

Lesson 8: Preparing for Celebration of Learning, Part I: Seed Packet Assembly and Reflection



CCS Standards

- **RI.2.3:** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- **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.2.2:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.2.6:** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **L.2.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.2.1c:** Use reflexive pronouns (e.g., *myself, ourselves*).



Daily Learning Targets

- I can assemble my wildflower seed packet. (RI.2.3, SL.2.2)
- I can write and share a reflection on my learning with others. (W.2.8, SL.2.1, SL.2.6, L.2.1c)

Agenda

1. Opening

- A. Engaging the Writer: Body of Celebration of Learning Welcome Letter (5 minutes)

2. Work Time

- A. Packaging: Wildflower Seed Packets (30 minutes)
- B. Reflection on Module 4 Work and Learning, Part I (20 minutes)

3. Closing and Assessment

- A. Reflecting on Habits of Character: Working to Contribute to a Better World (5 minutes)

Ongoing Assessment

- When students share in Work Time B, use the Speaking and Listening Checklist to assess student progress toward SL.2.1a, SL.2.1b, and SL.2.6 (for the Unit 3 Assessment) for students who do not require additional practice time to meet these standards (see Assessment Overview and Resources).

Purpose of lesson and alignment to standards:

- In this lesson, students assemble the wildflower seed packets that they will distribute during the Celebration of Learning in Lessons 12 and 13. In the second half of the lesson, students complete Part I of their Reflection on Module 4 Work and Learning notebook. In Part I, students reflect on the habit of character they worked hardest on during the module. This provides second-graders with the opportunity to link their current experience with their past learning at the conclusion of the school year. Teachers can use the Speaking and Listening Checklist as part of an ongoing assessment of a few students when they share their reflections in Work Time B. Students use their reflection as a speaking guide during the Unit 3 Assessment.
- In the Opening, students are introduced to a Celebration of Learning welcome letter that will be used to welcome their visitors at Celebration of Learning.

How this lesson builds on previous work:

- Students completed all components of the wildflower seed packet during Lessons 2–7. Gather all copies of student work to use in this lesson.
- Students built their understanding of reflecting on their work and learning in Lesson 4 using notes and sentence frames to record their thinking about their learning in Unit 3. They will use the same sentence frames to record their thinking about their learning over the entire module.

Areas in which students may need additional support:

- For students who have underdeveloped fine motor skills, consider pairing them with a student with strong fine motor skills to bend and glue the template when assembling seed packets.
- For students who may benefit from having step-by-step direction in front of them when they are putting together their seed packets, consider providing a copy of the Wildflower Seed Packet Assembly Directions.

Down the road:

- Confirm attendance of school and family members (teachers, principal, parents, siblings, etc.) at the Celebration of Learning in Lessons 12 and 13.
- In Lesson 9, students will complete Part II of their Reflection on Module 4 Work and Learning notebook. Before that lesson, gather the work products “Bunnyyarl the Flies and Wurrunnannah the Bees” scene painting, My Opinion writing booklet, and completed wildflower seed packets and place them in a folder titled “Module 4 Work Products,” to be used in Lesson 9.
- In Lesson 9, each student will choose a visitor for whom to personalize the welcome letter. If students don’t have a family member attending, consider using “valued community member” or “honored guest.”

In advance:

- Prepare seed packet parts:
 - Final copy of butterfly drawing
 - Copies of wildflower planting instructions
 - Final copy of wildflower seed packet writing piece
 - Copies of Wildflower Seed Packet Template

- Preview the Reflection on Module 4 Work and Learning notebook to familiarize yourself with what will be expected of students.
- Pre-distribute materials at student workspaces for use during Work Time A.
- Pre-determine pairs for reading in Work Time A.
- Post: Learning targets and all 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 1–3 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.
- Continue to consider options for digital production of wildflower seed packets based on available technology in your school and the skills and needs of your class. For example, student drawings can be scanned and resized digitally to fit on seed packets of various sizes with writing and titles inserted as text boxes atop student artwork.

Supporting English Language Learners

Supports guided in part by CA ELD Standard 2.I.A.1

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to develop metacognitive language and thinking skills by reflecting on their learning.
- ELLs may find it challenging to follow the instructions to assemble the wildflower seed packet. Consider providing a range of visual supports to ensure success (see Meeting Students’ Needs).
- In Work Time B of this lesson, ELLs may participate in an optional Language Dive that guides them through the meaning of an example of an appropriate response to a prompt from the Reflection on Module 4 Work and Learning notebook. The focus of this Language Dive is on explaining the function of the relative adverb when. Students then apply their understanding of the meaning and structure of the sentence when writing their own reflections on habits of character in Work Time B. Preview the Language Dive Guide and consider how to invite conversation among students to address the language goals suggested under each sentence strip chunk (see supporting materials). Refer to the Module 1 Appendix for additional information regarding a consistent Language Dive routine.

Levels of support

For lighter support

- During Work Time B, challenge students to think of alternative sentence frames to the ones provided in the Reflection on Module 4 Work and Learning notebook, using past tense verbs. (Example: “I helped the school and community by ____.”)

For heavier support

- During Work Time B, consider working closely with a small group of students who may have trouble articulating and writing their reflections. Guide them through the activity and if necessary, use the Scientific Drawing anchor chart to suggest something they did well to reflect on and write about.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to provide scaffolds that connect new information to prior knowledge in support of increasing memorability of information.
- **Means of Action and Expression (MMAE):** Continue to provide formative feedback to support students in monitoring their progress to guide their learning.
- **Multiple Means of Engagement (MME):** Continue to support sustained effort by prompting students to restate the goal for each learning activity in this lesson.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

New:

- assemble

Review:

- opening, closing, body of letter, reflect, evidence (L)

Materials

- ✓ Celebration of Learning welcome letter (one to display)
- ✓ Amanda's letter (from Lesson 1; one to display)
- ✓ Wildflower Seed Packet: Bee Model (from Lesson 1, one to display)
- ✓ Wildflower Seed Packet Template (from Lesson 1; one per student)
- ✓ Wildflower Seed Packet Assembly Directions (one per pair and one to display)
- ✓ Butterfly drawing (revised in Lesson 4; one per student)
- ✓ Wildflower planting instructions (typed in Lesson 4; one per student)
- ✓ Wildflower seed packet writing piece (typed in Lesson 7; one per student)
- ✓ Glue sticks (one per student)
- ✓ Markers (variety of colors; one per student)
- ✓ Working to Contribute to a Better World anchor chart (begun in Unit 2, Lesson 2 and added to in Lesson 1)
- ✓ Reflection on Module 4 Work and Learning notebook (pages 2–3; one per student and one to display)

- ✓ Reflection on Module 4 Work and Learning notebook (example, for teacher reference)
- ✓ Language Dive Guide: Reflection on Module 4 Work and Learning notebook (optional; for ELLs; for teacher reference;)
 - Questions We Can Ask during a Language Dive anchor chart (begun in Module 3)
 - Language Dive Chunk Chart: Reflection on Module 4 Work and Learning notebook (for ELLs; for teacher reference)
 - Language Dive Sentence Strip Chunks: Reflection on Module 4 Work and Learning notebook (for ELLs; one to display)
- ✓ Unit 3 Guiding Questions anchor chart (begun in Lesson 1)

Opening

A. Engaging the Writer: Body of Celebration of Learning Welcome Letter (5 minutes)

- Gather students whole group.
- With excitement, tell students that this is the last week of work before they welcome visitors to the Celebration of Learning. Say:

“We will use what we know about letter writing to write a welcome letter to our friends, family, teachers, administrators, and community members who will visit our classroom during our Celebration of Learning.”
- Display the **Celebration of Learning welcome letter** and read the body aloud.
- Using a total participation technique, invite responses from the group:

“What does the letter say?” (Responses will vary, but may include: It tells what we learned in Module 4; it tells what we will do during the Celebration of Learning.)

“What is the purpose of the letter?” (to welcome our visitors to the Celebration of Learning and explain what will happen)

“What is the translation of welcome in our home languages?” (ahlaan bik in Arabic)
- Think aloud by saying:

“Hmm, I notice the body of the letter is complete and does its job of welcoming our visitors and explaining what will happen during the Celebration of Learning. But I notice there are two parts of this letter missing.”
- Display **Amanda’s letter**. Remind students that this is an example of a strong model letter with all parts.
- Say:

“Look at both letters. Amanda’s letter has three parts, and the Celebration of Learning welcome letter has only one part.”
- Turn and Talk:

“What parts of the letter are missing?” (greeting and closing)
- Tell students that they will personalize the letters tomorrow by adding a greeting and a closing. They will give the letter to a visitor the day of the Celebration of Learning.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Reading Twice) Consider reading the letter aloud again after establishing its main idea and its purpose. (Example: "Now that we know the letter tells what we learned in Module 4 and that it welcomes our visitors, let's read it one more time.") (MMR)

Work Time

A. Packaging: Wildflower Seed Packets (30 minutes)

- Direct students' attention to the posted learning targets and read the first one aloud:

"I can assemble my wildflower seed packet."
- Review the meaning of *assemble* (construct by joining parts) and share that students will join the different parts of the seed packet to make one seed packet today.
- Say:

"In Lesson 1, we looked at the Wildflower Seed Packet: Bee Model to get an idea of what we would be making. Today you will have the chance to make your wildflower seed packet!"
- Display the **Wildflower Seed Packet: Bee Model**.
- Invite students to look closely to notice where each part of the seed packet is located. Point out each part:
 - Title (front)
 - Bee drawing (front)
 - Wildflower seed packet writing piece (back)
 - Wildflower planting instructions (back)
- Say:

"Wow! There are many parts of the wildflower seed packet. Now you are ready to assemble your seed packet."
- Tell students the only things missing are the wildflower seeds. Show students the **Wildflower Seed Packet Template**.
- Turn and Talk:

"How will the Wildflower Seed Packet Template be used? (It will be used as our seed packet.)"
- With excitement, tell students they will now assemble their own seed packets by following directions for how to assemble them.
- Move students into pre-determined pairs.
- Distribute and display the **Wildflower Seed Packet Assembly Directions**.
 - Invite students to read the assembly directions with their partner.
 - After 2–3 minutes, refocus whole group.
 - Read each step on the assembly directions aloud.
 - Tell students they will now assemble their wildflower seed packets independently. Answer clarifying questions.

- Transition students to their workspaces and point out the pre-distributed materials for assembly:
 - Wildflower Seed Packet Assembly Directions
 - Wildflower Seed Packet Template
 - **Butterfly drawing**
 - **Wildflower planting instructions**
 - **Wildflower seed packet writing piece**
 - **Glue sticks**
 - **Markers**
- Invite students to begin assembling their wildflower seed packet, referring to the Wildflower Seed Packet Assembly Directions as needed. Circulate and provide support as needed by modeling assembly and/or clarifying the assembly directions.
- After 20 minutes, refocus whole group.
- Provide brief directions for cleanup and invite students to come back to the whole group meeting area.

Meeting Students' Needs

- For ELLs and students who may need additional support with strategy development: (Visual Support: Assembling Seed Packet) Consider offering visual support for the seed packet assembly process. Display diagrams or photographs of each step of the assembly process for students to refer to as they work. If possible, provide a live demonstration of the process before students begin working. (MMAE)
- For students who may need additional support with self-regulation: As students package the seed packets, support time management strategies by using a timer. (MME)

Work Time

B. Reflection on Module 4 Work and Learning, Part I (20 minutes)

- Direct students' attention to the posted learning targets and read the second one aloud:
"I can write and share a reflection on my learning with others."
- Remind students that they practiced reflecting on their learning in Lesson 4. They got practice with looking back on their work and finishing sentence frames to reflect on their growth.
- Tell students that they will continue to reflect on their learning by looking back at their growth over the entire module. In this lesson, they will look back on their habits of character to determine what they worked hardest on in Module 4. They will use their written reflection on the Unit 3 Assessment in Lesson 11.
- Direct students' attention to the posted **Working to Contribute to a Better World anchor chart** and briefly review it.

- Pause after each bullet for a Turn and Talk:
 - “*When did you show this habit of character?*” (Responses will vary.)
 - “*How did you show this habit of character?*” (Responses will vary.)
- Listen in as students discuss and capture student thinking on the board.
- Distribute and display the **Reflection on Module 4 Work and Learning notebook**. Tell students that for their Unit 3 Assessment, they will reflect on their work and learning from this unit, as well as Units 1 and 2. They will then share their work and learning with visitors during the Celebration of Learning.
- Share that for the next few lessons they will practice for the assessment by reflecting on the work they completed in Module 4.
- Invite students to open to pages 2–3 of their notebooks and complete Reflection Part I in the same manner as they completed their written reflections in Lesson 4.
 - Think about which habit of character they practiced a lot.
 - Think about *evidence*, or proof, of a time they showed the habit of character.
 - Write notes as words and phrases.
 - Complete the sentence frames using their notes.
- Circulate to support students needing additional support with reflecting on their experiences in showing the habits of character. Refer to **Reflection on Module 4 Work and Learning notebook (example, for teacher reference)** as necessary.
- Invite students to share their reflection with a partner by reading the completed sentence frames and sharing one memory of when and how they showed a habit of character.
- After 10–12 minutes, invite students to go back to the whole group meeting area with their Reflection on Module 4 Work and Learning notebooks.

Meeting Students' Needs

- For ELLs: (Noticing Verb Tenses: Reflection) Remind students that when they reflect, they are talking about something they have already done, so the sentence frames in their Module 4 Work and Learning notebooks will use past tense verbs. Identify the verbs on the Working to Contribute to a Better World anchor chart and work with students to think of the past tense conjugations of each (e.g., *took care, showed, applied*).
- For ELLs: During or after Work Time B, guide students through a Language Dive. Refer to **Language Dive Guide: Reflection on Module 4 Work and Learning notebook, Questions We Can Ask during a Language Dive**, and **Language Dive Chunk Chart: Reflection on Module 4 Work and Learning notebook**. Display **Language Dive Sentence Strip Chunks: Reflection on Module 4 Work and Learning notebook**.
- For students who may need additional support with working memory: Invite students to first verbally share their ideas, then draw a line for each word they intend to write as they state their ideas a second time. (MMAE)

Closing and Assessment

A. Reflecting on Habits of Character: Working to Contribute to a Better World

(5 minutes)

- With excitement, remind students they had the opportunity to reflect on their growth in habits of character today. Say:
“We are learning that reflecting helps us grow as learners. Now you are going to share your reflections with a partner.”
- Direct students’ attention to the posted **Unit 3 Guiding Questions anchor chart** and read the second question aloud:
 - “How does reflecting help me grow as a learner?”
- Turn and Talk:
“What work and learning did you reflect on today?” (the habit of character I worked hardest on in Module 4)
“How did reflecting help you grow as a learner?” (Responses will vary, but may include: I learned that it is important to help others with the skills I am good at.)
- Give students specific, positive feedback on their reflection work today. Tell them they will have more opportunities to reflect on their work and learning in tomorrow’s lesson.