

## Lesson 11: Unit 3 Assessment: Presentation and Reflection on Work and Learning



### CCS Standards

- **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.2.1a:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.2.1b:** Build on others' talk in conversations by linking their comments to the remarks of others.
- **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 share my reflection on my work and learning with my classmates. (SL.2.1a, SL.2.6)
- I can listen to a classmate's reflection and then respond with a kind, specific comment. (SL.2.1a, SL.2.1b, SL.2.6)

### Agenda

#### 1. Opening

- A. Reviewing Learning Targets (5 minutes)

#### 2. Work Time

- A. Student Modeling: Sharing Reflections on Work and Learning and Responding with Comments (15 minutes)
- B. Unit 3 Assessment: Sharing Reflections on Habits of Character, Work, and Learning (30 minutes)

#### 3. Closing and Assessment

- A. Song and Movement: "Pollinator Pokey" (10 minutes)

### Ongoing Assessment

- As students share their work and learning during Work Time B, circulate and use this as the final opportunity to gather data on SL.2.1a, SL.2.1b, and SL.2.6 for the Unit 3 Assessment using the Speaking and Listening Checklist (see Assessment Overview and Resources).

## Teaching Notes

---

### Purpose of lesson and alignment to standards:

- This lesson contains the Unit 3 Assessment: Presentation and Reflection on Work and Learning. For this assessment, students share their Module 4 work products and Reflection on Module 4 Work and Learning notebooks with a pre-determined triad of peers. Students also give and receive positive peer feedback after each student's presentation. This sharing acts as a final rehearsal before sharing with guests at the Celebration of Learning in Lessons 12 and 13. This is also the final opportunity to gather data toward SL.2.1a, SL.2.1b, and SL.2.6 for the Unit 3 Assessment.
- In Work Time A, students observe a triad as they model a presentation of their work and reflections, as well as responses to the presentation. Student models provide a tangible and accessible example of high-quality speaking and listening skills, which supports all students as they continue to hone their skills of sharing and responding to others (SL.2.1a, SL.2.1b, SL.2.6).

### How this lesson builds on previous work:

- Throughout this module, students have created three work products: “Bunnyyarl the Flies and Wurrunnunnah the Bees” scene painting (Unit 1), My Opinion writing booklet (Unit 2), and wildflower seed packet (Unit 3). This lesson provides an opportunity for students to share each of these work products, as well as their Reflections on Module 4 Work and Learning notebook, with a triad of peers as part of the Unit 3 Assessment.
- In Lessons 3–7, students gave and received peer feedback on their work and learning with a partner. In this lesson, students share kind and specific comments with a triad of peers.

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

- During Work Time B, some students may be challenged to organize their materials efficiently as they prepare to share. The Module 4 Work Products folder is a tool to help students keep their materials organized. Also, consider strategically placing students with varied organizational skills in triads so that students may assist one another with keeping their materials organized.

### Down the road:

- In Lesson 12, students will share their Module 4 work and reflections on work and learning with a wider audience, including both their classmates and the guests at the Celebration of Learning. That lesson includes a flex lesson (Lesson 13), providing the opportunity for students to share with their family members in Lesson 12 and with an additional audience (e.g., gardeners, groundskeepers, farmers, and/or entomologists in the community) in Lesson 13.
- In Lessons 12 and 13, two pre-determined students will welcome guests to the Celebration of Learning. Choose two students who have enthusiasm and solid basic oral presentation skills for this task. Provide these students with the opportunity to practice reading or saying their part aloud before the lessons.
- In Lessons 12 and 13, there is an option for students to share “Bunnyyarl the Flies and Wurrunnunnah the Bees” videobooks during Work Time B. If choosing to share the videobooks, prepare technology necessary to view.

- If possible, confirm attendance of school and family members invited to attend the Celebration of Learning. For those students without a guest in attendance, consider assigning a visiting school member (e.g., another teacher or the principal) as the student's special guest.

### In advance:

- Provide an additional practice round for the three students acting as the models (Students 1, 2, and 3) for sharing and responding in Work Time A.
- Pre-distribute materials for Work Time B at triad sharing spaces, ensuring that each student's Module 4 Work Products folder contains his or her "Bunnyyar! the Flies and Wurrunnunah the Bees" scene painting, My Opinion writing booklet, and wildflower seed packet.
- Pre-determine triads for sharing during Work Time B.
- 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 Standards 2.I.A.1 and 2.I.C.9

### Important points in the lesson itself

- The basic design of this lesson supports ELLs by inviting them to complete assessment tasks similar to the classroom tasks completed with more support in Lessons 3–10.
- ELLs may find the assessment challenging. Encourage students to consult classroom resources. Give them specific, positive feedback on the progress they've made in learning English.
- Ensure ELLs understand the prompts for the assessment and the process for sharing in triads. Answer their questions, refraining from supplying content for the speaking assessment itself.

## Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support comprehension by activating prior knowledge and scaffold connections for students.
- **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

### Review:

- reflect (L)

## Materials

- ✓ Construction paper (one piece per triad and one piece for student modeling)
- ✓ Module 4 Work Products folder (from Lesson 9; one per student)
  - “Bunnyyarl the Flies and Wurrunnunnah the Bees” scene painting (from Unit 1, Lesson 9)
  - My Opinion writing booklet (from Unit 2, Lesson 8)
  - Wildflower seed packet (assembled in Lesson 8)
- ✓ Reflection on Module 4 Work and Learning notebook (completed in Lesson 10; one per student)
- ✓ What Does Peer Feedback Look Like and Sound Like? anchor chart (begun in Module 3; added to in Lesson 3)
- ✓ Speaking and Listening Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ “Pollinator Pokey” (from Lesson 10; one to display)

## Opening

---

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

- Direct students’ attention to the posted learning targets and read them aloud:
  - “I can share my reflection on my work and learning with my classmates.”*
  - “I can listen to a classmate’s reflection and then respond with a kind, specific comment.”*
- Turn and Talk:
  - “What does the first learning target say that students will do?” (share their own reflections with classmates)*
  - “What does the second learning target say that students will do?” (listen while other students share and then respond by saying a comment that is respectful and specific)*
- Review the definition of *reflection* (to think about something deeply and carefully).

- Share the purpose of the lesson by reminding them of the Celebration of Learning:

*“For the past few days, you have each reflected carefully on your work and learning. Today, you will each share your own work and your reflection on your work and learning. You’ll also listen while your classmates share and respond to them with a kind, specific comment. This is an opportunity to practice sharing and responding before the Celebration of Learning tomorrow, and it is also an opportunity to celebrate the wonderful work you have created as a classroom community.”*

- Invite students to stand up and sing “We Do What We Can” together, and then return to their seats.

### Meeting Students' Needs

- For ELLs and students who may need additional support with sustained effort: (Recalling Prior Work: Learning Targets) Invite students to discuss how they previously worked toward each learning target. (MME)

## Work Time

### A. Student Modeling: Sharing Reflection on Work and Learning and Responding with Comments (15 minutes)

- Share that now, students will observe as a classmate models presenting his or her work and reflections on work and learning. They will also watch as two students model responding after the classmate shares. Students will then all share their own work and reflections in triads.
- Invite pre-selected Students 1, 2, and 3 to come to the front of the whole group meeting area and sit facing one another.
- Invite Student 1 to model setting up his or her materials (making sure that the class can see them, too):
  - Place one piece of **construction paper** in the center of the triad.
  - Place each of his or her work products in the **Module 4 Work Products folder** on the construction paper.
- Share that the piece of construction paper is a “display area” for the work products so the triad members can see them easily.
- Cue the class to listen for Student 1 to use complete sentences and speak clearly as he or she shares.
- Prompt Student 1 to present his or her Module 4 work:
  - **“Bunnyyarl the Flies and Wurrunnunnah the Bees” scene painting**
  - **My Opinion writing booklet**
  - **Wildflower seed packet**
- Prompt Student 1 to share his or her **Reflection on Module 4 Work and Learning notebook** and to refer to the three work products as needed.

- Cue the class to listen for Students 2 and 3 to each respond with a kind, specific comment, using one of the positive partner responses from the **What Does Peer Feedback Look Like and Sound Like? anchor chart**.
- Prompt Students 2 and 3 to each share a response.
- Confirm that students have now seen a model of what it will look like when each student shares today in their triad.
- Using a total participation technique, invite responses whole group:
  - “What did you notice that Student 1 (the presenter) did well?” (used complete sentences; used a clear speaking voice; referred to his or her work when sharing)*
  - “What did you notice that Students 2 and 3 (the responders) did well?” (listened while Student 1 was sharing; used a complete sentence; shared a kind/specific comment about Student 1’s work and/or reflection)*
- Give Students 1, 2, and 3 specific, positive feedback on acting as great models, and the class for noticing the things they did well during the modeling.

### Meeting Students’ Needs

- For ELLs and students who may need additional support with sustained interest: (Practicing Triads) After students model, consider inviting students to do a practice round of their triad discussions. Focus on students who struggle with following discussion rules and provide feedback accordingly. (MME)

## Work Time

### B. Unit 3 Assessment: Sharing Reflections on Habits of Character, Work, and Learning (30 minutes)

- Share that now all students will share their Module 4 work products and Reflections on Module 4 Work and Learning notebooks in triads.
- Move students into pre-determined triads and designate an area around the room for each.
- Refocus whole group.
- Invite students to place their pre-distributed Module 4 Work Products folder and Reflections on Module 4 Work and Learning notebook beside them so they will each be ready to share when it is their turn.
- Designate one member in each triad to share first, moving clockwise around the triad after that student shares.
- Invite the first student to put his or her three work products onto the construction paper “display area.”
- Cue the other triad members to listen carefully as the first student shares so they will be ready to respond with a kind, specific comment about their work or reflection. Briefly review the What Does Peer Feedback Look Like and Sound Like? anchor chart as needed.

- Invite triads to begin the sharing and responding process. As triads share, circulate and use the **Speaking and Listening Checklist** as a final opportunity to gather data toward SL.2.1a, SL.2.1b, and SL.2.6.
- Allow triads 15–20 minutes to share. If triads finish sharing early, invite students to spend a few minutes looking more carefully at one another’s Module 4 work products.

### Meeting Students’ Needs

- For ELLs and students who may need additional support with strategy development: (Strategic Sequencing) Consider inviting strong models to go first in their triad discussions to provide less confident students with additional modeling. (MMAE)
- For ELLs and students who may need additional support with comprehension: (Rephrasing Directions and Monitoring Assessment) Rephrase directions throughout the discussion. Monitor to see that students correctly perform the triad discussion. (MMR)

## Closing and Assessment

---

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

- Display **“Pollinator Pokey.”**
- Invite students to spread out and make a circle around the whole group meeting area.
- Briefly review the motions for the song.
- Lead students in singing the song with each of the different pollinators.
- After singing, instruct students to sit down in their spots again.
- Remind students that in the next lesson, they will share this song with their guests at the Celebration of Learning.

### 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)

**There are no new supporting materials for this lesson.**