the black marker cannot be erased!
- Remind students that in upcoming lessons, this final outlined sketch will be painted with watercolors as they continue to create the final performance task artwork.
- Invite students to transition to their workspaces like a leaf floating in the wind where they will find the materials they need to complete their pencil sketch and outline it in black marker: Performance Task Artwork template, **pencils**, and black markers.
- Invite students to complete their sketches and outline it in black marker.
- As students outline, circulate and assist students as necessary using the following question:

“What do you notice about how the black marker changed your sketch?” (I can see it better; I can see the details better; it looks clearer and more neat.)
- After about 15 minutes of revising, tell students to finish up their work and place materials back in their designated areas.
- Provide positive, specific feedback on students' ability to carefully trace their sketches as they make progress with the performance task artwork.
- With excitement, tell students that they will begin watercoloring the background of their outlined sketches in the next lesson.

Closing and Assessment

A. Independent Writing: Performance Task Art Planner (10 minutes)

- Refocus whole group.
- Direct students' attention to the posted learning targets and read the second one aloud:
“I can track the progress of my artwork through writing and drawing.”
- Distribute the prepared **clipboards** with the **Performance Task Art planner** attached and pencils.
- Focus students on the checklist on the cover page.
- Using a total participation technique, invite responses from the group:
“What parts of the performance task artwork have we completed?” (selecting the best sketch and outlining with black pen)
- Model how to draw a check mark in the box next to the words “select the best sketch” and “outline the sketch with pen.”
- Invite students to check off “select the best sketch” and “outline the sketch with pen” on their Performance Task Art planners.
- Tell students to open the Performance Task Art planners to page 2.
- Remind students that in the first box they will write and draw about something they did today while creating the art, and in the second box they will write and draw about something they will do tomorrow.
- Invite students to begin writing and drawing.
- After a few minutes, redirect students' attention whole group.
- Provide specific, positive feedback on students' abilities to think strategically about the work they have done and the work they will do in the future.
- Tell students that in the upcoming lessons they will begin the watercoloring routine to complete their performance task art.

Meeting Students' Needs

- For ELLs: (Oral Language: Exchanging Ideas) Before students write and draw what they did in this lesson, invite them to discuss their ideas with a partner. After they are done, invite them to explain what they've done with a different partner.
- For students who may need additional support with organizing ideas for written expression: Invite students to first verbally share what they did today and what they will do tomorrow, and then state these again as they write their sentences on page 2. (MMAE)