

Lesson 11: Speaking and Listening: Preparing for the End of Module Celebration



CCSS

- **SL.1.4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.1.6:** Produce complete sentences when appropriate to task and situation.



Daily Learning Targets

- I can share my Expert Bird Riddle card using a loud and clear voice. (SL.1.4)
- I can answer questions about my Expert Bird Riddle card using complete sentences. (SL.1.6)

Ongoing Assessment

- During Work Times A, B, and C, circulate and observe students as they practice sharing what they have learned and use the Speaking and Listening Checklist to track their progress toward SL.1.4 and SL.1.6 (see Assessment Overview and Resources).

Agenda

1. Opening

- A. Song and Movement: “Amazing Birds” (5 minutes)

2. Work Time

- A. Speaking and Listening: Preparing to Share Our Work (15 minutes)
- B. Speaking and Listening: Reflecting on Our Learning as Researchers (15 minutes)
- C. Developing Language: Playing the Riddle Matching Game (15 minutes)

3. Closing and Assessment

- A. Musical Mingle Protocol: Reflecting on Learning (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- During this lesson, students prepare for the Celebration of Learning by performing a song, reading their Expert Bird Riddle cards, answering questions about their learning as researchers, and playing a riddle matching game. Recall that sharing and celebrating work supports students’ speaking and listening skills and cultivates a sense of pride and ownership in their work. Practicing with a peer or small group before sharing with visitor(s) provides a safe, low-risk environment for students as they build oral language and presentation skills (SL.1.4 and SL.1.6).
- During Work Time B, students reflect on their learning and inquiry process as researchers by asking and answering questions from their peers. This allows them to apply speaking and listening skills while strengthening metacognitive thinking skills.

How this lesson builds on previous work:

- During this lesson, students practice sharing the learning that has occurred throughout the module.
- As students prepare to present to classroom visitors during the end of module Celebration of Learning, they revisit the Ways We Share Our Work anchor chart, introduced in Module 1, Unit 3.

Areas in which students may need additional support:

- Students may feel uncomfortable or lack the necessary oral language and presentation skills as they share their Expert Bird Riddle card with a partner. Consider strategically pairing students to provide extra support and encouragement for those students who need it.
- Some students may have difficulty recalling information from previous units as they practice answering questions during Work Time B. Prompt those students to use resources around the room such as the Adjectives and Verbs Shades of Meaning anchor charts, the Beaks: Class Notes, and the Feathers: Class Notes.

Down the road:

- Students will share learning from all three units of this module during the Celebration of Learning in the next lesson.

In advance:

- Pre-distribute Materials for the Opening at student workspaces.
- Prepare individual copies of the Riddle Card Reflection Questions anchor chart for each student for Work Time B.
- Shrink students' Expert Bird Riddle card to a 4" x 4" size and copy on cardstock, if possible, in preparation for the riddle matching game in this lesson. Also consider laminating final game pieces beforehand.
- Post: Learning targets, "Amazing Birds" song, and applicable anchor charts (see Materials list).

Technology & Multimedia**Consider using an interactive whiteboard or document camera to display lesson materials.**

- Opening A: Create the Ways We Share Our Work anchor chart in an online format, such as a Google Doc, for display and for families to access at home to reinforce these skills.
- Work Time B: Video-record students as they practice sharing their Expert Bird Riddle card to watch with them to evaluate strengths and areas for improvement. Post it on a teacher web page or on a portfolio app such as Seesaw (<http://web.seesaw.me>) for students to watch at home with their families. Most devices (cellphones, tablets, laptop computers) come equipped with free video and audio recording apps or software.
- Work Time C: Video-record students as they play the riddle matching game to watch with them as they prepare for the end of module celebration. Post it on a teacher web page or on a portfolio app such as Seesaw (<http://web.seesaw.me>) for students to watch at home with their families.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 1.I.C.9, 1.II A.1, and 1.II A.2

Important points in the lesson itself

- The basic design of this lesson supports ELLs through the opportunity to build their oral language and presentation skills in a structured way, and through the opportunity to practice sharing with a peer and a small group before the end of module celebration in Lesson 12.
- ELLs may find it challenging or intimidating to speak in front of an audience (see “Levels of support” and Meeting Students’ Needs).

Levels of support

For lighter support:

- Invite a volunteer to read the Ways We Share Our Work anchor chart during the end of module celebration. Consider sending home a copy of the chart for the student to practice reading it with a loud and proud voice, saying words clearly so that others can understand him or her.

For heavier support:

- Consider offering choice in terms of what group students will be presenting with and/or which order they will present in.
- If needed, allow extra opportunities to rehearse reading their riddles and focusing on fluency and intonation. Practicing sharing with a peer or small group before sharing with visitors provides a safe, low-risk environment for students as they build oral language and presentation skills.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support comprehension by activating prior knowledge and scaffold connections for students. Continue to provide visual displays of questions and student responses on a chart or the board during discussions.
- **Multiple Means of Action & Expression (MMAE):** During the Opening, students are invited to sing along to “Amazing Birds” with you. Students may not feel confident and may benefit from modeling and supported practice. Provide differentiated mentors by seating students who may be more confident with singing along near students who may not feel as confident.
- **Multiple Means of Engagement (MME):** Continue to provide prompts and sentences frames for those students who require them to be successful in peer interactions and collaboration. Also support students in sustaining effort and/or attention by restating the goal of the activity.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- interview, reflection (L)

Review:

- adjective (L)

Materials

- ✓ Expert Bird puppets (completed in Lesson 8; one per student)
- ✓ “Amazing Birds” (from Lesson 9; one to display)
- ✓ Expert Bird Riddle card (complete in Lesson 10; one per student)
- ✓ Expert Bird Scientific Drawing cards (from Lesson 6; one per student)
- ✓ Ways We Share Our Work anchor chart (begun in Module 1)
- ✓ Riddle Card Reflection Questions anchor chart (example, for teacher reference)
- ✓ Riddle Card Reflection Questions sheets (one per student)
- ✓ Expert Bird Riddle Matching Game Rules (one per group and one to display)
- ✓ Musical Mingle Protocol anchor chart (begun in Unit 2, Lesson 16)

Opening

A. Song and Movement: “Amazing Birds” (5 minutes)

- Invite students to bring their **Expert Bird puppets** from their workspaces and to sit with their expert groups in the whole group area.
- Display “**Amazing Birds.**”
- Remind students that they have done a lot of hard work learning this song and making the puppets, and today they will get a chance to practice it for their visitors at the end of module Celebration of Learning in the next lesson.
- Guide students to stand up to sing the song with a loud, proud voice. Tell students everyone will sing the chorus together and that they will use their puppet when the song comes to their expert bird verse.
- Explain to students that when it is their turn to sing, they can move their Expert Bird puppet to show how the bird uses its body. Briefly model how to do this safely.
- Practice singing the song again if time permits.

Meeting Students’ Needs

- For ELLs: (Rereading) Invite students to reread the song and practice pronouncing words correctly as needed. Notice parts of the song that might be hard to sing and practice those parts as needed.
- For students who may need additional support with far-point display: Consider individual copies of the song. (MMR)

Work Time

A. Speaking and Listening: Preparing to Share Our Work (15 minutes)

- Invite students to return their Expert Bird puppets to their workspaces and safely walk back to the whole group area using the Bird Boogie transition (waddle like a duck, flutter like a hummingbird, soar like an eagle).
- Tell students that they have done a lot of hard work during this module. In the next lesson, they will have visitors in the classroom for the end of module Celebration of Learning.
- These visitors will be very excited and interested to learn about birds, and it is the students' job to teach them!
- Direct students' attention to the posted learning targets and read the first one aloud:
"I can share my Expert Bird Riddle card using a loud and clear voice."
- Using a total participation technique, invite responses from the group:
"Why is it important to use a loud, proud voice?" (Visitors will be able to understand what they are saying; they will get to learn about their bird.)
- If productive, cue students to add on to what a classmate said:
"Who can add on to what your classmate said? I'll give you time to think."
- Set a purpose for the end of module celebration. Tell students that during the celebration, they will share songs, their **Expert Bird Riddle cards**, and their **Expert Bird Scientific Drawing cards**.
- Remind students that at the end of Modules 1–2, they had a celebration in which they shared their most magnificent creations and their Our Sky notebooks with visitors and presented about the habits of character.
- Remind them that while they presented and shared, it was important to follow certain guidelines so that their visitors understood and learned from them.
- Direct students' attention to the **Ways We Share Our Work anchor chart** and briefly review it by reading it aloud, inviting students to echo you:
 - "Use a loud and proud voice." (Students echo this description using a loud, proud voice.)
 - "Say our words clearly so others can understand them." (Students echo, saying the words clearly.)
 - "Use a complete sentence." (Students echo, saying, "I can use a complete sentence.")
- Inform students that because the visitors are so excited to learn about birds from them, it is important that the students practice reading their Expert Bird Riddle cards and answering the questions the visitors will ask them.
- Invite a student to model how to read his or her card with a loud, proud voice.
- Invite students to get their Expert Bird Riddle cards from their workspaces and to find a quiet space in the room to practice reading the card in a loud voice on their own.
- Circulate as students practice reading their riddles and offer support as needed.
- Refocus students and invite them to find a partner and take turns reading their Expert Bird Riddle cards to each other.
- Circulate as students practice reading their riddle to a partner and offer support as needed.

- Invite students to walk about and wander to read their Expert Bird Riddle card to others and to listen to others read their cards to them.
- Refocus students whole group and give specific, positive feedback for using a loud, proud voice and saying words clearly.

Meeting Students' Needs

- For ELLs: (Giving Extra Time) If needed, consider giving extra time to practice singing the "Spied a Feather" song since it was introduced in Unit 2.
- Support communication and engagement by pairing students with strategic partners to ensure they have a strong, politely helpful partner to support their efforts at sharing. (MME)

Work Time

B. Speaking and Listening: Reflecting on Our Learning as Researchers (15 minutes)

- Play a quick round of Bird Simon Says.
- Tell students that in addition to sharing their Expert Bird Riddle card with visitors, they will also get to share about their learning as researchers.
- Direct students' attention to the posted learning targets and read the second one aloud:

"I can answer questions about my Expert Bird Riddle card using complete sentences."
- Direct students' attention to the **Riddle Card Reflection Questions anchor chart**.
- Read through the chart and recall in which specific parts of the unit they observed closely, gathered evidence, and so on. Refer to **Riddle Card Reflection Questions anchor chart (example, for teacher reference)** as necessary.
- Tell students that visitors tomorrow will use these questions to learn more about their writing, Expert Bird Riddle cards, their Expert Bird Scientific Drawing cards, and their research process.
- Tell students you will model for them how to interview a partner using the chart.
- Define *interview* (a meeting at which information is collected).
- Model with a student volunteer how to use the chart by asking questions and making sure it is clear for students that they can choose options from the table to answer the question "Which of these research skills do you feel most proud of? Why?"
- Move students into pairs and invite them to label themselves A and B.
- Refer to students' Expert Bird Riddle cards and **Riddle Card Reflection Questions sheets**.
- Post and review the following directions:
 1. Move to a quiet place in the room with your partner.
 2. Listen attentively as the teacher reads aloud the first reflection question.
 3. Partner A repeats the questions as an interviewer.
 4. Partner B responds to the question.
 5. Partners switch roles and repeat with the first question.
 6. Repeat steps 2–5 with the remaining reflection questions.

- Invite partners to transition back to the whole group area to play the riddle matching game.
- Refocus students whole group, and invite them to sit in a circle.
- Collect the Expert Bird Riddle cards and Riddle Card Reflection Questions sheets, and give students specific, positive feedback for answering questions in complete sentences.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Using Charts): Ensure students understand the layout of the Riddle Card Reflection Questions anchor chart. If needed, explain how each part of the chart attends to something they did in the unit and give more concrete examples (when in the unit they observed closely and when they gathered evidence). (MMR)

Work Time

C. Developing Language: Playing the Riddle Matching Game (15 minutes)

- Refocus students and tell them that they will get to play the riddle matching game for the Celebration of Learning!
- Tell them that they will go over the rules to play the game so everyone can have fun and learn more about birds by playing the game.
- Display the **Expert Bird Riddle Matching Game Rules** and read them aloud.
- Move students into small groups and model how to prepare the game. Answer clarifying questions.
- Invite students to begin playing the game with their small group.
- Circulate as groups play and offer guidance and support as necessary.
- Provide frequent time checks so students can anticipate cleanup.
- When 2 minutes remain, signal students to clean up.
- Debrief the game. Ask:

“What went well?” (Responses will vary.)

“What might we need to remember when we play with visitors during our Celebration of Learning?” (Responses will vary.)

- If productive, cue students to add on to what a classmate said:

“Who can add on to what your classmate said? I’ll give you time to think.”

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Rephrasing Rules) Rephrase the game rules. Monitor to see that students correctly follow them to play the game. (MMR)
- For ELLs: (Pacing Prompts) Encourage students to speak up when they would like to hear something repeated. Empower them with questions they can ask to regulate the pace of the conversation. Examples:

“Can you please repeat what you said?”

“Can you please speak more slowly?”

Closing and Assessment

A. Musical Mingle Protocol: Reflecting on Learning (10 minutes)

- Display “Amazing Birds” again and invite students to sing the song as they bring their Expert Bird puppets to the whole group area.
- Give students specific, positive feedback on singing in loud and clear voices, and invite them to return their puppets to their workspaces.
- Remind students they have a lot to celebrate and that you are looking forward to tomorrow’s celebration.
- Tell students they will now use the Musical Mingle protocol to practice responding to the Riddle Card Reflection Questions sheet one last time in preparation for Lesson 12, when they will get to share their learning with visitors. Remind them that they used this protocol in Unit 2 and review as necessary using the **Musical Mingle Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Guide students through the protocol, asking questions from the Riddle Card Reflection Questions sheet.
- Invite students to be seated and offer specific, positive feedback on all that they did during today’s lesson to prepare for the celebration in the next lesson.
- Remind students that in the next lesson, they are going to get to share all of their hard work and learning in this module.

Meeting Students’ Needs

- For ELLs and students who may need additional support with visualization: (Modeling) Consider inviting students to model what different steps of the Musical Mingle protocol look like (dancing around the room, holding hands in a group of three to form a circle, holding hands up to show everyone has shared). (MMR)
- For ELLs: (Celebrating Learning) Consider giving feedback on what an ELL did well in this lesson. This will help the student build his or her self-confidence and identify and repeat that success next time.