

Lesson 15: Celebrating Our Work: Sharing What We Learned with Others



CCS Standards

- **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 my learning about fossils and paleontologists to visitors at our Celebration of Learning. (SL.2.4)
- I can reflect on what I have learned during this module. (SL.2.1, SL.2.1a)

Agenda

1. Opening

- B. Engaging the Learner: Reviewing Our Celebration of Learning and Criteria (15 minutes)

3. Work Time

- A. Celebration of Learning: Sharing Our Narratives and Exit Tickets (35 minutes)

2. Closing and Assessment

- A. Reflecting on Learning (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students share their Narrative Booklets with visitors 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. (SL.2.1a, SL.2.4)

How this lesson builds on previous work:

- This culminating lesson celebrates students' learning about fossils and paleontologists, and the creation of their Narrative Booklets.
- In previous lessons, students went through the narrative writing process by planning, drafting, and revising their Narrative Booklets. In this lesson, they present their Narrative Booklets and read their work to their classmates and visitors.

- In Lesson 14, students reflected on the content learned in this unit around the Unit 3 guiding question: “How do authors write compelling narratives?” and reflected on the knowledge skills they have gained from the module. This lesson concludes their reflection as students look at their use of habits of character.
- Continue to use Goal 1–3 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 booklets. Because each group is self-facilitated, consider periodically checking with each group to ensure that the process is moving smoothly.
- 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, and that they will get better at presenting the more they try (growth mindset). 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 visitors’ attendance.
- Record the whole group singing the _____ song and post it on a teacher webpage or on a portfolio app like Seesaw (<http://web.seesaw.me>) for students to listen to at home with families. Most devices (cell phones, tablets, laptop computers) come equipped with free video and audio recording apps or software.
- Pre-distribute Exit Tickets: Celebration of Learning and Narrative Booklets to designated areas around the room to ensure a smooth transition to Work Time A.
- Post: Learning targets, “Celebration of Learning” song, and applicable anchor charts (see materials list).

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

- Record students as they present their Narrative Booklets and post it on a teacher webpage or on a portfolio app like Seesaw (<http://web.seesaw.me>) for students to listen to at home with families. Most devices (cell phones, tablets, laptop computers) come equipped with free video and audio recording apps or software..

Supporting English Language Learners

Supports guided in part by CA ELD Standards 2.I.A.1, 2.I.B.5, and 2.1.C.9

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to present their learning about a topic to an authentic audience, to reflect on ways they have grown as learners over the course of the module, and to take risks in reading and speaking while seeking the support they need.
- ELLs may feel nervous about performing for visitors; some may still struggle with reading and speaking in the language itself. Support students by providing them with choice about which group they will present to, and empower them to ask their peers for help when they do not understand or need help reading.

Levels of support

For lighter support:

- During Work Time A, challenge students to partner read narratives with students who need heavier support.
- Encourage students to use Conversation Cues with other students to extend and deepen conversations, think with others, and enhance language development.

For heavier support:

- During Work Time A, support students by allowing them to partner read their narratives with students of more advanced language proficiency.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** When sharing and celebrating culminating work with visitors, it is important to also document the group's learning processes. You can highlight aspects of the learning and writing process that were important in this unit by explaining verbally and/or by displaying photo documentation with captions that describe how students learned about fossils and paleontologists.
- **Multiple Means of Action & Expression (MMAE):** During this lesson, some students may benefit from sensory input and opportunities for movement while they are sitting. Provide options for differentiated seating (e.g., sitting on a gym ball, a move-and-sit cushion, or a chair with a resistive elastic band wrapped around the legs).
- **Multiple Means of Engagement (MME):** While holding high expectations is important, be aware that sometimes these expectations can raise student anxiety. Emphasize the importance of process and effort by discussing how sharing narratives is a proud moment in which to share students' learning with visitors.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

Review:

- reflect (L)

Materials

- ✓ Celebration of Learning Schedule anchor chart (from Lesson 14)
- ✓ Performance Criteria anchor chart (begun in Module 1)
- ✓ “Celebration of Learning” song (from Lesson 11; one to display)
- ✓ Narrative Booklets (completed in Lesson 13; one per student)
- ✓ Exit Ticket: Celebration of Learning (completed in Lesson 13; one per student)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)

Opening

A. Engaging the Learner: Reviewing Our Celebration of Learning and Criteria (15 minutes)

- Gather students together whole group.
- Direct students’ attention to the posted learning targets and read the first one aloud:

“I can present my learning about fossils and paleontologists to visitors at our Celebration of Learning.”
- Using a total participation technique, invite responses from the group:

“What work, specifically, will we present to the visitors?” (Narrative Booklets, “Celebration of Learning” song, Exit Ticket: Celebration of Learning)
- Remind students how they prepared in the previous lesson. Tell them that, in just a moment, their visitors will come in, and students will present their learning.
- Focus students’ attention on the **Celebration of Learning Schedule anchor chart** and read the bullets aloud:
 1. “Perform the ‘Celebration of Learning’ song.”
 2. “Present our narratives in small groups.”
 3. “Invite guests to complete the Exit Ticket: Celebration of Learning.”
- 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.
- Gather students and visitors together in the whole group area.
- Direct all students’ attention to the “Celebration of Learning” song.
- Say:

“We learned a special song to help our brains get ready and get excited about learning about fossils. See if you can follow along and try some of the motions.”
- Invite students to perform the “Celebration of Learning” song.
- After performing the song, post feedback sentence starters on the board and read them aloud:
 - “I liked how you _____.”
 - “I learned that _____.”

- Tell visitors 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 or what they learned.
- Invite the class to perform the song again.
- Invite a few visitors to share what they liked about the song or what they learned from the song using the sentence frames with the class.
- Invite visitors to give the class a round of applause for their song!

Meeting Students' Needs

- Provide differentiated mentors by seating students who may be more confident reading and singing aloud near students who may not feel as confident. (MMAE)
- For ELLs: Consider inviting students to turn to an elbow partner and briefly discuss how the criteria on the Performance Criteria anchor chart help make a good presentation. Ask:
“Why is it important to [speak loudly enough for the audience to hear]?”
- For ELLs: Some students may feel nervous about presenting their narrative booklets to visitors. If students are hesitant or bashful to share, encourage them, but refrain from forcing them to present.
- For ELLs: Help put students at ease by briefly introducing the visitors and identifying them according to their roles within the community (for example, visitors who work at the school, teachers, other students, family members).

Work Time

A. Celebration of Learning: Sharing Our Narratives and Exit Tickets (35 minutes)

- Point to the Celebration of Learning Schedule anchor chart and share with visitors that now students will share some personal work with them in small groups around the room.
- Point out that the **Narrative Booklets** and **Exit Ticket: Celebration of Learning** have been placed in students' group's designated areas around the room.
- Invite students to move to their designated areas.
- Invite visitors to follow their students or split them evenly among the groups.
- Remind students:
 - To refer to the Performance Criteria anchor chart as they present their booklets.
 - That they determined an order for reading their Narrative Booklets in yesterday's lesson. (Give students 30 second to agree on this order again.)
- Invite visitors to listen carefully, and to be prepared to share what they liked and what they learned using the sentence frames on the board after each student reads.
- Invite students to take turns reading their booklets to their audience.
- After all students have shared, invite groups to thank their visitors for listening so attentively and providing such specific feedback.
- Share with students that they now will give one visitor in their group their exit ticket.
- Invite students to explain to their visitors what an exit ticket is and some of the strategies they have learned to solve a selected response question.

- Give visitors 1 minute to answer the question on the exit ticket.
- After 1 minute, encourage students to share the correct answers with their visitors.
- Prompt students to say goodbye and thank their visitors as they leave.
- Invite students to help collect materials from around the room before moving on.

Meeting Students' Needs

- For ELLs: During the presentation, encourage ELLs to seek peer support if they feel stuck or need help reading.

Closing and Assessment

A. Reflecting on Learning (10 minutes)

- Refocus whole group.
- If productive, cue students to think about their thinking:
“How does our Celebration of Learning add to your understanding of what paleontologists do and how authors write compelling narratives? I’ll give you time to think and discuss with a partner.” (Responses will vary.)
- Emphasize to students the importance of the work and research they have completed throughout the unit. Invite students to join in a big round of applause in honor of this work!
- Direct students’ attention to the posted learning targets and chorally read the second one aloud:
“I can reflect on what I have learned during this module.”
- Using a total participation technique, invite responses from the group:
“Looking at the learning target, what do remember about reflect?” (to think about something deeply and carefully)
- Remind students 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 that yesterday they reflected on all they had learned and how their literacy skills are growing. Today they are going to reflect on how they are growing as people and learners, thinking about the habits of character they have practiced and developed during this module.
- Direct students’ attention to the **Working to Become Effective Learners anchor chart**.
- Tell students they are now going to use the Thumb-O-Meter protocol to reflect on their ability to show responsibility. Remind students that they used this protocol in Lesson 9 and review as necessary. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Read the following prompt aloud and invite students to show you a thumbs-up, -down or -sideways:
“How well did you show responsibility?”

Fossils Tell of Earth's Changes

- Invite students to turn and talk with an elbow partner about their responses.
- Continue this same process so students reflect on their use of each habit of character listed on the Working to Become Effective Learners anchor chart.
- When students are done, remind them that they will have plenty of time to keep practicing their habits of character in the next module!

Meeting Students' Needs

- To connect the habits of character on the Working to Become Effective Learners anchor chart to concrete experiences, consider printing and displaying photographs of students demonstrating each habit of character (collaboration, initiative, responsibility, and perseverance). (MMR, MME)
- For ELLs: Take a moment to encourage students by acknowledging and explicitly pointing out the achievements of ELLs. Make a point to name areas in which students have improved, especially those who may have struggled.

There are no supporting materials for this lesson.