

Lesson 14: Speaking and Listening: Preparing for Our Celebration of Learning



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 prepare for the Celebration of Learning by rehearsing the “Celebration of Learning” song and my narrative about fossils. (SL.2.1, 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 B, consider using the Speaking and Listening Checklist to track new progress on speaking and listening standards as students participate in the Musical Mingle protocol (SL.2.1, SL.2.1a)

Agenda

1. Opening

- A. Song and Movement: “Celebration of Learning” Song (10 minutes)

2. Work Time

- A. Speaking and Listening: Practicing Reading Our Narratives (30 minutes)
- B. Musical Mingle: Unit 3 Guiding Question (10 minutes)

3. Closing and Assessment

- A. End of Module Reflection (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- During the Opening and Work Time A, students prepare for the upcoming Celebration of Learning. Using the class-generated Performance Criteria anchor chart, students work on their presentation skills while they sing their “Celebration of Learning” song and practice reading their Narrative Booklets. (SL.2.4)

- In Work Time B and the Closing, students reflect on their learning (both content and skills) from the module. Students use the Musical Mingle protocol to reflect on the Unit 3 guiding question, “How do authors write compelling narratives?”

How this lesson builds on previous work:

- In the Opening, students revisit the Performance Criteria anchor chart that they were introduced to in Module 1. They use this chart to guide their practice of their song and of reading their Narrative Booklets.
- Throughout the module, students have reflected on their progress toward daily learning targets. During the Closing, they continue to reflect, providing increasingly specific examples of their progress.
- Continue to use Goal 1–3 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- In Work Time A, students practice reading their Narrative Booklets aloud. For students who need support with a strong voice, give them a prop to pretend they are using a microphone to encourage them to speak louder.

Down the road:

- In Lesson 14, students participate in a celebration of learning with visitors. They will sing the “Celebration of Learning” song, read their Narrative Booklets, and present their exit tickets.

In advance:

- Pre-determine presentation groups of four or five students.
- Prepare:
 - Celebration of Learning Schedule anchor chart (see supporting materials).
 - Technology necessary for the Musical Mingle protocol in Work Time B.
- Review the Musical Mingle protocol. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Post: Learning Targets, “Celebration of Learning” song, and applicable anchor charts (see materials list).
- Consider sending home a newsletter to remind families about the Celebration of Learning, or having students write letters inviting their families and other relevant guests to the Celebration of Learning.

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

- Opening: If you recorded students singing the “Celebration of Learning” song in Lesson 11, play this recording for them to join in with.
- Work Time A: Record several students as they read their narratives aloud to listen to later to use as models for the group. Most devices (cellphones, tablets, laptop computers) come equipped with free video and audio recording apps or software.
- Work Time B: If you recorded students participating in the Musical Mingle protocol in Lesson 1, play this video for them to remind them of what to do.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 2.I.A.1, 2.I.B.5, 2.I.C.9, and 2.I.C.10

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to prepare for their upcoming Celebration of Learning by reviewing the schedule, practicing the Celebration Day song, and preparing to present their narrative booklets. Students also review and reflect on what they’ve learned over the course of the module. This preparation and reflection will serve to build confidence and lower anxiety levels as students anticipate sharing their learning with outside visitors during the next lesson.
- ELLs may find it challenging to master reading their narrative booklets in a way that meets the performance criteria. Support students by empowering them to ask their peers for help when they do not understand or need help reading. Offer opportunities for them to practice outside this lesson, and to hear models of presenting that meet the performance criteria.

Levels of support

For lighter support:

- Challenge students to paraphrase lesson questions for students who need heavier support and to serve as models for meeting the performance criteria for reading narratives.

For heavier support:

- Before the lesson, build students’ sense of safety and confidence by giving them opportunities to practice reading their narrative booklets aloud. Provide kind and helpful feedback about one or two aspects of the presentation that need improvement, and encourage them by highlighting the strengths of their presentation and celebrating all they have achieved.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students reflect on learning from Unit 3. Some students may need additional support to recall the work they did in previous lessons. Scaffold memory and access of prior learning by listing the activities visually on chart paper or a white board.
- **Multiple Means of Action & Expression (MMAE):** During the Musical Mingle protocol, students share with partners in several rounds of questions. Some students may need support for effective strategy development as they plan and recall their thinking during the protocol.

Consider offering time for students to write or sketch their responses before sharing with a partner.

- **Multiple Means of Engagement (MME):** In this lesson, build a supportive environment to increase sustained engagement for all learners. During the Closing, give students specific, positive feedback on their effort and participation for the day. Foster a sense of community and provide options for physical action by inviting students to give themselves a special applause and pat on the back, and to “kiss” their brain.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

Review:

- rehearse, criteria, reflect (L)

Materials

- ✓ Performance Criteria anchor chart (begun in Module 1)
- ✓ “Celebration of Learning” song (from Lesson 11; one to display)
- ✓ Celebration of Learning Schedule anchor chart (new; teacher-created; see supporting materials)
- ✓ Narrative Booklets (completed in Lesson 13; one per student)
- ✓ Speaking and Listening Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ Musical Mingle Protocol anchor chart (begun in Lesson 1)
- ✓ Tools Paleontologists Use anchor chart (begun in Unit 1, Lesson 10)
- ✓ Paleontologist’s Actions, Thoughts, and Feelings anchor chart (begun in Lesson 2)
- ✓ Compelling Narrative about Discovering a Fossil anchor chart (begun in Lesson 6)
- ✓ End of Module Reflection sheet (one per student and one to display)

Opening

A. Song and Movement: “Celebration of Learning” Song (10 minutes)

- Gather students whole group.
- Direct students’ attention to the posted learning targets and read the first one aloud:
“I can prepare for the Celebration of Learning by rehearsing the ‘Celebration of Learning’ song and my narrative about fossils.”
- Call on a few volunteers to define *rehearse* (practicing for a show or performance).
- Remind students that they will be sharing their learning with visitors during the Celebration of Learning in the next lesson by singing their “Celebration of Learning” song and reading aloud their narrative.

- Display the **Performance Criteria anchor chart** and read the criteria aloud.
- Remind students that they used this list of criteria earlier in the year, when performing their Readers Theater scripts about schools. Emphasize that *criteria* is something people use as a guide or model to help them perform at their best.
- Using a total participation technique, invite responses from the group:
“How can we use the performance criteria to help us perform our ‘Celebration of Learning’ song?” (sing song with loud voices, sing with emotion and movement, sing one beat and together as a class)
- Direct students’ attention to the **“Celebration of Learning” song** and invite students to sing it once.
- Provide feedback based on the Performance Criteria anchor chart.
- Invite students to continue singing the song as time permits.

Meeting Students' Needs

- When using total participation techniques, minimize discomfort or perceived threats and distractions by alerting individual students that you are going to call on them next. (MME)
- For ELLs: Consider quickly modeling each criterion on the Performance Criteria anchor chart for students. For example, model *I can speak loudly enough for the audience hear me* by reading a few lines of the Celebration Day song first in a quiet, retreating voice and then in a clear, appropriately loud and confident voice. Invite students to identify which version of the reading met the criterion. Alternatively, invite a few confident students to model each criterion for the rest of the class.
- For ELLs: Encourage students to act out the Celebration Day song as they sing.

Work Time

A. Speaking and Listening: Practicing Reading Our Narratives (30 minutes)

- Direct students’ attention to the **Celebration of Learning Schedule anchor chart** and read it aloud:
 - “Perform ‘Celebration of Learning’ song.”
 - “Present our narratives in small groups.”
 - “Invite guests to complete the Exit Ticket: Celebration of Learning!”
- Tell students that they will now get to work on meeting the performance criteria while they practice reading their narratives in small groups. Each group will give the reader some positive feedback by stating what they liked about the story.
- Distribute students’ **Narrative Booklets**.
- Invite students to take their Narrative Booklets and move to sit with their pre-determined group.
- Before groups begin, invite students to determine in which order they will read during the celebration.
- Once each group has established their order, invite students to begin practicing.

- Circulate to support students as they practice. Prompt them to use the Performance Criteria anchor chart as necessary. Remind students to give feedback to each reader about what they liked about the story. Consider using the **Speaking and Listening Checklist** to document students' progress toward SL.2.1a.

Meeting Students' Needs

- As students practice reading their narratives, help them anticipate and prepare for sharing by identifying which group member will share first. (Example: Provide students with index cards that designate the order for practice.) (MME)
- For ELLs: Create groups of varying levels of language proficiency. Ensure that less proficient students are grouped with more advanced or native language proficiency. If possible, consider grouping students who speak the same home language together and encourage them to interpret and comprehend the narratives together.
- For ELLs: Some students may be nervous or may still struggle with the skills necessary for reading their narrative. Consider allowing students to share in pairs rather than a small group to lower anxiety levels. Encourage students to ask their peers for help if they struggle with a part of the reading, and assure them that everyone is still learning and needs help with different skills. Remind them of the many ways they've grown as learners so far this year.

Work Time

B. Musical Mingle: Unit 3 Guiding Question (10 minutes)

- Transition students back to the whole group area.
- 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 turn and talk to an elbow partner:
"What does it mean to reflect?" (to think about something deeply and carefully)
- Remind students that they have been working hard as authors to write a compelling narrative about discovering a fossil and they have learned many different ways to do so. Tell students they are going to use the Musical Mingle protocol to share answers for the Unit 3 Guiding Question. Remind them that they used this protocol in Lessons 1 and 10 in this unit, and review as necessary using the **Musical Mingle Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Guide students through the protocol using the following prompt:
"How do authors write compelling narratives?" (Responses will vary, but may include: "Authors use details; Authors include a beginning, middle, and end; Authors revise their work to make it better.")
- When finished, invite students to thank their partner and have a seat at their workspace.

Meeting Students' Needs

- For ELLs: Check comprehension by asking students to summarize then personalize the learning target. Ask:
“Can you put the learning target in your own words?” (I can think about all I’ve learned during the module.)
“How do you feel about the target?” (I feel excited because I have learned so much!)
- For students who may need additional support sustaining effort and engagement during the protocol: Provide the prompt on an index card. (MMR, MME)

Closing and Assessment

A. End of Module Reflection (10 minutes)

- Share with students that they have learned so much; it is important for them to reflect all their new knowledge and skills!
- Display the **End of Module Reflection sheet** and read aloud the first prompt:
“Look at the anchor charts around the room. Think about the books we have read together. What have you learned to do as a student while learning about paleontologists and fossils?”
- Model looking at different resources around the room and thinking aloud about what students have learned and done:
“I heard a close read-aloud of Stone Girl, Bone Girl, and I learned how to figure out how a character responds to an event. I also did an experiment with impressions and I learned how to make inferences using my observations.”
- Invite students to turn and talk with an elbow partner:
“What have you learned to do as a student while learning about paleontologists and fossils?” (Responses will vary.)
- As students share, circulate and refer them to the **Tools Paleontologists Use anchor chart**, **Paleontologist’s Actions, Thoughts, and Feelings anchor chart**, and **Compelling Narrative about Discovering a Fossil anchor chart** as needed.
- Distribute the End of Module Reflection sheets and invite students to complete the first prompt.
- When 3 minutes remain, refocus whole group. Follow the same steps to guide students through completing the second prompt:
 - Read the prompt aloud: “How will you use what you have learned to help you learn in the future?”
 - Model and think aloud about how to respond to the prompt.
 - Invite students to respond to the prompt.
- Refocus whole group and invite students to give a cheer if they are ready to present all of their learning to their visitors in tomorrow’s lesson!

Meeting Students' Needs

- To vary the options for expression as students record their reflections, offer an option for verbal response. (Example: Invite students to dictate their reflections.) (MMAE)
- For ELLs: Help jog students' memories about all they have learned by inviting them to close their eyes and visualize the various texts they read and activities they participated in during the module. Encourage them to sketch what they visualized on a piece of scratch paper and then share their sketch with an elbow partner.
- For ELLs: Display, repeat, and rephrase the question. Ask:
“What have you learned to do as a student while learning about paleontologists and fossils?”
- Rephrase the question:
“What is one thing you learned to do in this module?”