



MISSISSIPPI

EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Kindergarten



Lesson 10: Performance Assessment

Focus Standard(s): RL.K.2, RL.K.3

Additional Standard(s): RL.K.10, W.K.3, SL.K.1a

Estimated Time: 1 hour and 10 minutes

Text(s):

- *Make Way for Ducklings* by Robert McCloskey
- *The Rainbow Fish* by Marcus Pfister
- *Harry, the Dirty Dog* by Gene Zion

Resources and Materials:

- Blank Booklets
- Crayons
- Markers
- Pencils
- Learning Center Materials
- Summative Assessment- Provided by Teacher

Lesson Target(s):

Students will know:

- A story is an account of imaginary or real people, places, things, and /or events told for entertainment.
- Stories have characters and a setting.
- Stories have a beginning, middle, and end.
- Events usually occur in a sequence that includes a beginning, middle, and an ending.

Students will be able to:

- Use what they know about a topic/subject to ask and answer questions.
- With prompting and support, retell a story, including the beginning, middle, and ending.

Guiding Question(s):

- What happens at the beginning of a story?
- What happens in the middle of a story?
- What happens at the end of a story?
- How does an author convey a reaction to the retold story?

Vocabulary

Academic Vocabulary:

- beginning
- characters
- ending
- middle
- opinion
- sequence

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)



Instructional Plan

Understanding Lesson Purpose and Student Outcomes:

- A story is an account of imaginary or real people, places, things, and /or events told for entertainment.
- Stories have characters and a setting.
- Stories have a beginning, middle, and end.

- Listen to a story to learn information about the characters and setting.
- Listen to a story and determine the beginning, middle and the end.
- Pre-telling and drawing serve as graphic organizers.
- Events usually occur in a sequence that includes a beginning, middle, and an ending.
- Readers can use what they know about a topic/subject to ask and answer questions.
- Growing readers identify how two texts written on the same topic may be similar or different.
- Authors write informational texts about specific topics.

Anticipatory Set/Introduction to the Lesson:

Discuss the lesson purpose and student outcomes with students to set the stage for today's lesson.

Whole Group**Activity 1:**

Ask students to tell a friend what to do when retelling a story. After a few minutes of conversation, ask students to share. Responses could include: "The beginning is what happens first in the story." "This includes the characters and the settings." "The next part is what happens in the middle and includes major events." "The end of the story includes how the story is finished." Students may review the graphic organizer charts of the unit's three stories and the group-made anchor chart for retelling a story for prompting.

For students who are EL, have disabilities, or perform/read well below the grade-level:

- Some students may need prompting and support as they explain the retelling process. The teacher may model the retelling process and give clues as students explain the retelling process.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Some students may be able to give more details about the characters, settings, and major events as they explain the retelling process.

Independent Work

✓ Summative Assessment- **Note:** Provided by Teacher

Activity 2: Performance Assessment

Performance Task:

Note: Take into consideration the scope and sequence of the standards and the performance task. If your students are not at a point where they can complete the performance task, then use your discretion to rearrange the task.

Students choose one of the three stories read in this unit to retell. Through drawing and writing/dictation, they will include characters and setting in the beginning, major event(s) in the middle, and an explanation of the ending. If the students are able, allow them to add some key details in each part of the story (character details, setting descriptions, problem/solution, etc.). Each student will also provide a reaction to what has been written and/or drawn.

Using a blank booklet, students create sequenced drawings of a familiar story and write words, letters, scribble/dictation that retell the beginning, the middle, and the ending of a chosen story. Students will also convey their feelings about the story through oral or written means.

Give ample time to complete the task.

Have a conference with each student to share their booklet and retell the chosen familiar story. After the conference with each student about his/her booklet, use the rubric for evaluation of the product, determine which students may need remedial instruction on the assessed standards.

Learning Centers – Students will complete learning centers.

Note: On this last day, some students may need to finish tasks, while others may choose return to a center or select a free center.

Learning Centers are designed to be developmentally appropriate for all students. The teacher and teacher assistant move about to observe and offer support, as needed.

Note: You may use free centers today because of the performance task. Free centers may include: Blocks, Puzzles, Manipulatives, Art (free art choice), Games.

Homework

No homework for the last day of the unit.

For training or questions regarding this unit,
please contact:

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