

Lesson 11: Unit 3 Assessment, Session 2: Oral Presentation about Plant and Pollinator



CCSS

- **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 recite the poem and song about pollination for an audience.
- I can construct my Performance Task Poster about my pollinator.
- I can present my learning about plants and pollinators to my peers. (SL.2.3, SL.2.4, SL.2.6)

Ongoing Assessment

- During Work Time B, continue to 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. Song and Poem: “Plants around the World” and “It’s Pollination Time!” Version 1 (10 minutes)

2. Work Time

- A. Constructing Performance Task Posters (25 minutes)
- B. Unit 3 Assessment: Oral Presentation Practice (20 minutes)

3. Closing and Assessment

- A. Back-to-Back and Face-to-Face Protocol: Giving and Receiving Feedback (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- This is the second 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 with their Performance Task Poster. 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 how to construct the Performance Task Poster. Students then construct their posters and practice with them in Work Time B.

How this lesson builds on previous work:

- Students use their completed Scientific Drawings and Captions Template from Lesson 1 to create their Performance Task Poster.
- 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 receive feedback on the final criterion on the Criteria for High-Quality Oral Presentations anchor chart: ability to refer to their Performance Task Poster during their presentation.

Areas in which students may need additional support:

- If students have a difficult time recording their feedback while listening to their peers presenting, give each group time to record their observations after each group member presents. Rotate students in groups with a chime or stopwatch.

Down the road:

- Students will get further practice for the Celebration of Learning during Lesson 12, a “dress rehearsal” that also serves as the Unit 3 Assessment. They will use their Performance Task Poster as they present to a small group.
- Students will participate in the Celebration of Learning in Lesson 13.

In advance:

- Pre-determine presentation groups, with four students in each. Within each group, number students 1–4 so they know their presentation order. Pre-assign each group a different area of the room to practice.
- Prepare the Performance Task Poster: Bee Model by using the Scientific Drawings and Captions Template: Bee Model and adding a title about “secret” on it.
- Prepare Performance Task Poster board Materials: large colored paper, markers, copies of completed Scientific Drawings and Captions Template, glue sticks.
- Post: Learning targets, “Plants around the World,” “It’s Pollination Time!” Version 1, and applicable anchor charts (see Materials list).

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 showing a clip from <https://vimeo.com/69120172> to illustrate how students use poster boards to present information. This video illustrates kindergarten students presenting their research about birds at a Celebration of Learning.

Supporting English Language Learners

Supports guided in part by CA ELD Standard 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 strengthen their speaking and listening skills in English as they rehearse their oral presentations.
- ELLs may find it challenging to determine when to refer to the Performance Task Posters, when to refer to their notes, and when to address the audience during the presentation. Model managing the poster, notes, and eye contact, making explicit when to refer to each. (Look at your notes to remember what to say, look at the audience when you are speaking, point to the poster when you want to show something specific to the audience). Introduce language to refer to the poster explicitly. (Examples: “As you can see...”; “An example of a pollinator is illustrated on my poster here.”)

Levels of support

For lighter support:

- Provide students an opportunity to reflect about what they feel confident about and what still feels challenging to them.

For heavier support:

- During Work Time B, consider grouping students in home language groups. If visitors who speak their home languages will be joining them for the celebration, encourage students to research how to translate parts of it in their home languages.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support comprehension by activating prior knowledge and scaffold connections for students. Continue to provide visual display of questions and student responses on a chart or a board during discussions.
- **Multiple Means of Action & Expression (MMAE):** Continue to support students in setting appropriate goals for their effort and the level of difficulty expected.
- **Multiple Means of Engagement (MME):** Continue to support sustained engagement and effort for students who benefit from consistent reminders of learning goals and their value or relevance.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- recite, construct, components (L)

Review:

- audience, arrangement, title, empathy (L)

Materials

- ✓ “Plants around the World” (from Unit 1, Lesson 5; one to display)
- ✓ “It’s Pollination Time!” Version 1 (from Unit 2, Lesson 6; one to display)
- ✓ Performance Task Poster: Bee Model (one to display)
- ✓ Scientific Drawings and Captions Template: Bee Model (from Lesson 1; one to display)
- ✓ Large colored paper (one piece per student)
- ✓ Pencil (one per student)
- ✓ Markers (variety of colors per student and use for teacher modeling)
- ✓ Scientific Drawings and Captions Template (from Lesson 1; one per student)
- ✓ Glue stick (one per student)
- ✓ Oral presentation notecards (from Lesson 2; one set per student)
- ✓ Performance Task Poster (one per student)
- ✓ Criteria for High-Quality Oral Presentations anchor chart (begun in Lesson 6)
- ✓ Oral Presentation Notecards: Bee Model (from Lesson 2; one to display)
- ✓ Feedback recording form (three per student)
- ✓ Peer Feedback Protocol anchor chart (begun in Lesson 4)
- ✓ Speaking and Listening Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ Back-to-Back and Face-to-Face Protocol anchor chart (begun in Module 1)
- ✓ Specific, Positive Feedback sentence starters (from Lesson 6; one to display)

Opening

A. Song and Poem: “Plants around the World” and “It’s Pollination Time!” Version 1 (10 minutes)

- Gather whole group.
- Tell students that today they will learn how to welcome their visitors for the upcoming Celebration of Learning.
- Using a total participation technique, invite responses from the group:
“What is another way to say welcome in our home languages?” (Responses will vary.)
- Call on student volunteers to share.
- Ask other students to choose one translation to quietly repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the word in English. Invite self- and peer-correction of the pronunciation of the translations and the English.
- Using a total participation technique, invite responses from the group:
“What poem did we learn in Unit 1?” (“Plants around the World”)
“What song did we learn in Unit 2?” (“It’s Pollination Time!”)

- Direct students' attention to the posted learning targets and read the first one aloud. Then follow the routine used across the unit to unpack the underlined words:
 - "I can recite the poem and song about pollination for an audience."***
 - *recite* (repeat out loud from memory)
 - *audience* (group of people gathered to see or hear something)
- Turn and Talk:
 - "Who is the audience?" (our visitors for the Celebration of Learning)***
- Tell students that they have had a lot of practice reading the poem and song in Unit 1 and Unit 2, and they will practice reciting the poem and song over the next two days before the Celebration of Learning.
- Display **"Plants around the World."**
- Turn and Talk:
 - "What are some important things to remember when reciting this poem?" (Responses will vary, but may include: pronounce jicama correctly, remember to say lines with exclamation marks with excitement)***
- Invite students to join you in reciting the poem chorally.
- Display **"It's Pollination Time!" Version 1.**
- Turn and Talk:
 - "What tune do we sing the song to?" ("The Farmer and the Dill")***
- Invite students to join you in singing the song chorally.

Meeting Students' Needs

- For students who may need additional support with auditory processing: Scaffold comprehension by recording student responses during the discussion for visual display. (MMR)

Work Time

A. Constructing Performance Task Posters (25 minutes)

- Refocus students whole group.
- Direct students' attention to the posted learning targets and read the second one aloud:
 - "I can construct my Performance Task Poster about my pollinator."***
- Review the meaning of *construct* (to put together) and share that students will learn to arrange parts of their Performance Task Poster today.
- Display the **Performance Task Poster: Bee Model. (Scientific Drawings and Captions Template: Bee Model)** and a title about "secret" on it)
- Using a total participation technique, invite responses from the group:
 - "What are the components (parts) of the poster? (title, name, illustration, and captions)***
- As students share out, capture the components on the poster.

- Say:
“Wow! You noticed all the components (parts) of the poster. Now we will look closely at their arrangement on the poster.”
- Remind students what *arrangement* means (group of things that are put in order).
- Turn and Talk:
*“How are the components of the Performance Task Poster: Bee Model poster arranged?”
 (Title is on top. Drawings and captions are below the title.)*
- Read aloud the title and remind students they will refer to the poster as they present their performance task and want it to look beautiful.
- Remind students that the *title* tells the reader what the poster is all about.
- Turn and Talk:
“What is your Performance Task Poster about?” (Responses will vary, but should include: the secret behind X plant, how X (pollinator) helps X (plant))
“What should your title be?” (Responses will vary, but should include any example using the above ideas.)
- With excitement, tell students they will now create their own Performance Task Poster to get ready for the Celebration of Learning.
- Post and review the following directions for constructing the poster:
 1. Write the title with large letters across the top of the **large colored paper**. Use a **pencil** first to make sure it is capitalized and all words are spelled correctly. Then use a **marker**.
 2. Line up their completed **Scientific Drawings and Captions Template** below the title. Ensure the template is straight before using a **glue stick** to adhere it.
 3. Add color to the poster with markers.
- Prompt students to transition to their pre-determined workspaces where the following Materials have been pre-distributed and begin working:
 - large colored paper
 - markers
 - completed Scientific Drawings and Captions Template
 - glue sticks
- Circulate as students construct their Performance Task Poster, answering questions and providing support.
- After 15 minutes, refocus whole group.
- Provide brief directions for cleanup and invite students to return to the whole group area.

Meeting Students' Needs

- For ELLs and students who may need additional support with motivation: (Summarizing the Target) Ask students to summarize and then to personalize the learning targets. (MME)

Work Time

B. Unit 3 Assessment: Oral Presentation Practice (20 minutes)

- Refocus whole group.
- Give students an air high-five and tell them they did a great job working hard to make their performance task poster.
- Direct students' attention to the posted learning targets and read the third one aloud:
"I can present my learning about plants and pollinators to my peers."
- Review the meaning of *present* (to show or describe something) and *peers* (classmates).
- Tell students that they will now practice their presentations using their **oral presentation notecards** #1-2 and their **Performance Task Poster**.
- Direct students' attention to the posted **Criteria for High-Quality Oral Presentations anchor chart** and emphasize the importance of referring to the Performance Task Poster for effect. Say:
"Watch me as I show you how to refer to the Performance Task Poster at the introduction of the oral presentation."
- Display the Performance Task Poster: Bee Model and model introducing the oral presentation by naming the title.
 - Gesture toward the Performance Task Poster, glancing between the students and the poster.
 - Refer to the **Oral Presentation Notecards: Bee Model** to present information.
- Turn and Talk:
"How did I begin my oral presentation?" (by gesturing toward the poster and saying the title of the poster)
- Tell students that they will now practice their presentation with notecards #1-2 and their Performance Task Poster in pre-determined small groups. While each person presents, other members of the group will listen and give written feedback on the **feedback recording form**.
- Move students into groups and reveal their numbers (#1-4). Share that these numbers indicate the order in which they will share, with #1 going first. Show students their pre-determined areas for where they will practice their presentations.
- Tell students they will now participate in the Peer Feedback protocol to present their notecards and Performance Task Posters, as well as receive feedback from their group members. Remind them that they used this protocol throughout the unit and review as necessary using the **Peer Feedback Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Distribute Feedback recording forms.
- Instruct students to take their Performance Task Poster and transition to their presentation area.
- Circulate while students take turns presenting. Continue to assess students on their oral presentation using the **Speaking and Listening Checklist** for the Unit 3 Assessment.

Meeting Students' Needs

- For ELLs: (Homonyms) Ask students about the word *present*. Examples:
 - "What other words does this sound like?"
 - "What is the difference between preparing to present your poster, giving a present, and speaking in the present tense?" (Present is a verb that means to show or share something; a present is a noun that means a gift; the present is a noun or an adjective to talk about time.)

Closing and Assessment

A. Back-to-Back and Face-to-Face Protocol: Giving Feedback (5 minutes)

- Gather whole group. Instruct students to bring their Feedback recording forms and sit next to someone from their small group.
- Tell students they will now participate in the Back-to-Back and Face-to-Face protocol to choose one piece of written feedback from their recording forms to say to their partner. Remind them that they used this protocol in Module 1 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.)
- Remind students that empathy is about understanding how others feel, and to keep this in mind when giving feedback.
- Guide students through the protocol and encourage them to use the **Specific, Positive Feedback sentence starters** to guide their feedback as necessary.
- Preview tomorrow's work by sharing that students will participate in a dress rehearsal for the Celebration of Learning.

Meeting Students' Needs

- For students who may need additional support with organizing their thinking for verbal expression: Consider meeting with students in advance so they can practice or rehearse what they would like to share during the protocol. (MMAE, MME)