

Lessons 12 and 13: End of Module Celebration of Learning (includes optional flex day)



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 and visitors. (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. Welcoming Visitors to the Celebration of Learning (10 minutes)
2. **Work Time**
 - A. Sharing Our Reflections on Module 4 Work and Learning (30 minutes)
 - B. Song and Movement: "Pollinator Pokey" (10 minutes)
3. **Closing and Assessment**
 - A. End of Module 4 Celebration (10 minutes)

Ongoing Assessment

- During Work Time A, observe as students share their work and reflections with peers and guests. If additional time is needed to gather data toward SL.2.1a, SL.2.1b, and SL.2.6 for the Unit 3 Assessment, do so using the Speaking and Listening Checklist (see Assessment Overview and Resources).

Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson is a celebration of the learning completed in this module. Students share their Module 4 work products and Reflections on Module 4 Work and Learning notebooks with a wider audience of school and family members (SL.2.1a, SL.2.1b, SL.2.6). Students are organized into triads, with guests invited to join each triad and participate in the response portion of the sharing process.
- Based on the needs of your students, consider repeating all or part of Lesson 12 Work Times (as an optional Lesson 13 “flex day”) to give students the opportunity to share their work with an additional audience, such as gardeners, groundskeepers, farmers, and entomologists in the community. If you choose to share with an additional audience, consider giving a portion of the seed packets to members of this audience as well.
- In the Closing, students revisit the Unit 3 guiding questions—“How can I take action to help butterflies?” and “How can I reflect on my work and learning?”—to summarize and celebrate their hard work as learners throughout Module 4.

How this lesson builds on previous work:

- In Lesson 11, students shared their Module 4 work products and reflections with a triad of peers as part of the Unit 3 Assessment. This lesson provides the opportunity for them to share each of these work products and reflections with a wider audience, including school and family members.

Areas in which students may need additional support:

- Some students may feel overwhelmed by the task of sharing their work and reflections with a wider audience of school and family members. Consider strategically placing those students in a triad with familiar guests (e.g., teacher or family friend).
- Some students may feel particularly sad if they invite a guest who is unable to attend the Celebration of Learning. Consider placing that student in a triad with a close friend and his or her guest, or assigning a visiting school member (e.g. another teacher or the principal) as the student’s special guest.

Down the road:

- This is the final lesson of this module.

In advance:

- Pre-determine new triads for the sharing in Work Time A.
- Prepare technology necessary to share “Bunnyyarl the Flies and Wurrunnunnah the Bees” videobooks during Work Time B.
- Confirm with visitors planning to take part in the Celebration of Learning.
- Provide the two students who are welcoming guests to the Celebration of Learning in the Opening with an additional opportunity to practice reading or saying their part aloud.
- Consider arranging for school staff members or visitors to provide interpretation for those who speak home languages other than English.
- Post: Learning targets and all 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 1–3 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.
- Work Time B: Consider inviting guests to view “Bunnyarl the Flies and Wurrunnannah the Bees” videobooks from Unit 1 using a device (e.g., laptop, interactive white board, or phone with video capabilities).

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 with opportunities to celebrate and to share their learning with their peers and visitors. Students will perform their speaking and listening skills as they build fluency in sharing and reflecting about their work.
- ELLs may find it stressful to perform before people they do not know. If students feel bashful about reading aloud, gently encourage them to participate but avoid forcing them.

Levels of support

For lighter support

- Assign a confident student to be a helper for a student who is nervous about presenting. The helper can assist during tricky parts.

For heavier support

- If students are unable or too nervous to present, consider speaking for them, or inviting another student to speak for them based on the notes they prepared in prior lessons. The students can display their work while the teacher or classmate is presenting on their behalf.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** When the class is sharing and celebrating culminating work with visitors, it is important to also document the group’s learning processes. Highlight aspects of the learning and writing process that were important in this unit.
- **Multiple Means of Action and Expression (MMAE):** In this lesson, students share their work from Unit 3. Continue to support students in setting appropriate goals for their effort and the expectations for sharing with visitors.
- **Multiple Means of Engagement (MME):** During the Celebration of Learning, some students may experience anxiety or concern about sharing in front of a group. Minimize these threats and support self-regulation by inviting students to share in a smaller group setting with one or two visitors.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

Review:

- action (L)

Materials

- ✓ “We Do What We Can” (from Unit 1, Lesson 2; one to display)
- ✓ Celebration of Learning welcome letter (from Lesson 8; one per student)
- ✓ What Does Peer Feedback Look Like and Sound Like? anchor chart (begun in Module 3; added to in Lesson 3)
- ✓ Module 4 Work Products folder (from Lesson 9; one per student)
 - “Bunnyarl the Flies and Wurrunnannah 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)
- ✓ Reflections on Module 4 Work and Learning notebook (completed in Lesson 10; one per student)
- ✓ Construction paper (one piece per triad)
- ✓ “Bunnyarl the Flies and Wurrunnannah the Bees” videobooks (optional; for students who finish the sharing process early)
- ✓ Device (optional; used by students to share their videobooks)
- ✓ “Pollinator Pokey” (from Lesson 10; one to display)
- ✓ Unit 3 Guiding Questions anchor chart (begun in Lesson 1)

Opening

A. Welcoming Visitors to the Celebration of Learning (10 minutes)

- Invite students to the whole group area.
- Welcome school and family members to the Module 4 Celebration of Learning.
- Share that throughout Module 4, students have been learning about how doing small things can make a big difference in the world. Invite guests to listen as students share a song with this theme.
- Display **“We Do What We Can”** and invite students to stand up and sing aloud chorally.
- After singing, instruct students to sit down.
- Invite two pre-selected students to come to the front of the meeting area to present to the guests.

- Student 1 says: “We wrote a letter to welcome you to the Celebration of Learning today. This letter explains what we have learned in Module 4 and what will happen today. After you read it, you will have time to ask questions.”
- Student 2 says: “We would also like to invite you to participate today. We have learned how to give specific, positive feedback to our classmates after they share. We will teach you how to do this, too.”
- Direct students to retrieve their **Celebration of Learning welcome letter** and give it to the recipient.
- Allow guests 2–3 minutes to read the letter and ask students any questions.
- Refocus whole group. Share that now, students and guests will learn more about what will happen today when students share.

Meeting Students' Needs

- For ELLs: (Leadership) Consider planning for a confident ELL to introduce the welcome letter or the song. Also consider inviting students to introduce the letter and the song in their home languages.

Work Time

A. Sharing Our Reflections on Module 4 Work and Learning (30 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 and visitors.”*
 - “I can listen to a classmate's reflection and then respond with a kind, specific comment.”*
- Share that the first target means that students will share their work and their reflection with both classmates and guests. Confirm that the sharing will feel similar to yesterday, but with new triads and a larger audience ... because it will include the guests at the Celebration of Learning!
- Share that the second target applies to the students and guests in each triad—both are invited to listen and respond with a kind, specific comment.
- Direct students' attention to the posted **What Does Peer Feedback Look Like and Sound Like? anchor chart**, and say to the guests: “Throughout Module 4, students have given and received peer feedback that is kind, specific, and helpful. The students will now explain how to use the positive sentence starters to share a kind, specific comment.”
- Move students into pre-determined triads and designate an area around the room for each.
 - Invite guests to join the triads by sitting with students. If guests are visiting a particular student (e.g., a family member), invite them to join that student's triad.
 - Refocus whole group.
- Share that now students will explain to guests how to give a kind, specific comment, referring to the What Does Peer Feedback Look Like and Sound Like? anchor chart as needed.
 - Allow students 1–2 minutes to share with their guest. Circulate and provide support by helping to provide examples of kind, specific feedback using the Positive Partner Responses as needed.
 - Refocus whole group.

Providing for Pollinators

- Confirm that now all students will share the work in their **Module 4 Work Products folder** and **Reflections on Module 4 Work and Learning notebooks** following the same routine as in Work Time B of Lesson 11:
 - Students place pre-distributed Module 4 Work Products folder and Reflections on Module 4 Work and Learning notebook beside them.
 - Teacher designates one triad member in each triad to share first, moving clockwise thereafter.
 - First student puts his or three work products on the **construction paper** “display area” and shares work products.
 - First student shares reflection on work and learning.
 - Other triad members (including guests) respond with kind and specific comments.
 - Repeat process with remaining students in triad.
- Allow triads 20–25 minutes to share. As they share, circulate and provide support as needed. Refer students and guests to the What Does Peer Feedback Look Like and Sound Like? anchor chart as needed for support with sharing comments.
- If triads finish sharing early, consider allowing groups to view one of the “**Bunnyyarl the Flies and Wurrunnannah the Bees**” videobooks from Unit 1 using a **device**.

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, MME)
- For students who may need additional support with self-regulation: Support expectations and motivation by providing reassurance that they are sufficiently prepared for this opportunity to share their learning. (MME)

Work Time

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

- Display “**Pollinator Pokey**.”
- Say:

“Our class has a song to share with you. It might be familiar, but we have a new twist that is related to pollinators!”
- Invite students and guests to spread out and make a large circle around the classroom.
- Briefly review the motions for the song.
- Lead students in singing the song with each of the different pollinators.
- After singing, instruct students to walk safely to the whole group meeting area and sit in their spots.
- Invite guests to sit down as well, and listen in as students participate in a final reflection on Module 4.

Meeting Students' Needs

- Provide differentiated mentors by seating students who may be more confident with singing aloud near students who may not feel as confident. (MMAE)

Closing and Assessment

A. End of Module 4 Celebration (10 minutes)

- Direct students' attention to the posted **Unit 3 Guiding Questions anchor chart** and review it:
 - “How can I take action to help butterflies?”
 - “How does reflecting help me grow as a learner?”
- Briefly review the definition of *action* (something that is done with a specific purpose).
- With excitement, confirm that in Module 4 students have taken action for an important purpose: to help protect butterflies!
- Invite students to give their wildflower seed packet to the designated recipient and then return to their whole group meeting area seat.
- Refocus whole group.
- Confirm that students also reflected on their work and learning, which helped to make them stronger learners.
- Turn and Talk:

“Would you like to receive a handshake, a high-five, or a hug for your hard work in Module 4?” (Responses will vary.)
- Invite students to repeat with another student partner, and then with a guest.
- Give students specific, positive feedback on their excellent, inspiring work in taking action to protect pollinators and on reflecting on their work and learning in Module 4!
- Thank visitors for coming to the celebration.

Meeting Students' Needs

- For ELLs: (Rephrasing Guiding Questions) As you read the Unit 3 Guiding Questions anchor chart, invite students to rephrase the questions and answer them using specific details. (Example: “How can I do something helpful for butterflies? I can make seed packets for flowers that give them pollen!”)

There are no new supporting materials for this lesson.