



Language Arts Curriculum

MODULE LESSONS

Kindergarten: Module 1

Toys and Play — Performance Task

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Summary of Task

Describing a Classmate's Toy Preference

This performance task gives students an opportunity to showcase their deepened understanding of perspective through an informative writing piece about a classmate's preferred classroom toy. In this task, students use the information they gathered from interviewing a classmate to learn about his or her preferred classroom toy and how the classmate likes to play with that toy as a basis for their informative writing. Students first draw and label their classmate's preferred toy and then add a sentence to accompany their drawing. Students then create a drawing with accompanying labels to show how their classmate likes to play with the preferred toy. Finally, students add a sentence to accompany this drawing. The entire task is scaffolded through heavy teacher guidance and modeling. (The format of this task should be somewhat familiar to students, since in Unit 2, the unit assessment has a similar drawing and writing format. Students produce an informational piece of writing about their own preferred classroom toy.) Students share their written pieces with their classmates, the principal, and other classroom visitors during an end of module celebration. **This task addresses CCSS ELA W.K.2, W.K. 8, L.K.2c, and L.K.2d.**

Format

Informative Writing: Describing a Classmate's Toy Preference

- The informational piece of writing tasks students with describing another person's perspective.
- It includes information gathered from interviewing a classmate about a preferred classroom toy.
- The informative writing includes drawings with labels and an accompanying sentence to show which toy the classmate prefers and how he or she likes to play with it.
- The task is scaffolded through a previously completed unit assessment (Unit 2), teacher modeling, and teacher guidance.

Standards Assessed through This Task

Informative Writing: Describing a Classmate’s Toy Preference

- 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.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- L.K.2c: Write a letter or letters for most consonant and short vowel sounds (phonemes).
- L.K.2d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Student-Friendly Writing Invitation/Task Description

After interviewing a classmate to learn about his or her preferred classroom toy, write an informational piece to share the information you gathered. Use pictures and words to describe your classmate’s preferred classroom toy and how your classmate likes to play with that toy. Be sure to use the information from your interview in your writing!



Key Criteria for Success (Aligned with CCSS ELA)

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria.

Your informative piece describing a classmate’s toy preference should include:

- A picture of your classmate’s preferred toy
- A sentence naming and describing your classmate’s preferred toy (through dictation or writing)
- A picture showing how your classmate plays with the preferred toy
- A sentence describing how your classmate plays with the preferred toy (through dictation or writing)

Options for Students

- Students write their informative pieces individually. They use their interview notes to inform their writing.
- Students work with a partner to assist as they plan and work on their writing, but the final piece will be an individual's product.
- Student writing could be various lengths. Students may have their sentences dictated, write using labels, or write a sentence or multiple sentences.
- Students could present their informative writing to another class as practice for presenting to their classroom visitors.

Options for Teachers

- Students may present their writing to their own class, to other classes in the school, or to parents or other adults.
- Student writing could be captured through oral dictation.
- Student writing could be displayed along with the classmate's preferred toy in the room, in the school library, or in the community to enhance student motivation with the potential authentic audiences.

Performance Task Anchor Chart

Directions: Write the following on a piece of chart paper in advance of this lesson.



Performance Task

Describing a Classmate's Toy Preference

After interviewing a classmate to learn about his or her preferred classroom toy, write an informational piece to share the information you gathered. Use pictures and words to describe your classmate's preferred classroom toy and how your classmate likes to play with that toy. Be sure to use the information from your interview in your writing! Your writing should include:

- A picture of your classmate's preferred toy
- A sentence naming and describing your classmate's toy (through dictation or writing)
- A picture showing how your classmate plays with the preferred toy
- A sentence describing how your classmate plays with the preferred toy (through dictation or writing)

Picture Story Paper

Teacher Model

(For Teacher Reference)

Note to teachers: Create this on chart paper.

Name: _____ **Date:** _____

Picture Story Paper

Name: _____ Date: _____




