

Lesson 10: Celebrating Our Work: Sharing What We Have Learned with Kindergarteners



CCS Standards

- **W.2.8:** Recall information from experiences or gather information from provided sources to answer a question.
- **SL.2.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **SL.2.1a:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.2.4:** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.



Daily Learning Targets

- I can present what I have learned about schools to kindergarteners at my school. (SL.2.1a, SL.2.4)
- I can reflect on what I have learned during this module. (W.2.8, SL.2.1a)

Ongoing Assessment

- During Work Time A, use the Speaking and Listening Checklist to monitor students' progress on the speaking and listening standards. (SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c)

Agenda

1. Opening

A. Engaging the Learner: Reviewing Presentation Criteria (5 minutes)

2. Work Time

A. Celebration of Learning: Sharing What I Have Learned about Schools (30 minutes)

B. Reflecting on Learning (15 minutes)

3. Closing and Assessment

A. Pinky Partners: Sharing Our Reflections (10 minutes)

Teaching Notes

Purpose of lesson and alignment with standards:

- In this lesson, students collaborate to share their “The Most Important Thing about Schools” books with kindergarteners during Work Time A. This time is meant to be a celebration, but also an opportunity for students to practice their speaking and listening skills as they share their learning with kindergarteners. (SL.2.1a, SL.2.4)
- In the Closing, students individually reflect on their learning and growth throughout the unit. They then share their reflections using the Pinky Partners protocol. (SL.2.1a, W.2.8)

How this lesson builds on previous work:

- This culminating lesson celebrates students' collaborative research about schools and the creation of their "The Most Important Thing about Schools" books.
- In previous lessons, students planned and created their books, which compare and contrast their own school with a school they researched from *Off to Class* (boat, tent, doorstep). In this lesson, they present their books and read their work to their classmates and visitors.
- Continue to use Goal 1 and 2 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- During Work Time A, some students may need additional support when sharing their books. Each group is self-facilitated, so it may help students to periodically check with each group to ensure that the process is moving smoothly.
- The process of reflecting on learning may be unfamiliar to some students. If necessary, provide additional think-alouds and support to refresh students' memories about the work they have completed throughout the module.
- Some students may become bashful or nervous as they present their work publicly. Encourage them to do their best and remind them that making mistakes is part of the process. Avoid forcing students to participate if they are uncomfortable.

Down the road:

- This is the final lesson of this module. Students will continue to build their speaking and listening skills as they engage in classroom discussions in future modules.

In advance:

- Confirm where the Celebration of Learning will be held and kindergarteners' attendance. Consider having the kindergarten teacher communicate expectations to kindergarteners to prepare them for the celebration (e.g., what it means to be a good audience member and how to say kind words about the work second-graders have done).
- Pre-distribute students' Readers Theater scripts and "The Most Important Thing about Schools" books to the designated areas around the room. This ensures a smooth transition to Work Time A.
- Review: Pinky Partners protocol. (Refer to the Classroom Protocols document for the full version of the protocol.)

Technology & Multimedia

Consider using an interactive whiteboard or document camera to display lesson materials.

- Work Time A: Students revise their book using a word processing tool, for example a Google Doc.
- Work Time B and C: Record students as they rehearse to listen to later to discuss strengths and what they could improve on, or to use as models for the group. Most devices (cell phones, tablets, laptop computers) come equipped with free video and audio recording apps or software.
- Closing and Assessment A: If students were recorded during Work Time B and C, consider replaying excerpts of these recordings to help students self-assess their learning.

- Post: Learning targets, Celebration of Learning anchor chart, Performance Criteria in Small Groups anchor chart, “What Is School?” song, Module Guiding Question anchor chart, and Pinky Partners Protocol anchor chart.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 2.I.A.1, 2.I.A.3, and 2.I.B.5

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to celebrate and share their learning with their peers and with visitors. Students will perform their speaking and listening skills as they build fluency sharing their work.
- ELLs may find it stressful to perform before students they do not know. If students feel bashful about reading aloud, gently encourage them to participate but avoid forcing them.

Levels of support

For lighter support:

- Assign an intermediate proficiency student to be a helper for a student who is nervous about reading aloud. The helper can cue during tricky parts.

For heavier support:

- While students complete their end of module reflections, provide sample statements or sentence frames that students can choose from as they decide what to write.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** During the Closing, students share reflections on their learning. As students share their ideas verbally, visually display their ideas by writing them on chart paper or the board.
- **Multiple Means of Action & Expression (MMAE):** During Work Time A, students perform the “What Is School?” song for kindergarteners. Some students may feel less comfortable singing aloud in front of a group. Provide differentiated mentors by seating students who feel more comfortable singing aloud and performing near students who may feel less comfortable.
- **Multiple Means of Engagement (MME):** During the Opening, to support self-regulation when reviewing the order of events for the celebration, discuss strategies for how to manage emotions if students feel excited, silly, nervous, etc.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

Review:

- reflect (L)

Materials

- ✓ Celebration of Learning anchor chart (begun in Lesson 9)
- ✓ Performance Criteria anchor chart (begun in Unit 2, Lesson 8)
- ✓ “What Is School?” song (from Unit 1, Lesson 2; one to display)
- ✓ Readers Theater Script: Boat School (from Unit 2, Lesson 8; one per student in this group)
- ✓ Readers Theater Script: Rainforest School (from Unit 2, Lesson 8; one per student in this group)
- ✓ Readers Theater Script: Tent School (from Unit 2, Lesson 8; one per student in this group)
- ✓ Speaking and Listening checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ Module Guiding Question anchor chart (begun in Unit 1, Lesson 1)
- ✓ Tracking Progress: All about Schools response sheet (one per student)
- ✓ Pinky Partners Protocol anchor chart (begun in Unit 1, Lesson 6)

Opening

A. Engaging the Learner: Reviewing Presentation Criteria (5 minutes)

- Gather students together whole group.
- Direct their attention to the posted learning targets and read the first one aloud:
“I can present what I have learned about schools to kindergarteners at my school.”
- Using a total participation technique, invite responses from the group:
“What work, specifically, will we present to the kindergarteners?” (“The Important Things about Schools” books, “What Is School?” song, Readers Theater scripts)
- Remind students how they prepared to celebrate their learning in the previous lesson. Tell them in just a moment, their visitors will come in and they will present their learning to the kindergarten class.
- Direct students’ attention to the **Celebration of Learning anchor chart** and review it by reading the bullets aloud:
 1. Perform “What Is School?” song.
 2. Perform Readers Theater scripts.
 3. Present “The Most Important Thing about Schools” book in groups of four or five:
 - Go around and share your book.
 - After each presentation, kindergarteners share what they learned or liked about the book.
- Direct students’ attention to the **Performance Criteria anchor chart** and quickly review it.
- Using a total participation technique, invite responses from the group:
“Can you name some criteria for our presentations?” (I can speak loudly enough for the audience to hear me. I can read smoothly and with emotion. I can listen to others to keep track of my turn.)
- With excitement, ask students to give air high-fives if they feel ready to present their work.

Meeting Students' Needs

- For ELLs: Point out that the learning target sentence is a series of phrases expanding on "I can present." Make sentence strips and invite students to assemble them onto the learning target. Ask about the meaning of each phrase. (Example: "What is the difference between *at school* and *about school*?"):
 - I can present
 - what I have learned
 - about schools
 - with kindergarteners
 - at my school
- When reviewing the Celebration of Learning anchor chart, support self-regulation by discussing strategies for how to manage emotions if students feel excited, silly, nervous, etc. (Example: "When we are performing our Readers Theater scripts for an audience, you may start to feel a little nervous. What are some strategies you can use to help you feel more comfortable with the performance?") (MME)

Work Time

B. Celebration of Learning: Sharing What I Have Learned about Schools (30 minutes)

- Gather second-graders and kindergarteners together in the whole group area.
- Direct all students' attention to the **"What Is School?" song**.
- Say:

"We learned a special song to help our brains get ready and get excited about learning about school. See if you can follow along and try some of the motions."
- Invite students to perform the "What Is School?" song.
- After performing the song, write the feedback sentence starters on the board and read it aloud:
 - "I liked how you ____."
 - "I learned that ____."
- Tell the kindergarteners that the class is going to sing the song again and as they listen, you would like them to think about what they like about the song and what they learned.
- Invite the class to perform the song again.
- Explain that they (the kindergarteners) need to practice using these sentence frames to share their feedback about the song because they will soon be sharing their reactions to "The Most Important Thing about Schools" books using these same sentence starters.
- Invite kindergarteners to share what they liked about the song or what they learned from the song using the sentence frames with the class.
- Point out to students that the **Readers Theater Scripts: Boat School, Rainforest School, and Tent School** have been placed in their designated areas around the room.
- Introduce Readers Theater to the kindergarteners. Say:

"Now second-graders are going to act out plays to show you what they have learned about different schools around the world and how they solve problems in their communities."

- Invite students to perform their Readers Theater scripts.
- After each play, invite kindergarteners to share what they liked about the plays or what they learned from the plays using the feedback sentence frames.
 - “I liked how you ____.”
 - “I learned that ____.”
- Refocus whole group.
- Point out to students that their “The Most Important Thing about Schools” books have been placed in their designated areas according to the groups they practiced with in Lesson 9.
- Invite students to move to their designated areas.
- Split the kindergarteners evenly among the groups and provide clear, concise directions for their movement.
- Remind students to refer to the Presentation Criteria anchor chart as they present their books.
- Remind students that they determined an order for reading their “The Most Important Things about Schools” books in Lesson 9. Give students 30 seconds to agree on this order again.
- Invite students to take turns reading their books to their audience. Consider using the **Speaking and Listening Checklist** during the celebration.
- Invite kindergarteners to share what they liked and what they learned using the sentence frames on the board following each reading.
- After all students have shared, wave goodbye to the kindergarteners. Thank them for listening so attentively and providing such helpful feedback.

Meeting Students' Needs

- For ELLs: Remind students about the pronunciation work they did in Lesson 9 and invite them to focus on one of the improvements and repeat the successes. (Example: “Alexandra, remember how you learned how to make your tone higher so that you sounded excited? You did a great job with that! Let’s try that again today.”) (MMAE)
- As students gather for the “What Is School?” song, provide differentiated mentors by seating students who feel more comfortable singing aloud and performing near students who may feel less comfortable. (MMAE)

Work Time

C. Reflecting on Learning (15 minutes)

- Refocus whole group.
- Emphasize to students the importance of the work and research they have completed throughout the module. Invite students to join in a big round of applause in honor of this work!
- Direct students’ attention to the posted learning targets and read the second one aloud:

“I can reflect on what I have learned during this module.”

- Invite students to chorally reread the learning target aloud.
- Using a total participation technique, invite responses from the group:
“Looking at the learning target, what do you think it means to reflect?” (to think about something deeply and carefully)
- Explain that reflection is an important part of learning because it helps them remember what they learned and sometimes to think about it in a new way.
- Tell students they are going to reflect on what they learned about schools.
- Direct students’ attention to the **Module Guiding Question anchor chart**.
- Distribute and display the **Tracking Progress: All about Schools response sheet** and focus students on the first prompt:
 - “Look at our Module Guiding Question anchor chart. What is one thing you have learned about schools that you didn’t know before?”
- Model and think aloud looking at the anchor chart and thinking of something new you learned. Say:
“I learned that lots of kids around the world use books in school.”
- Invite students to silently reflect on something other than what you just thought aloud:
“What is one thing you have learned about schools that you didn’t know before?” (Responses will vary, but may include: I learned that being at school can help you believe in yourself. I learned that schools around the world can be very different.)
- Call on a few students to share their ideas with the class. Model planning and writing one of the responses on the displayed Tracking Progress: All about Schools response sheet.
- If productive, cue students to listen carefully and seek to understand:
“Who can tell us what your classmate said in your own words?” (Responses will vary.)
- Invite students to write their own reflections on their response sheets.
- Circulate to support students as they reflect and write.
- Focus students on the second prompt on the response sheet:
 - “Circle one way you have grown as a writer.”
- Read aloud each learning target on the response sheet and answer clarifying questions.
- Invite students to complete the second prompt by circling the learning target that represents how they have grown as learners throughout the module.

Meeting Students’ Needs

- For ELLs: Once students receive their Tracking Progress: All about Schools response sheet, read the instructions and each learning target aloud once, and then read it aloud again after providing a few moments to think. Invite students to ask questions if they are not sure about the meaning of any of the learning targets.
- For ELLs: Display all work pertaining to the learning targets to jog students’ memories of their learning throughout the module.

Closing and Assessment

A. Pinky Partners: Sharing Our Reflections (10 minutes)

- Give students specific, positive feedback for successfully reflecting on their learning. (Example: “You thought about what you have learned about school. You identified a learning target where you have made a lot of growth.”)
- Tell students they are going to use the Pinky Partners protocol to share their reflections with a classmate. Remind them that they used this protocol in Lessons 6–8 of this unit, and review as necessary using the **Pinky Partners Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Guide students through the protocol.
- Circulate to support students as they find a partner and share.
- Give students specific, positive feedback for successfully completing their learning about schools. (Example: “You worked hard as readers and writers to learn more about schools.”)

Meeting Students' Needs

- As students share reflections on their learning, provide alternatives to auditory information by displaying their ideas on chart paper or the board. (MMR)