

Lesson 10: Preparing for Celebration of Learning, Part III: Reflecting on Module 4 Work and Learning



CCS Standards

- **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 Target

- 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. Reviewing Learning Target (5 minutes)

2. Work Time

- A. Reflection on Module 4 Work and Learning, Part III: Session 1 (20 minutes)
- B. Song and Movement: “Pollinator Pokey” (10 minutes)
- C. Reflection on Module 4 Work and Learning, Part III: Session 2 (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 Times A and C, 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).

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students complete the Part III Reflection in their Reflection on Module 4 Work and Learning notebook. In Part III, students continue to reflect on the content they learned in Module 4 and what they learned about themselves as learners. Teachers can continue to use the Speaking and Listening Checklist as part of an ongoing assessment of a few students when they share their reflections in Work Times A and C. Recall that students will use their reflection as a speaking guide during the Unit 3 Assessment in the next lesson.
- In Work Time B, students learn the “Pollinator Pokey” to provide them with a movement break and also teach them a song that reinforces their learning about pollination.

How this lesson builds on previous work:

- In this lesson, students complete Part III of their Reflection on Module 4 Work and Learning notebooks, following the routine established to complete Parts I and II during Lessons 8–9.

Areas in which students may need additional support:

- For students who need additional support in finding evidence of their learning for their reflection, consider pulling them for a small group to complete the reflection. Prompt students to answer the Reflection Part III questions orally to provide them with extra processing time before they write their reflections.

Down the road:

- In Lesson 11, students will watch three of their peers with strong presentation and oral skills act as models to present their reflections. Students then practice presenting their own reflections to prepare for the Celebration of Learning.
- During the Celebration of Learning in Lessons 12 and 13, students will share their reflections from their Reflection on Module 4 Work and Learning notebooks with their visitors. They will also perform the “Pollinator Pokey.”

In advance:

- Preview the “Pollinator Pokey” to familiarize yourself with it.
- 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.

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 generate language to complete their reflection sentence frames about work they did several weeks ago. Consider modeling and thinking aloud while completing the Reflection on Module 4 Work and Learning notebook, Part III. To make the task more manageable, consider helping students choose the piece of work on which to focus, ensuring that it is different from the one they wrote about in Lesson 9.

Levels of support

For lighter support

- During Work Time C, prompt students to tell why the reflections they complete in their Reflection on Module 4 Work and Learning notebook are complete sentences. (They tell who or what the sentences is about and what they do.)

For heavier support

- During Work Times A and C, 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 their work from Module 4 to suggest challenges and work that they might be proud of.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support comprehension by providing options for perception, such as visual supports for information presented orally.
- **Multiple Means of Action and Expression (MMAE):** In this lesson, students reflect on their learning. Support self-monitoring and reflection by thinking aloud as you model this reflective process.
- **Multiple Means of Engagement (MME):** Before students share their thinking with classmates, continue to foster communication and collaboration, and discuss strategies for how to give a compliment or ask questions for further understanding.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

New:

- challenge (L)

Review:

- reflection, strength, proud (L)

Materials

- ✓ Module 4 Work Product folder (from Lesson 9; one per student and one to display)
 - “Bunnyyar! the Flies and Wurrunnunnah the Bees” scene painting (from Unit 1, Lesson 8; one per student and one to display)
 - My Opinion writing booklet (from Unit 2, Lesson 8; one per student and one to display)
 - Wildflower Seed Packet: Bee Model (from Lesson 1; one to display)
 - Wildflower seed packet (assembled in Lesson 8; one per student)
- ✓ Reflection on Module 4 Work and Learning notebook (begun in Lesson 8; added to during Work Times A and C; pages 6–9; one per student)
- ✓ Reflection on Module 4 Work and Learning notebook (from Lesson 8; example, for teacher reference)
- ✓ “Pollinator Pokey” (new; teacher-created; one to display)
- ✓ Unit 3 Guiding Questions anchor chart (begun in Lesson 1)

Opening

A. Reviewing Learning Target (5 minutes)

- Direct students’ attention to the posted learning target and read it aloud:
“I can write and share a reflection on my learning with others.”
- Turn and Talk:
“What does the learning target say that students will do?” (reflect on their work and learning)
- Say:
“Today you will write the final reflection on your work and learning from Module 4. This is an opportunity to practice reflecting on your learning before sharing all of your reflections on the Unit 3 Assessment tomorrow.”

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

A. Reflection on Module 4 Work and Learning, Part III: Session 1 (20 minutes)

- Gather students whole group.
- Tell them that they will continue to reflect on the work and learning they completed in Module 4 to prepare for the Unit 3 Assessment. In this Work Time, they will identify one important thing they are most proud of from Module 4.
- Review the definition for *proud* (feeling pleased about something you have done).

- Display the **Module 4 Work Product folder** and its contents:
 - “**Bunnyarl the Flies and Wurrunnunnah the Bees**” scene painting
 - **My Opinion** writing booklet
 - **Wildflower Seed Packet: Bee Model**
 - **Wildflower seed packet**
- Turn and Talk:

“Which of these work products are you most proud of and why?” (Responses will vary, but may include: I am most proud of my “Bunnyarl and Flies and Wurrunnunnah the Bees” scene painting because I worked hard on my brush stroke technique and it turned out great!)

Conversation Cue: “Who can repeat what your classmate said?” (Responses will vary.)
- Distribute **Reflection on Module 4 Work and Learning notebooks** and Module 4 Work Product folders.
- Use the same routine from Work Time B of Lesson 8 to guide students through completing the third reflection on pages 6–7 in their notebooks.
- Circulate to support students needing additional support to reflect on what they are most proud of in Module 4. 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 evidence of what they learned.
- After 10–12 minutes, invite students back to the whole group meeting area.

Meeting Students’ Needs

- For ELLs and students who may need additional support with comprehension: (Contrasting Tasks) Cue students to articulate the difference between the reflection question from Part II and the reflection question for Part III. Ask:

“How is this reflection different from the one in the previous lesson?” (In the last reflection, we wrote about something we learned. In this reflection, we are writing about work that we feel good about.) (MMR)

Work Time

B. Song and Movement: “Pollinator Pokey” (10 minutes)

- Tell students they are going to learn a new song with movements to perform for their visitors during the Celebration of Learning.
- Ask:

“Who has heard of or participated in the ‘Hokey Pokey’?” (Responses will vary.)
- With excitement, share with students that the new song will be similar to “Hokey Pokey,” but instead of being themselves, moving their body all around, they will become pollinators!

- Display **“Pollinator Pokey”** and guide students through it:
 - Invite students to stand in a circle facing one another.
 - Practice the motions for each pollinator (e.g., for “bat wings,” make pointy wings with your hands).
 - Lead the class through a round with each pollinator, inviting them to join in singing.
 - After singing, instruct students to sit down in their spots again.

Meeting Students' Needs

- For students who may need additional support with engagement: Consider inviting several confident students to model the first round for students who may be uncomfortable and/or unfamiliar with the dance. (MME)

Work Time

C. Reflection on Module 4 Work and Learning, Part III: Session 2 (20 minutes)

- Tell students that during the final part of their Reflection on Work and Learning today, they will reflect on their strengths and challenges as a learner.
 - Define *strength* (strong thinkers and learners).
 - Remind students that they have built their strength by practicing their skills as artists, readers, writers, and thinkers.
 - Define *challenge* (a difficult problem).
 - Explain that *reflecting on a challenge* is thinking back on a difficult problem they had to overcome as learners in Module 4.
- Turn and Talk:
 - “What strengths did you build during Module 4?” (Responses will vary, but may include: I am a strong reader, and I did a good job reading about pollination so I could write my opinion piece.)***
 - “What challenge did you overcome?” (Responses will vary, but may include: I didn’t know how to use watercolor very well before I started doing it in class. I had to work hard to get better.)***
- Confirm with students that they have identified a strength and a challenge from their Module 4 work and learning.
- Transition students to their workspaces and invite them to complete the final part of Reflection Part III on pages 8–9 of their notebooks.
- Circulate to support those students needing additional support with identifying a strength and challenge. Continue to 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 evidence of what they learned.
- 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: (Commending Effort Learning English) Take the opportunity to commend students on their efforts in learning English. Learning a second language can be a challenge that will emerge as a strength. Encourage students to consider this skill as they write their reflections.
- For students who may need additional support with sustained effort: Encourage communication and engagement by pairing students with strategic partners to ensure they have a strong, politely helpful partner to support their efforts at identifying a strength and a challenge. (MME)

Closing and Assessment

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

- 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?” (what I am proud of, and what my strengths and challenges are)

“What did you learn about yourself in Module 4?” (Responses will vary.)

Conversation Cue: “Can you give an example?” (Responses will vary.)
- Give students specific, positive feedback on their final reflection work today. Remind them they will use their reflections during the Unit 3 Assessment in the next lesson.

Meeting Students' Needs

- For ELLs: (Rephrasing the Guiding Question) As you invite students to reflect on the Unit 3 guiding question, invite students to rephrase it using specific details. (Example: “How does reflecting on what I am proud of from My Opinion writing booklet help me grow as a learner?”)