

Lesson 13: Speaking and Listening: Preparing to Present and Share Our Work



CCS Standards

- **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 read my writing and present my artwork using a strong and clear voice. (SL.K.1a, SL.K.6)
- I can share information with others about how and why trees are important to us and our communities. (SL.K.4, SL.K.6)

Ongoing Assessment

- Circulate and observe as students practice sharing their work with a partner during Work Time B and use the Speaking and Listening Checklist to document progress toward SL.K.4 and SL.K.6 (see Assessment Overview and Resources).

Agenda

1. Opening

- A. Engaging the Learner: Reviewing Songs and Poems (5 minutes)

2. Work Time

- A. Shared Reading: Ways We Share Our Work Anchor Chart (5 minutes)
- B. Pinky Partners Protocol: Sharing Our Tree Appreciation Cards (20 minutes)
- C. Preparing to Present: Enjoying Trees Journals, Part I and Part II (20 minutes)

3. Closing and Assessment

- A. Back-to-Back and Face-to-Face Protocol: Reflection on Learning (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- During this lesson, students prepare for the End of Module Celebration by rehearsing several poems and songs from throughout the module, presenting their Tree Appreciation cards to a peer, and selecting entries from their Enjoying Trees Journals, Part I and Part II to share. Practicing 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 (SL.1.4 and SL.1.6).

- As time permits in Work Time B, use the High-Quality Work anchor chart to prompt students to select entries from their Enjoying Trees Journals, Part I and Part II that include descriptive, detailed, and neat writing and pictures.

How this lesson builds on previous work:

- During this lesson, students practice sharing learning that has occurred throughout 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, introduced in Module 1.

Areas in which students may need additional support:

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

Down the road:

- In the next lesson, students will share their learning and work from the three units of this module with visitors during the End of Module Celebration.

In advance:

- Prepare students' performance task:
 - Cut out students' published writing completed in Lessons 8 and 9 on the Performance Task Writing template and affix it to the Performance Task Artwork template completed in Lessons 11 and 12.
 - Affix students' typed name to Performance Task Artwork template.
- Distribute materials for Work Time C at student workspaces.
- Post: Learning targets, "We Depend on Trees," "Trees in our Community," "The Many Meanings of Words," 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.1, K.I.B.5, and K.I.C.9

Important points in the lesson itself

- The basic design of this lesson supports ELLs by offering them the opportunity to practice and prepare for sharing their work with invited guests in the following lesson.
- ELLs may find it challenging to feel confident about the process of sharing and presenting the different parts. Consider creating a visual map of the agenda that helps remind them of what and how they will be sharing (see levels of support and the Meeting Students' Needs column).

Levels of support

For lighter support:

- During the Closing, invite students to share in partners and then with the class what will be happening in the celebration.

For heavier support:

- During Work Times B and C, check in with any students who may need to rehearse the Tree Appreciation card and the Enjoying Tree journals again. Invite students to work in a small group with you to review their work and the steps they'll take to share.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support comprehension by providing options for perception, such as visual supports for information presented orally.
- **Multiple Means of Action and Expression (MMAE):** During the Closing, students reflect on their learning in this unit. Support self-monitoring and reflection by thinking aloud as you model this reflective process.
- **Multiple Means of Engagement (MME):** When students share with a partner, foster community and support students by encouraging them to provide each other with positive feedback. Before students share their thinking with classmates, discuss strategies for how to give a compliment or ask questions for further understanding.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- N/A

Materials

- ✓ "We Depend on Trees" (from Module 3; one to display)
- ✓ "Trees in Our Community" (from Unit 2, Lesson 2; one to display)
- ✓ "The Many Meanings of Words" (from Unit 1, Lesson 2; one to display)
- ✓ Ways We Share Our Work anchor chart (begun in Module 1)

- ✓ Model Performance Task: Tree Appreciation card (from Lesson 1; one to display; see Performance Task Overview)
- ✓ Pinky Partners Protocol anchor chart (begun in Module 3)
- ✓ Performance Task: Tree Appreciation card (completed in Lessons 11 and 12; one per student)
- ✓ Speaking and Listening Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ Enjoying Trees Journal, Part I (from Unit 1, Lesson 2; example, for teacher reference)
- ✓ Enjoying Trees Journal, Part I (completed in Unit 1, Lesson 9; one per student)
- ✓ Enjoying Trees Journal, Part II (completed in Unit 2, Lesson 3; one per student)
- ✓ Sticky notes (several per student and one for teacher modeling)
- ✓ Back-to-Back and Face-to-Face Protocol anchor chart (begun in Module 2)
- ✓ I Apply My Learning anchor chart (begun in Lesson 1)

Opening

A. Engaging the Learner: Reviewing Songs and Poems (5 minutes)

- Invite students to the whole group area.
- Tell them they have done a lot of hard work during this module. In the next lesson, they will have visitors to the classroom for the End of Module Celebration.
- Tell students that these visitors will be excited and interested to learn about how and why trees are important to communities and to students. Tell them that they have a lot of great information and work to share that could help inspire the visitors to enjoy and appreciate trees!
- Share with students that one way they can inspire the visitors to enjoy and appreciate trees is by sharing some of the songs and poems they have learned throughout module.
- Remind students that they have been practicing these songs and poems throughout the unit and they will have a chance to practice three of them one more time.
- Display **“We Depend on Trees”** and invite students to join you as you sing the song and complete the accompanying hand motions.
- Repeat this process with **“Trees in Our Community.”**
- Repeat this process with **“The Many Meanings of Words.”**
- If time permits, repeat the process with all three poems and songs, this time inviting a student to stand at the front and track the print as the group sings and chants.
- Invite students to be seated and offer specific, positive feedback on how well they remembered and recited the songs and poems.
- Remind students that in the next lesson, they are going to share all of their hard work and learning with the visitors.

Meeting Students' Needs

- For students who may need additional support with visual perception: Offer individual copies of the songs and poems for students who may need support with using far-point display. (MMR)

Work Time

A. Shared Reading: Ways We Share Our Work Anchor Chart (5 minutes)

- Refocus whole group.
- Direct students' attention to the posted learning targets and read them aloud:

"I can read my writing and present my artwork using a strong and clear voice."

"I can share information with others about how and why trees are important to us and our communities."
- Using a total participation technique, invite responses from the group:

"What work have you done during this module that you could share with visitors so that they learn about how and why trees are important to communities?" (Enjoying Trees journals, Tree Appreciation cards, writing an opinion about where to plant trees)

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 their Tree Appreciation cards and Enjoying Trees Journals, Part I and Part II to help inspire the visitors to appreciate and enjoy trees.
- Remind students that at the end of previous modules, they had celebrations in which they shared their work and learning with visitors. Remind them that while they presented and shared, it was important to follow certain guidelines so that their visitors understood and learned from them. Tell them that during this End of Module Celebration, it is especially important that they follow these guidelines because they are also trying to inspire their visitors to enjoy and appreciate trees.
- Direct students' attention to the **Ways We Share Our Work anchor chart** and briefly review it by reading it aloud, 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 it is their job to not only share information about how and why trees are important to communities but also to inspire the visitors to appreciate and enjoy trees, it is important that the students practice presenting their Tree Appreciation cards and Enjoying Trees Journals, Part I and Part II.

Meeting Students' Needs

- For ELLs and students who may need additional support with strategy development: (Fishbowl: Ways We Share Our Work) Invite volunteers to fishbowl ways we share our work for the class using the anchor chart as a guide. Prompt and narrate step by step. This will better prepare students for sharing their work in small groups. (MMAE)

Work Time

B. Pinky Partners Protocol: Sharing Our Tree Appreciation Cards (20 minutes)

- Tell students that they will now have a chance to practice presenting their Tree Appreciation cards with a partner.
- Direct students' attention to the posted learning targets and reread the first one aloud:
"I can read my writing and present my artwork using a strong and clear voice."
- Using a total participation technique, invite responses from the group:
"When you are sharing your Tree Appreciation card, what is it important to remember to do so that your visitors can learn from you and be inspired to appreciate and enjoy trees?"
(Speak clearly and loudly, make eye contact with visitors, and listen as others share.)
Conversation Cue: "Who can explain why your classmate came up with that response? I'll give you time to think." (Responses will vary.)
- Tell students that next, they will practice presenting their Tree Appreciation cards with a partner, but first you will demonstrate presenting a Tree Appreciation card.
- Tell students that in addition to reading their writing and presenting their artwork, they will also tell visitors how or why their card might inspire another person to appreciate or enjoy trees.
- Display the **Model Performance Task: Tree Appreciation card** and model presenting it to the class:
 - Read aloud the sentence and point to the words as you do.
 - Point to the sketch and watercolor of the tree part and name it. (Example: Point to the leaf while saying: "This is a leaf.")
 - Point to the various parts of the artwork while describing the process for creating it:
 - Point to the leaf and say: "First, I sketched in pencil."
 - Point to the black outline and say: "Then I outlined in black ink."
 - Point to the background and say: "Then I used watercolor to paint the background light brown."
 - Point to the veins in the leaf and say: "Then I used watercolor to paint part of the leaf."
 - Point to the leaf and say: "Then I added more watercolor to finish painting the leaf."
 - State how your Tree Appreciation card will inspire another person to enjoy and appreciate a tree. (Example: Say: "The painting of this leaf will show others how beautiful trees are.")

- Using a total participation technique, invite responses from the group:
“What did you notice I did while I presented? What is one thing I did well while I presented?” (Responses will vary, but may include: You spoke loudly and clearly. You made eye contact with the audience. You pointed to your Tree Appreciation card while you presented it.)
- Tell students that they will use the Pinky Partners protocol to practice sharing their Tree Appreciation cards. Remind them that they used this protocol in Lessons 11 and 12 and review as necessary using the **Pinky Partners Protocol anchor chart**. Refer to the Classroom Protocols document for the full version of the protocol.
- Distribute students’ Performance Task: **Tree Appreciation cards** and invite them to begin the protocol.
- Circulate as students share, directing their attention to the Ways We Share Our Work anchor chart as necessary and making note of progress toward SL.K.4 and SL.K.6 using the **Speaking and Listening Checklist**.
- When 2 minutes remain, signal cleanup and invite students to be seated in the whole group area.
- Generate excitement with a Turn and Talk:
“What part of your Tree Appreciation card are you most proud and most excited to share with a visitor?” (Responses will vary.)
“How do you think your Tree Appreciation card will inspire a visitor to appreciate and enjoy trees?” (Responses will vary, but may include: The writing will explain to visitors how to enjoy a tree, and the artwork will show the visitors how beautiful a tree is.)
- Refocus students whole group and invite a few to share out.

Meeting Students’ Needs

- For ELLs and students who may need additional support in self-reflection: (Module Reflection: Oral Language Fluency) Invite students to share with a partner and the class which part of the process of creating the Tree Appreciation cards they are most proud of. (MMAE, MME)

Work Time

C. Preparing to Present: Enjoying Trees Journals, Part I and Part II (20 minutes)

- Invite students to safely and respectfully demonstrate a way to enjoy a tree (e.g., eating fruits from trees, closely observing flowers and buds, smelling flowers, hiding behind a trunk, climbing a tree) as they return to their workspaces.
- Direct students’ attention to the posted learning targets and reread the second one aloud:
“I can share information with others about how and why trees are important to us and our communities.”
- Tell students that they will now review their Enjoying Trees Journals, Part I and Part II and pick three or four entries to share with the visitors so that they can share with visitors how and why trees are important to communities.

- Using a total participation technique, invite responses from the group:
“What should you keep in mind while you are selecting entries from your Enjoying Trees Journals, Part I and Part II to share? What criteria should those entries meet?” (neat writing, detailed writing and drawings, entries that show different ways people and communities enjoy and appreciate trees, and different ways that trees are important to people and communities)
- Remind students that they should select entries from both their Enjoying Trees Journal, Part I and Enjoying Trees Journal, Part II.
- Display **Enjoying Trees Journal, Part I (example, for teacher reference)** and think aloud as you select an entry and model marking it with a sticky note:
 - Turn to page 1 in Enjoying Trees Journal, Part I (example, for teacher reference) and read it aloud.
 - Think aloud as you reflect on the quality and detail of writing and drawing included on this page. (Example: “This entry is about people enjoying a tree by climbing it. My sketch shows a lot of detail, and my writing includes several ideas that relate to people climbing trees.”)
 - Using a sticky note, mark the page as you say: “This entry includes detailed and neat writing and drawing, so I will share it during the celebration.”
- Point out the **Enjoying Trees Journals, Part I and Part II** and **sticky notes** already at student workspaces.
 - Tell students they will use the sticky notes to mark the three to four entries they will share with visitors during the End of Module Celebration.
 - Invite students to begin reviewing their journals and using the sticky notes to mark their selected pages.
 - Circulate to support students, prompting them to select entries that show neat writing and detailed writing and drawings. Remind students to make selections from both journals.
 - After about 10–12 minutes, refocus whole group.
 - Turn and Talk:
“Which entries have you selected from your Enjoying Trees Journals, Part I and Part II to present to visitors during the End of Module Celebration?”

Meeting Students' Needs

- For ELLs and students who may need additional support with expectations: (Reflection on Celebration) At the end of this agenda item, encourage students to share one thing they are excited about and one thing that makes them nervous about the presentation. Share any strategies you have to relax before a presentation (e.g., counting to 10, breathing slowly) and invite them to do the same. Reassure them that they are ready. (MME)

Closing and Assessment

A. Back-to-Back and Face-to-Face Protocol: Reflecting on Learning (10 minutes)

- Invite students back to the whole group area.
- Tell students they are going to use the Back-to-Back and Face-to-Face protocol to reflect on the habit of character they have been working so hard to demonstrate throughout the unit. Remind them that they used this protocol in Lesson 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.
 - Direct students' attention to the **I Apply My Learning anchor chart** and briefly review it.
 - Guide students through three rounds of the protocol with the same partner using the following prompts:

“How did you apply your learning to help your school and community?” (Responses will vary, but may include: I know a lot about trees and I shared that information so others could learn about trees; I used my skills in sketching and watercolor to create a beautiful card for others to enjoy.)

What other actions could you take to help your school and community with regards to trees? (Responses will vary, but may include: I can tell people about how important trees are; I can make sure that people continue to enjoy trees.)

How have you used your learning to inspire others to appreciate trees? (Responses will vary, but may include: I learned that people enjoy trees in many ways, and I shared those ways with others so now they can enjoy trees in that way.)
 - As students talk, circulate and listen in to support students' ability to share their ideas clearly by offering sentence frames and other support as needed.
- Refocus whole group and, with excitement, tell students that in the next lesson they are going to share all of their learning with classroom visitors!

Meeting Students' Needs

- For ELLs: (Receiving Positive and Corrective Feedback) As you circulate, 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 organizing ideas for verbal expression: Provide the questions to students in advance of the protocol, allowing ample time for thinking before responding. (MMAE)

There are no new supporting materials for this lesson.