

## Lesson 10: Unit 3 Assessment, Session 1: Oral Presentation about Plant and Pollinator



- **SL.2.3:** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.2.4:** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.2.6:** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.



### Daily Learning Targets

- I can answer questions when presenting to an audience. (SL.2.4, SL.2.6)
- I can show empathy when I give feedback to my peers. (SL.2.3)

### Ongoing Assessment

- During Work Time B, circulate and assess student progress toward SL.2.4 for the Unit 3 Assessment using the Speaking and Listening Checklist (see Assessment Overview and Resources).

### Agenda

#### 1. Opening

- A. Reviewing Learning Targets (5 minutes)

#### 2. Work Time

- A. Modeling: Answering Questions (20 minutes)
- B. Unit 3 Assessment: Oral Presentation Practice (25 minutes)

#### 3. Closing and Assessment

- A. Pinky Partners Protocol: Reflecting on Empathy (10 minutes)

## Teaching Notes

### Purpose of lesson and alignment to standards:

- This is the first lesson in a series of three during which students practice their full oral presentations. During Work Time B, students individually rehearse their oral presentations using the oral presentation notecards completed in Lesson 5. While students rehearse, circulate to use the Speaking and Listening Checklist to track their progress toward SL.2.4, which will serve as the Unit 3 Assessment. Note: Given the number of students and time allocated, plan accordingly in terms of how many students to observe each day across Lessons 10–12.

- During Work Time A, the teacher models answering questions for students. During Work Time B, students practice answering questions as a part of their full oral presentations. This scaffolded practice of answering questions allows students to make progress toward SL.2.3 and helps them build confidence as they prepare for their formal oral presentation.

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

- Similar to Lessons 6–9, in this lesson students continue to apply empathy when giving feedback and then reflect on their ability to do so.
- Similar to Lessons 7–9, in this lesson students use the Criteria for High-Quality Oral Presentations anchor chart from Lesson 6 and their oral presentation notecards, written in Lessons 1–5, to practice presentations and give empathic feedback. In this lesson, they choose one criterion they would like feedback on from their partner.

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

- Students may need additional processing time to successfully answer questions during Work Time A. Consider providing time for students to consider, write, or sketch responses to the posted questions.
- For students who have trouble answering questions in Work Time A, consider partnering them with students with greater levels of confidence and skill using oral language.

### **Down the road:**

- In Lessons 11 and 12, there are two more opportunities to gather data toward SL.2.4 using the Speaking and Listening Checklist for the Unit 3 Assessment.
- In Lesson 11, students will construct their Performance Task Poster and have the opportunity to practice their full oral presentation using the Performance Task Poster, including answering questions. They will continue to receive feedback on their choice of criteria for high-quality oral presentations.

### **In advance:**

- Prepare an order for assessing students. Consider assessing students stronger in speaking and listening first based on formative assessment. This provides students who need extra practice more time to develop their oral presentation skills.
- Post: Learning targets and applicable anchor charts (see Materials list).

### **Technology & Multimedia**

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

- Continue to use the technology tools recommended throughout Modules 1 and 2 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.
- Consider pre-recording students modeling the oral presentation questions and sentence frames to provide students extra practice if they need it.

## Supporting English Language Learners

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

### Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to use oral language in structured and meaningful ways as they ask and answer questions about each other's presentations.
- ELLs may find it challenging to process questions about their presentations and to formulate answers. Consider providing additional time modeling and practicing answering questions. Provide adequate think time for students to prepare answers to the questions introduced in Work Time A (see Meeting Students' Needs column).

### Levels of support

*For lighter support:*

- Encourage students to use Conversation Cues with other students to promote productive and equitable conversation and enhance language development.

*For heavier support:*

- During Work Time B, provide students the opportunity to write and rehearse answers to specific questions ahead of time so they are prepared to respond to their peers.

## Universal Design for Learning

- **Multiple Means of Representation (MMR):** To set themselves up for success for the unit assessment, students need to generalize the skills that they learned from the previous sessions. Similar to Modules 1 and 2, in this lesson, before administering the assessment, activate students' prior knowledge by recalling the learning targets from the previous lessons.
- **Multiple Means of Action & Expression (MMAE):** In this lesson, students practice their oral presentation during the unit assessment. Continue to support students in setting appropriate goals for their effort and the level of difficulty expected.
- **Multiple Means of Engagement (MME):** Continue to provide prompts and sentences frames for those students who require them to be successful in peer interactions and collaboration. Also, support students in sustaining effort and/or attention by restating the goal of the activity.

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

### Review:

- empathy, answer questions, audience (L)

## Materials

- ✓ Oral presentation questions (one to display)
- ✓ Sentence frames (one to display)

- ✓ Oral presentation notecards (from Lesson 2; one set per student)
- ✓ Specific, Positive Feedback sentence starters (from Lesson 6; one to display)
- ✓ Criteria for High-Quality Oral Presentations anchor chart (begun in Lesson 6)
- ✓ Speaking and Listening Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ Pinky Partners Protocol anchor chart (begun in Module 1)

### Opening

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#### A. Reviewing Learning Targets (5 minutes)

- Gather whole group. Invite students to sit next to a partner they can practice their presentation with.
- Tell students that today, they will continue practicing their oral presentations using the Criteria for High-Quality Oral Presentations anchor chart from Lesson 6.
- Remind students of the reason for their practice as needed (Celebration of Learning).
- Direct students' attention to the posted learning targets and read the first one aloud:  
***"I can answer questions when presenting to an audience."***
- Review the meaning of the underlined words, noting student-friendly phrases or symbols directly on the displayed learning targets to support understanding of the Vocabulary:
  - Answer questions (a response to a question)
  - Audience (group of people gathered to see or hear something)
- Direct students' attention to the posted learning targets and read the second one aloud:  
***"I can show empathy when I give feedback to my peers."***
- Review the meaning of *empathy* (identifying with another person's feelings) as needed and remind students when they will show empathy in today's lesson (when giving feedback on their partner's presentation).
- As time allows, invite students to participate in a favorite class greeting with an emphasis on speaking in complete sentences with an audible voice and confident eye contact. (Example: "Good morning, \_\_\_\_\_, would you like a high-five, fist bump, or a hug?")

#### Meeting Students' Needs

- For students who may need additional support with persistence: Invite students to share why they are working toward the first learning target. (MME)

### Work Time

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#### A. Modeling: Answering Questions (20 minutes)

- Refocus whole group.

- Remind students that they practiced their presentations in the previous lesson while referring to their notecards. Tell students that today, they will practice answering questions and using all of their oral presentation notecards.
- Review what questions (when you ask or make an inquiry about a topic) and answers (a response or statement to a question) are as needed.
- Tell students they will have the chance to answer a question about the content and skills they learned about plants and pollination, as well answer reflection questions about themselves as a learner. Emphasize that they will have the chance to pause and think about the question before answering.
- Display the **oral presentation questions**.
- Say:
 

*“These are some of the guiding questions we have researched during the module. You will use your research and experience to answer these questions.”*
- Read aloud the content and skills questions.
  - “How do we get the fruits, flowers, and vegetables we enjoy?”
  - “How do pollinators help plants grow and survive?”
  - “How do we become researchers and share our learning?”
- Turn and Talk:
 

*“What are these questions asking?” (They are asking me to explain pollination and what I learned about being a researcher.)*
- Direct students’ attention back to the oral presentation questions again and read aloud the reflection questions:
  - “What surprised you most in your research about pollination?”
  - “What are you most proud of in this oral presentation?”
  - “What habit of character helped you the most during your learning?” (responsibility, collaboration, empathy)
- Turn and Talk:
 

*“What do you notice about the reflection questions?” (They are all asking me to reflect about what or how we learned).*
- Using a total participation technique, invite responses from the group:
 

*“What other questions would you like to ask each other?” (Responses will vary.)*
- As students share out, capture their responses on the oral presentation questions sheet.
- Remind students they have learned a lot about plants and pollination, and it’s important to think about the response before answering the question.
- Invite a student to ask a question from the oral presentation questions sheet. Display the **sentence frames** and model how to answer the student’s question using one of the sentence frames.
- Turn and Talk:
 

*“What did you notice about how I answered the question?” (Responses will vary, but may include: You thanked the person for their question before answering. You turned the question into an answer by using some of the same words.)*

- Tell students they will now have the chance to practice asking and answering questions. Explain the expectations to students:
  - Partner A chooses a question to ask partner B.
  - Partner B answers the question using his or her oral presentation notecards, experience from research, and one of the sentence frames.
  - Partners switch roles and repeat this process.
- Answer clarifying questions.
- Distribute the **oral presentation notecards** and invite students to begin asking and answering questions.
- After 5–7 minutes, refocus whole group.
- Ask:

***“What is an important thing to remember about answering questions at the end of your oral presentation?” (Thank the person for the question before answering).***

### Meeting Students' Needs

- For ELLs and students who may need additional support with strategy development: (Modeling and Thinking Aloud: Responding to Questions) Model and think aloud the cognitive process of responding to a question. (MMAE)
- For ELLs: (Sentence Frames: Heavier Support) Provide sentence frames to support answering questions. (Example: “The thing that surprised me most in my research was \_\_\_\_.”)
- For ELLs and students who may need additional support with comprehension: (Paraphrasing Questions) Tell students that it is important for the presenter to understand the question they are being asked before answering it. Provide students with prompts for paraphrasing questions they receive. Examples:
  - “Just to be clear, are you asking...?”
  - “Let me see if I understand the question. I think you asked...?” (MMR)

## Work Time

### B. Unit 3 Assessment: Oral Presentation Practice (25 minutes)

- Refocus whole group.
- Tell students that they will continue to work with a partner to take turns practicing their presentations and giving each other empathic feedback.
- Say: “You have all the parts of the oral presentation notecards you will use in the Celebration of Learning. During this work time, you have the chance to practice using complete sentences, speaking in an audible voice and making idea contact, and referring to your notes to present information about the secret of pollination.”
- Display the **Specific, Positive Feedback sentence starters** and tell students they will use these when giving feedback today.
- Post and review the following steps for today’s practice:
  - Partner A presents his or her presentation using notecards #1–6.



- Partner B asks a question from the oral presentation questions sheet from Work Time A.
- Partner B answers the question using the sentence frames from Work Time A.
- Partner B gives feedback to partner A using the Specific, Positive Feedback sentence starters.
- Partners switch roles and repeat this process.
- Answer clarifying questions.
- Direct students' attention to the **Criteria for High-Quality Oral Presentations anchor chart** and invite students to silently choose one criterion that they would like feedback on today. Encourage them to put a finger on their nose when they are ready.
- Transition students to take their notecards and move to an area of the room to practice their oral presentations and give and receive feedback.
- Circulate to support students as they work, and listen for examples of students answering questions at the end of their presentation.
- Use the **Speaking and Listening Checklist** to assess students' progress toward SL.2.4 for the Unit 3 Assessment.
- When 1 minute remains, invite students to organize their materials and move like their favorite pollinator to the whole group area.

### Meeting Students' Needs

- For ELLs: (Generating Language: Peer Feedback) Using the Criteria for High-Quality Oral Presentations anchor chart and the Specific, Positive Feedback sentence starters, invite students to generate some possible feedback they could offer their partners. (Example: "One strength of your presentation was that you spoke in complete sentences.")

## Closing and Assessment

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### A. Pinky Partners Protocol: Reflecting on Empathy (10 minutes)

- Gather whole group.
- Follow the same routine from the Closing of Lesson 7 to guide students through reflecting on showing empathy while giving feedback. Review the **Pinky Partners Protocol anchor chart** as necessary.
- Preview tomorrow's work: constructing the Performance Task Poster about students' plant and pollinator!

### Meeting Students' Needs

- For students who may need additional support with verbal expression: Provide questions to students before the protocol to allow ample time for organizing their reflections for verbal expression. (MMAE)