

Lesson 14: Module Celebration: Sharing Work Products



CCS Standards

- **RF.3.4:** Read with sufficient accuracy and fluency to support comprehension.
- **RF.3.4a:** Read grade-level text with purpose and understanding.
- **RF.3.4b:** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- **RF.3.4c:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **SL.3.5:** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.



Daily Learning Targets

- I can describe the criteria and process I followed to create my work products. (SL.3.5)
- I can use my reading contract and reading strategies bookmark to describe the reading challenges I face and strategies I will use to overcome those challenges. (SL.3.5)

Agenda

1. Opening

A. Reviewing Learning Targets (10 minutes)

2. Work Time

A. Work Share: Visitors (35 minutes)

3. Closing and Assessment

A. Work Share: Students (15 minutes)

4. Homework

A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson is a celebration of the work completed in this module. Students share their reading contracts, reading strategies bookmarks, and audiobooks with a wider audience that could include families, teachers, and other classes in the school. (RF.3.4, SL.3.5) How this is organized will depend on the method you chose for recording and the technology you have available. Options include listening stations with a copy of the books being read or whole group listening.
- The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to overcoming challenges in access to education, books, and reading

near and far. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.

How it builds on previous work:

- In the lessons of this unit, students have written a reading contract, designed a reading strategies bookmark, and recorded an audiobook. This lesson is a chance for them to share each of these work products.

Areas where students may need additional support:

- Some students may require support describing the process they followed to create each product. Consider reviewing this with students in advance and creating anchor charts listing the processes so students can refer to them during Work Time.
- Continue to use Goal 1 and 2 Conversation Cues to promote productive and equitable conversation.

Assessment guidance:

- Ensure all students have their work products viewed and have an opportunity to describe the process and criteria they followed to complete them.

Down the road:

- This is the final lesson of this module.

In advance:

- Invite family members and school members (teachers, principal, other classes, etc.) to take part in the module celebration.
- Prepare technology necessary to play students' audiobooks.
- Review the Thumb-O-Meter protocol. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Post: Learning targets, Fluent Readers Do These Things, Reading Contract anchor chart, and Performance Task anchor chart.

Technology & Multimedia

- Work Time A: Visitors view student work at work stations, including a device and headphones to play the audiobook.

Universal Design for Learning

Supports guided in part by CA ELD Standard 3.I.C.9.

Important points in the lesson itself:

- The basic design of this lesson supports ELLs with opportunities to celebrate the work they have completed. Commend their efforts in informative writing and reading fluently in English. Provide specific and positive feedback to each student.
- ELLs may find it challenging to describe the process of creating their work products, especially if they feel bashful or overwhelmed in front of visitors. Calm their nerves by expressing excitement and confidence. Encourage students to choose one work product to describe in detail. This will allow them to focus on the piece of work that most excites them, and may prevent them from becoming overwhelmed. Consider doing a rehearsal of what they might share about their products during the Opening.

Levels of Support

For lighter support:

- Before providing sentence frames or additional instruction in describing the process of creating their work products, observe students' performances and allow students to grapple. Provide supportive instruction only after observing students' initial strengths and areas of potential growth.

For heavier support:

- Work with students to create a script they can refer to as they describe their book-marks to visitors. This will allow them to feel more comfortable and prepared, while modeling appropriate language for formal presentation.

Universal Design for Learning

- **Multiple Means of Representation:** Sharing work with others may feel overwhelming to some students. Provide examples before the celebration so students have a clear understanding of what is expected of them. As they prepare for the visitors, provide coaching and modeling on how to talk about their work.
- **Multiple Means of Action and Expression:** Before the celebration, help students plan and practice what they will say about their work to visitors. Consider providing a graphic organizer with sentence starters or sentence frames for students to fill out and reference as a script during the group share.
- **Multiple Means of Engagement:** Consider flipping the visitor and peer share portions of this lesson. This enables students to practice with a peer in a low-risk environment before they share with a visitor. Moreover, the peer can serve as an additional model.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- process (L)

Materials

- ✓ Vocabulary logs (from Unit 1, Lesson 5; one per student)
- ✓ Fluent Readers Do These Things anchor chart (begun in Lesson 3)
- ✓ Reading Contract anchor chart (begun in Lesson 6)
- ✓ Performance Chart anchor chart (begun in Unit 1, Lesson 1)
- ✓ Reading strategies bookmark (from Lesson 13; one per student)
- ✓ End of Unit 3 Assessment excerpts (from Lesson 3; one per student)
- ✓ Reading contracts (from Lesson 12; one per student)

Opening

A. Reviewing Learning Targets (10 minutes)

- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:

"I can describe the criteria and process I followed to create my work products."

"I can use my reading contract and reading strategies bookmark to describe the reading challenges I face and strategies I will use to overcome those challenges."

- Underline the word *process*. Using a total participation technique, invite responses from the group:

"What does the word process mean? If you are describing the process you followed to create your work products, what will you describe?" (the steps I took)

- Record this on the Academic Word Wall and invite students to record the word in the front of their **vocabulary logs**.
- Tell students that in this lesson they will be sharing their reading contracts, reading strategies bookmarks, and audiobooks with visitors.
- Tell them that visitors will want to know how they created each product and the criteria they followed.
- Direct students' attention to the **Fluent Readers Do These Things anchor chart**, **Reading Contract anchor chart**, and **Performance Task anchor chart** posted around the room.
- Review the criteria on each of these anchor charts with students.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: Buy or ask for large paint chips from a local hardware or paint store, or print them online. Write the words *process*, *procedure*, *method*, and *system*, each one on a different shade of the paint chip. Place them on the wall and discuss the shades of meaning in relation to creating their work products. (MMR)
- For ELLs and students who may need additional support with expressive language: Invite students to rehearse how they might describe the process of creating one of their work products. Coach them accordingly and provide helpful feedback that the whole group would benefit from. (Example: "You are saying such wonderful things about the process, but try to speak a little louder so everyone can hear.") (MMR)

Work Time

A. Work Share: Visitors (35 minutes)

- Invite students to retrieve their **reading strategies bookmark** and **End of Unit 3 Assessment excerpts**.
- Ask students to retrieve **reading contracts**.
- Direct students to set up their workspaces so that only their bookmark, and reading contract are out.
- Invite visitors to circulate to view student work products, and remind students to use the posted anchor charts to describe the processes they used to create them.
- Thank the visitors for taking part in the end of module celebration.

Meeting Students' Needs

- For ELLs: If families who do not speak English plan to visit, arrange for a student or school volunteer to provide interpretation in their home language. When parents arrive, introduce them to the interpreter.
- For ELLs and students who may need additional support with expressive language: Provide students with sentence frames to support sharing their processes with visitors. Examples:
 - "The reason I chose this topic was ____."
 - "First, I wrote ____."
 - "Then, I decided to ____." (MMR, MMAE)

Closing and Assessment

A. Work Share: Students (15 minutes)

- When the visitors have left, number off students 1 and 2.
- Invite #1s to circulate to view work of #2s.
- Ask #1s to return to their seats.
- Switch roles and repeat this process.
- Tell students they are going to use the Thumb-O-Meter protocol to reflect on their progress toward the learning targets. Remind them that they participated in this protocol throughout the unit and review as necessary. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Guide students through the Thumb-O-Meter protocol using the learning targets. Note students showing a thumb-sideways or thumb-down, so you can check in with them.

Meeting Students' Needs

- In order to minimize risk, consider flipping the work share with peers and visitors. This enables students to practice their responses with peers they are familiar with first before having outside guests. Also consider pairing students with differentiated mentors who can share first and provide a peer model for students who may need additional support. (MME, MMAE)

Homework

A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Meeting Students' Needs

- For ELLs and students who may need additional support with writing: Discuss and respond to your prompts orally, either with a partner, family member, or student from grades 1 or 2, or record a response. (MMAE)