

Lesson 12: Unit 3 Assessment, Session 3: 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 recite the poem and song about pollination for an audience.
- I can use notes and visuals to present my learning about plants and pollinators to my peers. (SL.2.4, SL.2.6)
- I can show empathy when I give feedback to my peers. (SL.2.3)

Ongoing Assessment

- During Work Times B and C, 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. Preparing for the Dress Rehearsal (10 minutes)
- B. Unit 3 Assessment: Oral Presentation Dress Rehearsal, Students 1 and 2 (20 minutes)
- C. Unit 3 Assessment: Oral Presentation Dress Rehearsal, Students 3 and 4 (15 minutes)

3. Closing and Assessment

- A. Pinky Partners Protocol: Reflecting on Learning (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- This is the final lesson during which students practice their full oral presentations before the Celebration of Learning. Students work in pre-determined groups of four to take turns performing a dress rehearsal of their full oral presentations using their oral presentation notecards and Performance Task Poster.

- During Work Time A, students learn how to complete the dress rehearsal. In Work Time B, students 1 and 2 perform a dress rehearsal of their presentation. In Work Time C, students 3 and 4 perform a dress rehearsal of their presentation. While students rehearse, circulate to use the Speaking and Listening Checklist to track their progress toward SL.2.4 for the Unit 3 Assessment.

How this lesson builds on previous work:

- Students use their oral presentation notecards, completed in Lessons 1–5, and their Performance Task Poster, created in Lesson 11, to practice their presentation.
- Similar to Lessons 6–11, students receive feedback on their presentation from their peers. In this lesson, students choose the criterion from the Criteria for High-Quality Oral Presentations anchor chart for which they would like feedback.

Areas in which students may need additional support:

- During the Opening, students continue to practice “Plants around the World” and “It’s Pollination Time!” in preparation for the Celebration of Learning. Provide students individual copies of these Materials as necessary.
- During Work Times A and B, consider reassigning students to new presentation groups as necessary to ensure successful collaboration. Because each group is self-facilitated, consider periodically checking with each group to ensure that the process is moving smoothly.

Down the road:

- Students will participate in the Celebration of Learning in Lesson 13.

In advance:

- Consider bringing in real fruits and vegetables for students to hold when introducing the “secret” behind how we get the fruits, flowers, and vegetables we enjoy.
- Pre-distribute Performance Task Posters, oral presentation notecards, and Feedback recording forms to designated areas around the room for Work Times B and C.
- Post: Learning targets, “Plants around the World,” “It’s Pollination Time,” 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 playing a recording of the tune “The Farmer and the Dell” during “It’s Pollination Time!” to support students’ choral performance.

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 demonstrate their content and language knowledge in a speaking and listening task built on their preparation and practice in previous lessons.
- ELLs may find the assessment challenging. Encourage students to consult classroom resources and give them specific, positive feedback on the progress they've made learning English.
- Make sure that ELLs understand the presentation process. Answer their questions and encourage them to do their best.
- Consider assessing ELLs who need additional support with speaking and listening toward the end of the lesson. Students will then be able to observe several presentations before giving their own.
- For heavier support, provide students with a simplified version of the Feedback Recording Sheet. Provide illustrated selected response options students can circle. (Example: "You did a good job with your ... volume ... clarity ... eye contact.")
- After the dress rehearsal, ask students to discuss which part of presenting was easiest and which was most difficult, and why. In future lessons, focus on the language skills that will help students address these assessment challenges.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support students as they generalize skills that they learned from the previous session in order to set themselves up for success in their presentations about pollination.
- **Multiple Means of Action & Expression (MMAE):** In this lesson, students rehearse their presentation. 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

New:

- dress rehearsal

Review:

- recite, empathy, secret (L)

Materials

- ✓ Module Guiding Questions anchor chart (begun in Unit 1, Lesson 1)
- ✓ Feedback recording form (from Lesson 11; three per student)
- ✓ Criteria for High-Quality Oral Presentations anchor chart (begun in Lesson 6)
- ✓ Oral presentation notecards (from Lesson 2; one set per student)
- ✓ Performance Task Poster (from Lesson 11; one per student)
- ✓ Speaking and Listening Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ Pinky Partners Protocol anchor chart (begun in Module 1)

Opening

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

- Gather whole group.
- With excitement, remind students that the Celebration of Learning will be tomorrow! They will welcome visitors by reciting a poem and a song.
- Tell students that today, they will participate in a *dress rehearsal* for tomorrow’s Celebration of Learning. A *dress rehearsal* means the final rehearsal, in which everything is done as it would be at the Celebration of Learning.
- Direct students’ attention to the posted learning targets and read the first one aloud:

“I can recite the poem and song about pollination to an audience.”
- Turn and Talk:

“What is one thing to remember about reciting something to an audience?” (Responses will vary, but may include: Make eye contact with the audience. Smile at the audience. Speak or sing clearly.)
- Invite two to three students to share out.
- Tell students that for their dress rehearsal, they will recite “Plants around the World” from memory.
- Invite students to join you in reciting the poem chorally.
- Tell students that now they will sing “It’s Pollination Time!” from memory.
- Invite students to join you in singing the song chorally.

Meeting Students’ Needs

- For ELLs and students who may need additional support with activating prior knowledge: (Working on Same Learning Target) Invite students to discuss how they previously worked toward each learning target. (MMR, MME)

Work Time

A. Preparing for the Dress Rehearsal (10 minutes)

- Refocus whole group.
- Direct students' attention to the posted learning targets and read the second one aloud:
"I can use my notes and visuals to present my learning about plants and pollinators to my peers."
- Turn and Talk:
"What notes will you use to present your learning?" (notes on oral presentation note-cards #1–6)
"What visuals will you use to present your learning?" (Performance Task Poster)
- Tell students they will continue the dress rehearsal for the Celebration of Learning by practicing their presentations.
- Display the **Module Guiding Questions anchor chart** and select a volunteer to read the first question aloud:
 - "How do we get the flowers, fruits, and vegetables we enjoy?"
- Using a total participation technique, invite responses from the group:
"What is revealed in the introduction of our presentation about fruits and vegetables?" (Pollination is the secret behind how we get our fruits and vegetables.)
- Remind students that they will work in small groups of four to practice revealing the secret of pollination in their presentations. Similar to the previous lesson, during today's practice session, each group member will record a kind, specific comment on a **Feedback recording form** for each presenter in his or her group.
- Direct students' attention to the **Criteria for High-Quality Oral Presentations anchor chart** and tell students that their feedback should relate to the criteria listed on this anchor chart.
- Invite students to whisper a response into their hand:
"Which criteria would you like your peers to give them feedback on?" (speaking with clear/audible words, referring to notes as needed, using complete sentences, referring to my Performance Task Poster)
- Invite a few students to share out.
- Share with students that they will practice their presentation in their presentation groups. Say: "In Work Time A, students 1 and 2 will practice. In Work Time B, students 3 and 4 will practice."
- Tell students that each group member will have 6–8 minutes to present their learning using the following steps.
 1. Student tells group members which criterion they would like feedback on.
 2. Student presents (2–3 minutes).
 3. Remaining group members listen to presentation, recording their feedback on the Feedback recording form.
 4. Group members orally provide the presenter with their feedback after their presentation (2–3 minutes).
- Answer clarifying questions.

Meeting Students' Needs

- For ELLs and students who may need additional support with strategy development: (Modeling and Thinking Aloud: Feedback Recording Sheet)
Review the Feedback recording form and briefly model completing it. Remind students that they can use the Specific, Positive Feedback sentence starters for support. (MMAE)

Work Time

B. Unit 3 Assessment: Oral Presentation Dress Rehearsal, Students 1 and 2 (20 minutes)

- Refocus whole group.
- Transition students to their presentation spaces with their groups and point out the **oral presentation notecards**, **Performance Task** Posters, and Feedback recording forms already there.
- Circulate while students take turns presenting. Continue to assess students on their progress toward SL.2.4 using the **Speaking and Listening Checklist** for the Unit 3 Assessment.

Meeting Students' Needs

- As students rehearse, increase mastery-oriented feedback by providing feedback that is frequent, timely, and specific to individual students. (Example: "I hear you sharing some great things you learned about pollinators, but it's hard to hear everything when your voice is soft and low. I know our visitors will be excited to hear about your learning, so be sure to use your loud and clear presenter voice.") (MME)

Work Time

C. Unit 3 Assessment: Oral Presentation Dress Rehearsal, Students 3 and 4 (15 minutes)

- Refocus whole group.
- Invite students to get up from their workspace and choose one of the following pollinator movements:
 - "buzz like a bee"
 - "crawl like a beetle"
 - "flutter like a butterfly"
- Allow students 2 minutes to dance around like their chosen pollinator.
- When students finish, instruct them to return to their spaces and continue their dress rehearsal with students 3 and 4.
- Circulate while students take turns presenting. Continue to assess students on their oral presentations using the Speaking and Listening Checklist.

Closing and Assessment

A. Pinky Partners Protocol: Reflecting on Learning (5 minutes)

- Gather whole group.
- Tell students that they did a great job rehearsing for the Celebration of Learning!
- Direct students' attention to the posted learning targets and read the third one aloud:
“I can show empathy when I give feedback to my peers.”
- Tell students they will now participate in the Pinky Partners protocol to reflect on the feedback they received in Work Times A and B. Remind them that they used this protocol in Lessons 7–11 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 using the following prompts:
 - “How did it feel to receive feedback from your partner?”
 - “What will you do tomorrow to be successful at the Celebration of Learning?”
- If productive, cue students to think about their thinking:
“How does giving and receiving feedback help us prepare for giving our presentations? I’ll give you time to think and discuss with a partner.” (Responses will vary.)
- Give students specific, positive feedback on their attention to their classmate’s feelings and their effort to provide empathic feedback.
- Preview tomorrow’s work: Celebration of Learning!

Meeting Students' Needs

- For students who may need additional support with verbal expression: Provide a feelings chart from which students can select to use descriptive language about how they felt when receiving feedback. (MMAE)

There are no new supporting materials for this lesson.