

## Lessons 14 and 15: Speaking and Listening: Preparing for the End of Module Celebration (includes optional flex day)



### CCS Standards

- **SL.1.4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.1.6:** Produce complete sentences when appropriate to task and situation.



### Daily Learning Targets

- I can share my Performance Task writing template using a loud and clear voice. (SL.1.4)
- I can answer questions about my Feathered Friends Saver using complete sentences. (SL 1.6)

### Ongoing Assessment

- During Work Times B and C, use the Speaking and Listening Checklist to monitor student progress toward SL.1.4 and SL.1.6 (see Assessment Overview and Resources).

### Agenda

#### 1. Opening

- A. Song and Movement: “Birds Are Helpful” (5 minutes)

#### 2. Work Time

- A. Scientific Drawing: Feathered Friends Saver Final Draft (20 minutes)
- B. Speaking and Listening: Presenting Our Performance Task Writing Template (10 minutes)
- C. Speaking and Listening: Reflecting on Our Learning as Writers (15 minutes)

#### 3. Closing and Assessment

- A. Reflecting on Learning (10 minutes)

## Teaching Notes

### Purpose of lesson and alignment to standards:

- Based on the needs of your students, consider repeating all or part of Lesson 14 Work Time (as an optional Lesson 15 flex day) to give students more time for coloring their local bird drawings, outlining them with a fine black pen, and practicing sharing their writing.
- During Work Time A, students complete the final draft of the scientific drawing of their local bird for the Feathered Friends Saver by coloring it. Students should not redraw their bird; rather, they should use one of the copies of their final bird drawing created during Lesson 10. When students have finished coloring their drawings, consider inviting them to outline the bird with a fine-tipped black pen.

- During this lesson, students prepare for the end of module celebration by rehearsing the reading of their Performance Task writing template, answering questions about their learning as researchers, and singing “Birds Are Helpful.” Practice sharing with a peer or small group before sharing with visitor(s) provides a safe, low-risk environment for students as they build oral language and presentation skills.
- During Work Time C, students reflect about their learning and processes as writers and artists by asking and answering questions from their peers. This allows them to apply speaking and listening skills while strengthening metacognitive thinking skills. It also allows students time to prepare for a similar activity with classroom visitors during the end of module celebration in the next lesson.

### **How this lesson builds on previous work:**

- During this lesson, students practice sharing the learning from all three units of this module.
- As students prepare to present to classroom visitors during the end of module celebration, they revisit the Ways We Share Our Work anchor chart, first introduced in Module 1, Unit 3.

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

- Students may feel uncomfortable or lack the necessary oral language and presentation skills as they share their Performance Task writing template with a partner. Consider strategically pairing students to provide extra support and encouragement for those who need it.

### **Down the road:**

- Once students have finished coloring their final bird, affix it to black construction paper or cardstock. Cut out the silhouette of the bird and laminate it if possible to enhance durability. Attach students’ completed Performance Task writing templates to the laminated drawings with a paper clip.

### **In advance:**

- Prepare:
  - Student workspaces with a copy of their final local bird drawing, local bird photographs, and colored pencils for Work Time A.
  - Clipboards with Feathered Friends Saver progress sheets and pencils for the Closing.
- Determine sharing partners for Work Times B and C.
- Post: Learning targets, “Birds Are Helpful,” 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 in part by CA ELD Standards I.B.5 and I.B.6

### Important points in the lesson itself

- The basic design of this lesson supports ELLs through the opportunity to build their oral language and presentation skills in a structured way and to practice sharing with a peer and a small group before the end of module celebration in Lesson 16.
- ELLs may find it challenging or intimidating to speak in front of an audience (see levels of support and the Meeting Students' Needs column).

### Levels of support

*For lighter support:*

- Some students may benefit from building their confidence by practicing speaking in front of others. Consider choosing a student to introduce the song “Birds Are Helpful” and invite the rest of the students to stand up to sing for the visitors in Lesson 16. Consider also sending home a short script for the student to practice saying it with a clear, loud, and proud voice so that others can understand him or her.

*For heavier support:*

- Consider offering choice in terms of what group students will present with and/or which order they will present in.
- If needed, allow extra opportunities to rehearse reading their Performance Task writing template and focus on fluency and intonation. Practice sharing with a peer or small group before sharing with visitors provides a safe, low-risk environment for students as they build oral language and presentation skills.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support comprehension by activating prior knowledge and scaffolding connections for students. Continue to provide visual display of questions and student responses on chart paper or the board during discussions.
- **Multiple Means of Action and Expression (MMAE):** Continue to support the development of executive skills and strategies by providing scaffolds for students learning to set appropriate personal goals, such as a checklist with three goals for each activity.
- **Multiple Means of Engagement (MME):** Continue to support sustained motivation and effort by providing mastery-oriented feedback that is frequent, timely, and specific to students as they complete the final draft of their scientific drawings.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

#### Review:

- reflect, interview (L)

### Materials

- ✓ “Birds Are Helpful” (from Lesson 11; one to display)
- ✓ Model Feathered Friends Saver: Scientific Drawing (from Lesson 1; one to display)
- ✓ Scientific Drawing Criteria card (from Lesson 9; one per student)
- ✓ Local bird photographs (from Lesson 9; one per pair and one to display)
- ✓ Final local bird drawing (from Lesson 11; one per student)
- ✓ Colored pencils (class set; variety of colors per student)
- ✓ Performance Task writing template (from Lesson 12; one per student)
- ✓ Ways We Share Our Work anchor chart (begun in Module 1)
- ✓ Feathered Friends Saver Reflection Questions anchor chart (new; teacher-created; see Performance Task Overview)
- ✓ Feathered Friends Saver Reflection Questions anchor chart (example, for teacher reference)
- ✓ Feathered Friends Saver Reflection Questions sheet (one per pair; see Performance Task Overview)
- ✓ Feathered Friends Saver progress sheet (from Lesson 12; one per student and one to display)
- ✓ Clipboards (one per student)
- ✓ Pencils (one per student)
- ✓ “Flying High Five” (for teacher reference)

### Opening

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#### A. Song and Movement: “Birds Are Helpful” (5 minutes)

- Gather students whole group.
- Display **“Birds Are Helpful.”**
- Remind students that they have done a lot of hard work learning this song, and today they will get a chance to practice in anticipation of the end of module Celebration of Learning in the next lesson.
- Tell students that the first time they sing it, they will only say the words and not do their gestures.
- Guide students to stand up to sing the song with a loud, proud voice.

- Remind students that they also have gestures that match the words. Briefly model how to do the gestures safely as needed.
- Practice singing the song again, this time using gestures to bring the song to life.

### Meeting Students' Needs

- For ELLS: (Building Confidence) Choose a student to welcome the visitors, introduce the song "Birds Are Helpful," and invite the rest of the students to stand up to sing for the visitors in Lesson 16. If needed, give the student a short script to read and practice beforehand.

## Work Time

### A. Scientific Drawing: Feathered Friends Saver Final Draft (20 minutes)

- Tell students that today they will finish the scientific drawing of their Feathered Friends Saver!
- Share that to do this, they will complete one final round of coloring of their drawing.
- Using a total participation technique, invite responses from the group:

***"What does craftsmanship look like when we color?" (inside the lines, covers all of the space, is layered, and matches the bird picture)***

***Conversation Cue: "What if our work showed no craftsmanship? I'll give you time to think and discuss with a partner." (Responses will vary.)***

- Display the **Model Feathered Friends Saver: Scientific Drawing** and remind students that this model followed the criteria closely.
- Think-Pair-Share:
 

***"What is one criterion for coloring that you want to pay extra careful attention to today?" (coloring inside the lines, covering all white space, matching color)***
- Tell students that they will now do a final round of coloring using these same criteria.
- Use the routine from Work Time B of Lesson 9 to guide students through adding color to their drawing using the following materials:
  - **Scientific Drawing Criteria card**
  - **Local bird photographs**
  - One copy of their **final local bird drawing**
  - **Colored pencils**
- Transition students to their workspaces and invite them to begin coloring.
- Circulate to support students as they color and ask questions such as:
 

***"How does your coloring show craftsmanship?"***
- When a few minutes remain, refocus whole group and Think-Pair-Share:
 

***"How does your final drawing show craftsmanship?" (Responses will vary, but should include criteria named on the Scientific Drawing Criteria card.)***
- Give students specific, positive feedback on showing craftsmanship in their coloring.

### Meeting Students' Needs

- ELLs: (Clarifying Meaning) Clarify the meaning of *layered coloring* as colors that are one on top of the other. Quickly demonstrate what this looks like in the drawings on page 23 of the book *Olivia's Birds*.
- For students who may need additional support with planning: Model a think-aloud for working toward the learning target. (Example: "I want to pay extra attention to matching coloring in my drawing today. I am going to look closely at the photograph and notice carefully that my coloring matches it on every part of the bird.") (MMAE, MME)

### Work Time

#### B. Speaking and Listening: Presenting Our Performance Task Writing Template (10 minutes)

- Gather students whole group.
- Tell students that they have done a lot of hard work during this module. In the next lesson, they will share their learning with visitors for the end of module celebration.
- These visitors will be very excited and interested to learn more about birds, and it is the students' job to teach them!
- Direct students' attention to the posted learning targets and read the first one aloud:  
***"I can share my Performance Task writing template using a loud and clear voice."***
- Using a total participation technique, invite responses from the group:  
***"Why is it important to use a loud, proud voice?" (Visitors will be able to understand what we are saying. They will get to learn what we think about birds.)***  
***Conversation Cue: "Who can add on to what your classmate said? I'll give you time to think." (Responses will vary.)***
- Set a purpose for the end of module celebration. Tell students that during the celebration, they will share songs, the writing on their Performance Task writing template, and their final local bird drawing.
- Remind students that at the end of Modules 1, 2, and 3, they had a celebration in which they shared their work with others.
- Remind them that when they presented and shared, it was important to follow certain guidelines so that their visitors understood and learned from them.
- Direct students' attention to the **Ways We Share Our Work anchor chart** and briefly review it, inviting students to echo you:
  - "Use a loud and proud voice."  
(Students echo this description using a loud, proud voice.)
  - "Say our words clearly so others can understand them."  
(Students echo, saying the words clearly.)
  - "Use a complete sentence."  
(Students echo, saying, "I can use a complete sentence.")



- Inform students that because the visitors are so excited to learn about birds from them, it is important that they practice reading their Performance Task writing template and answering the questions the visitors will ask them.
- Tell students they will first practice reading their writing aloud.
- Invite a student to model how to read his or her card with a loud, proud voice.
- Invite students to get their Performance Task writing template from their workspace and to find a quiet space in the room to practice reading the card on their own.
- Circulate as students practice reading their writing and offer support as needed.
- Refocus students and invite them to find a partner and take turns reading their Performance Task writing template to each other.
- Circulate as students practice reading their writing to a partner and offer support as needed.
- Refocus students whole group and give specific, positive feedback for using a loud, proud voice and saying words clearly.

### Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Using Anchor Charts) Invite a volunteer to read the Ways We Share Our Work anchor chart during the end of module celebration. Consider sending home a copy of the chart for the student to practice reading it with a loud and proud voice, saying words clearly so that others can understand him or her. (MMR, MME)

## Work Time

### C. Speaking and Listening: Reflecting on Our Learning as Writers (15 minutes)

- Gather students whole group.
- Tell students that in addition to sharing their Feathered Friends Savers with visitors, they will also get to *reflect* on, or think back on, their learning.
- Direct students' attention to the posted learning targets and read the second one aloud:  
***"I can answer questions about my Feathered Friends Saver using complete sentences."***
- Direct students' attention to the **Feathered Friends Saver Reflection Questions anchor chart** and read it aloud. Refer to the **Feathered Friends Saver Reflection Questions anchor chart (example, for teacher reference)** as necessary.
- Tell students that visitors will use these questions to learn more about their learning, their Feathered Friends Saver informational writing, their Feathered Friends Saver scientific drawings, and their writing and drawing process.
- Tell students you will model for them how to interview a partner using the chart.
- Remind students that an *interview* is a meeting at which information is collected.
- Model with a student how to conduct the interview by asking Question 2 from the Feathered Friends Saver Reflection Questions anchor chart.
- Ask the student volunteer:  
***"Which part of your writing are you most proud of? Why?" (I am proud of my second detail sentence.)***

- Prompt the student:  
*“Why are you proud of this?” (I am proud of this because I think that is not a fact many people know about birds. It is surprising!)*
- Give the student volunteer specific, positive feedback on answering the question, using a complete sentence, and elaborating.
- Move students into pairs and invite them to label themselves A and B.
- Students already have their Performance Task writing template, so distribute their Feathered Friends Saver scientific drawings and one **Feathered Friends Saver Reflection Questions sheet** to each pair of students.
- Invite students to move to a quiet place in the room and listen attentively as you read the questions out loud, one at a time. After reading each question, cue partner A to repeat the question as an interviewer for partner B to respond, and then switch.
- Invite students to transition back to the whole group area by singing the “Birds Are Helpful” song.
- Give students specific, positive feedback for answering questions in complete sentences.

### Meeting Students' Needs

- For ELLs: (Using Charts) Ensure that students understand the layout of the Feathered Friends Saver Reflection Questions anchor chart. If needed, explain how each part of the chart relates to something they did in the unit and give more concrete examples. (Example: when they chose an adjective)
- For students who may need additional support with self-regulation: Invite students to share one way they will monitor their own progress toward the learning target. (MMAE, MME)

## Closing and Assessment

### A. Reflecting on Learning (10 minutes)

- Refocus students whole group.
- Tell students that they have worked hard in today’s lesson sharing their writing and finishing their scientific drawings.
- Briefly explain that some students may need a bit more time on these tasks, and that you need to know who needs more time so you can plan accordingly.
- Display the **Feathered Friends Saver progress sheet**.
- Remind students that they used this sheet to track the progress of their performance task by checking off some of the steps.
- Distribute the prepared **clipboards** with the progress sheet attached and **pencils**.



- Use the routine from the Closing of Lessons 12–13 to guide students through completing the progress sheet:
  - Focus students on the checklist. Using a total participation technique, invite responses from the group:
 

***“What parts of the Feathered Friends Saver have we completed?” (handwriting the paragraph and typing the heading)***
  - Tell students that these two boxes should already have a check in them.
  - Turn and Talk:
 

***“What did you do today while creating your Feathered Friends Saver?” (Responses will vary, but may include: Today I practiced sharing my writing. Today I worked on the coloring of my drawing.)***
  - After 1 minute, refocus whole group.
  - Invite students to check off the boxes if they completed both the practice reading and the coloring of their drawing.
  - Remind students that it is okay if they need more time and you will know that because they will not have a check in that box.
  - After a few minutes, refocus whole group.
  - Provide specific, positive feedback on students’ ability to think strategically about the work they have done.
- Inform students that because they have done such hard work today on their Feathered Friends Savers, you want to teach them a new bird cheer called the **“Flying High Five” cheer**.
- Model how to do the cheer. Refer to “Flying High Five” (for teacher reference):
  - Gather in a circle.
  - Begin with both arms down by your side.
  - Slowly move both arms upward until they are shoulder height.
  - Flap your “wings” three times.
  - Give a high five to the people beside you.
  - Lower your arms back down by your side.
- Invite students to form a standing circle and join you in doing the Flying High Five cheer.
- Tell students that in the next lesson they will share their Feathered Friends Savers with visitors!

### Meeting Students’ Needs

- For ELLs: (Adding Visuals) Review the Feathered Friends Saver progress sheet and discuss each part and the visuals to ensure students understand what they are checking as done.
- For students who may need additional support with self-assessment: Review the learning targets introduced in this lesson. Ask students to give specific examples of how they worked toward achieving them. (MME)