

Lesson 12: Speaking and Listening: Sharing and Celebrating Our Work



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 and B, observe as students present their work and engage with the classroom visitors. 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” (10 minutes)

2. Work Time

A. Celebrating Our Learning: Sharing Our Work (20 minutes)

B. Celebrating Our Learning: Playing the Riddle Matching Game (15 minutes)

3. Closing and Assessment

A. End of Module Reflection (15 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson serves as the module culmination. Students share a song, their Expert Bird Riddle card, Expert Bird Scientific Drawing card, and other learning from the module with visitors.
- During Work Time A, students share their Expert Bird Riddle cards and respond to questions. Depending on your class size, consider either allotting extra instructional time to this portion of the lesson (so each student gets to answer every question) or assigning students within a small group to answer specific questions.
- During the Closing, students reflect on their learning using the End of Module Reflection recording form. Recall that this gives them time to formally keep track of and reflect on their own learning and supports metacognition and pride in work and learning.

How this lesson builds on previous work:

- The structure of the lesson allows students to present songs, knowledge, and writing learned throughout the module.

Areas in which students may need additional support:

- Students may feel uncomfortable sharing their writing with visitors. Remind them that they had time to practice in the previous lesson. Provide support and encouragement as necessary by asking a supportive adult in the school to sit near students who may need extra help.
- During the Closing, some students may have difficulty recalling something they have learned or are proud of. Encourage them to use visuals around the room to prompt their memory if needed. Some students may need extra time to complete the reflection. Consider offering dictation support or carving out an additional few minutes during the day for them to finish.

Down the road:

- This is the final lesson of this module.

In advance:

- Determine small groups for presentations and prepare the Presentation Groups chart (see supporting Materials). Ensure the groups are different from those that played the game together in Lesson 11, so students have a chance to play the game with a new set of cards.
- Prepare clipboards with the End of Module Reflection recording form and pencils for the Closing.
- Pre-distribute Materials (Expert Bird puppets) for the Opening at student workspaces.
- Post: Learning targets, “Amazing Birds,” and applicable anchor charts (see Materials list).

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

- Opening A: If you recorded students singing “Amazing Birds” in Lesson 8, play these recordings for them to join in with.
- Work Time A: Record each presentation group as they read their Expert Bird Riddle cards and post it on a teacher webpage or a portfolio app such as Seesaw (<http://web.seesaw.me>) for students to listen to at home with their families. Most devices (cellphones, tablets, laptop computers) come equipped with free video and audio recording apps or software.
- Work Time B: Record each presentation group as they answer questions and post it on a teacher webpage or a portfolio app such as Seesaw (<http://web.seesaw.me>) for students to listen to at home with their families.
- Closing: Students complete the End of Module Reflection recording form using a word-processing tool, such as a Google Doc.

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 with opportunities to present their learning about a topic to an authentic audience, to reflect on ways they have grown as learners over the course of the module, and to take risks in reading and speaking while seeking the support they need.
- ELLs may find it stressful to perform in front of students 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:

- Some students may benefit from building their confidence by practicing speaking in front of others. Consider choosing a student to introduce “Amazing Birds” and inviting the rest of the students to stand up to sing.

For heavier support:

- Consider previewing the pre-determined groups using the Presentation Groups chart to explain that the chart tells who is in their group as well as the order in which they will present.
- Some students could benefit from practicing reading their riddle out loud one more time before guests arrive.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** To facilitate effective learning during this lesson, ensure that all students understand the directions in each session and feel comfortable with the expectations. Continue to vary the ways in which you convey expectations for each activity or task. Consider engaging in a clarifying discussion about the directions, or creating an outline of the steps for each activity.
- **Multiple Means of Action & Expression (MMAE):** Continue to support a range of fine motor abilities and writing need by offering students options for writing utensils. Also consider supporting students' expressive skills by offering partial dictation of student responses.
- **Multiple Means of Engagement (MME):** Continue to support sustained motivation and effort by providing mastery-oriented feedback that is frequent, timely, and specific to students as they create shared notes.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

Review:

- reflect (L)

Materials

- ✓ Expert Bird puppets (completed in Lesson 8; one per student)
- ✓ “Amazing Birds” (from Lesson 8; one to display)
- ✓ Expert Bird Riddle cards (completed 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)
- ✓ Presentation Groups chart (one to display)
- ✓ Riddle Card Reflection Questions anchor chart (from Lesson 11)
- ✓ “Spied a Feather” (from Unit 2, Lesson 2; one to display)
- ✓ Expert Bird Riddle Matching Game Rules (new; one per group)
- ✓ End of Module Reflection recording form (one per student and one to display)
- ✓ Clipboards (one per student)
- ✓ Pencils (one per student)

Opening**A. Song and Movement: “Amazing Birds” (10 minutes)**

- Invite students to bring their **Expert Bird puppets** from their workspaces and to sit with their expert groups in the whole group area.
- With excitement, welcome the visitors.
- Tell students that today is an exciting day because they are going to share lots of learning from their bird research with their special visitors. They will begin by sharing a song they learned.
- Invite students to stand up.
- Display **“Amazing Birds.”**
- Invite students to join you as you sing the song and remind them to use their puppets when the song comes to their expert bird verse.
- Invite the visitors to applaud students’ performance.

Meeting Students’ Needs

- For ELLs and students who may need additional support with self-regulation: (Putting Students at Ease) To put students at ease, consider introducing the visitors by quickly identifying them in groups according to their roles within the community. As you name each group, the visitors can stand up, smile, and wave to the class. (MME)

Work Time

A. Celebrating Our Learning: Sharing Our Work (20 minutes)

- Refocus whole group.
- Tell students and visitors that the class has learned a great deal about how birds use their bodies to survive.
- Tell students that now they will get to share the work they did by sharing with the visitors information they have learned.
- Briefly share with students that they will gather in small presentation groups with a few other classmates and one or two visitors. Once they are in their groups, they will take turns sharing their **Expert Bird Riddle Cards** and **Expert Bird Scientific Drawing cards**, and they will answer questions from the visitors.
- Remind students that they practiced answering these questions in the previous lesson.
- Direct students' attention to the posted learning targets and read them aloud:
 - *"I can share my Expert Bird Riddle card using a loud and clear voice."*
 - *"I can answer questions about my Expert Bird Riddle card using complete sentences."*
- Direct students' attention to the **Ways We Share Our Work anchor chart** and briefly review it.
- Using a total participation technique, invite responses from the group:
 - *"When you are answering questions from the visitors, what is it important that you remember to do?" (speak clearly and loudly; make eye contact with visitors; listen as others share)*
- If productive, cue students to explain why a classmate came up with a particular response:
 - *"Who can explain why your classmate came up with that response? I'll give you time to think."*
- Using a total participation technique, invite responses from the group:
 - *"While other students are sharing, what should you do?" (keep voices off; listen carefully; look at the speaker)*
- If productive, cue students to explain why a classmate came up with a particular response:
 - *"Who can explain why your classmate came up with that response? I'll give you time to think."*
- Display the **Presentation Groups chart**. Point out that the chart tells who is in their group as well as the order in which they will present.
- Distribute Expert Bird Riddle cards and move students into pre-determined groups using the Bird Boogie routine.
- Remind students that once the first reader has shared, they should move to the second reader, and so on until all students in the group have shared.
- Ask visitors to help keep the group moving along and offer support as needed; however, they should save questions for later when they will be prompted to ask specific questions of students.
- Invite visitors to ask the first student in their group to share his or her Expert Bird Riddle card.
- Circulate as students share and offer guidance and support as necessary.

- Provide frequent time checks so students and visitors anticipate moving to the question-and-answer portion.
- Once all students in a group have shared, direct students' and visitors' attention to the posted **Riddle Card Reflection Questions anchor chart**.
- Remind everyone that the visitors will choose two or three questions from the list to ask students and the students will take turns answering them.
- Invite visitors to begin asking questions.
- Circulate as students and visitors engage in the small group conversation and listen in as students respond to the visitors' questions.
- When 2 minutes remain, signal students to clean up.
- Refocus whole group. Give students specific, positive feedback on sharing their Expert Bird Riddle card.
- As a celebration of students' sharing, display the **"Spied a Feather"** song and invite students to join you as you sing the song.

Meeting Students' Needs

- For ELLs (Putting Students at Ease) To help students feel more comfortable in their small groups, consider doing a quick round of introductions of the visitors and students in the small groups, before starting the presentations.
- For ELLs and students who may need additional support with planning: (Previewing Questions) Consider allowing students who need more support to choose which questions they want to answer beforehand, so they can practice their answers and build confidence. Be sure to let the visitors know of this accommodation, so they know which questions to ask those students. (MMAE, MME)
- For ELLs and students who may need additional support with sustained effort: (Grouping Strategically) Consider pairing students with a buddy for support as they read their Expert Bird Riddle card. (MME)

Work Time

B. Celebrating Our Learning: Playing the Riddle Matching Game (15 minutes)

- Refocus whole group by playing a quick round of Bird Simon Says.
- Distribute the **Expert Bird Riddle Matching Game Rules** and invite each group to quickly go over them.
- Orient each team to the Materials they need to have to play the game (a stack of Expert Bird Riddle cards placed face down and the matching Expert Bird Scientific Drawing cards organized in an array, face up, where all players can see them).
- Refocus whole group and have volunteers in each group share out the rules, one at a time. Answer clarifying questions.
- Invite the tallest player in each group to be the first riddle reader.
- Circulate as groups play and offer guidance and support as necessary.
- Provide frequent time checks so students and visitors anticipate cleanup.

- When 2 minutes remain, signal students to clean up.
- Invite students to join you in thanking visitors for coming.

Meeting Students' Needs

- 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 game. Examples:

“Can you please repeat what you said?”

“Can you please speak more slowly?”

Closing and Assessment

A. End of Module Reflection (15 minutes)

- Once visitors have left, refocus students whole group. Tell them that they will now have a chance to reflect on all of the thinking and learning they did during this module. Remind students that *reflect* means to think about something we have done or learned.
- Display the **End of Module Reflection recording form** and read the first prompt aloud:
 - “One thing I learned about birds is ____.”
- Turn and Talk:
 - “What is something you have learned about birds in this module?” (Responses will vary, but may include: Birds have special body parts that help them survive; birds use their body parts in different ways to survive; feathers and beaks have many different jobs to do.)*
- If productive, cue students to expand the conversation by saying more:
 - “Can you say more about that?” (Responses will vary.)*
- Tell students that now they will have a chance to draw a picture and write a sentence to show one thing they learned about birds during this module.
- Distribute prepared **clipboards** with the End of Module Reflection recording form attached and **pencils**.
- Focus students on the first prompt of the End of Module Reflection recording form. Invite students to put their finger on it and invite them to begin writing and drawing about one thing they learned about birds.
- As students draw and write, circulate and ask them to tell you what they learned.
- After a few minutes, repeat this process with the second prompt on the recording form.
- As students draw and write, circulate and ask them to tell you how they showed perseverance.
- Give students specific, positive feedback on their hard work and thinking.
- If time permits, close the lesson by singing another song from the module.
- Tell students that in the coming days, they will begin a new module on another exciting topic to study!

Meeting Students' Needs

- For ELLs: Publicly celebrate work of different ELLs in the class. Make a point to name areas in which students have improved, especially those who may have struggled.
- For students who may need additional support with written expression: As you invite students to write their reflections, vary the options for expression by offering the opportunity for verbal responses as students dictate their ideas. (MMAE)