

Lesson 14: Speaking and Listening: Preparing to Share Our Work



CCS Standards

- **SL.K.4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.K.6:** Speak audibly and express thoughts, feelings, and ideas clearly.



Daily Learning Targets

- I can share information about living things and their needs with others. (SL.K.4, SL.K.6).
- I can read my writing aloud using a strong and clear voice. (SL.K.6)

Ongoing Assessment

- Circulate and observe as students practice sharing their work with a partner during Work Time B and the Closing. Use the Speaking and Listening Checklist to document progress toward SL.K.4 and SL.K.6 (see Assessment Overview and Resources).

Agenda

1. Opening

- A. Song and Movement: “We Depend on Trees” and “A Tree Is a Living Thing” (10 minutes)

2. Work Time

- A. Shared Reading: Ways We Share Our Work Anchor Chart (10 minutes)
- B. Pinky Partners Protocol: Sharing Our Informational Collages (20 minutes)
- C. Preparing to Present: Living Things Research Notebook (10 minutes)

3. Closing and Assessment

- A. Back-to-Back and Face-to-Face Protocol: Sharing Our Living Things Research Notebook (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- During this lesson, students prepare for the end of module celebration by rehearsing several poems and songs from throughout the module, presenting their informational collages to a peer, and selecting entries from their Unit 1 Living Things research notebooks to share. 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 (SL.1.4 and SL.1.6).
- As time permits in Work Time A, use the High-Quality Work anchor chart to prompt students to select entries from their Living Things research notebooks that include descriptive, detailed, and neat writing and pictures.

How this lesson builds on previous work:

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

Areas in which students may need additional support:

- Students may feel uncomfortable or lack necessary oral language and presentation skills as they share their writing with a partner. Consider strategically pairing students to provide extra support and encouragement for those who need it.

Down the road:

- In the next lesson, students will share their learning and work from the three units of this module with visitors during the end of module celebration.

In advance:

- Prepare students' informational collages by typing student writing from the Performance Task Writing booklets completed across Lessons 10–13 and affixing to each student's collage; attach Popsicle sticks to students' completed animal puppet templates; create a pocket using an index card or small piece of cardstock on students' collages to house the animal puppet (see Performance Task Overview).
- Display students' completed informational collages in various places around the room.
- Distribute Materials for Work Time C at student workspaces.
- Post: Learning targets and applicable anchor charts (see Materials list).

Technology & Multimedia

Consider using an interactive whiteboard or document camera to display lesson materials.

- Continue to use the technology tools recommended throughout Modules 1–2 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 K.1.B.5, K.1.B.6, and K.1.B.9

Important points in the lesson itself

- The basic design of this lesson supports ELLs by providing structured practice presenting their informational collages and Living Things research notebook in preparation for the celebration in Lesson 15. Students demonstrate mastery of frames, syntax, and content-

specific Vocabulary as they practice the riddles, chants, and songs of the module and share their informational collages with a partner.

- ELLs may find it challenging to synthesize all their learning into two presentations. During Work Time A, as students review the Ways We Share Our Work anchor chart, surface their feelings about the presentations (e.g., excited, nervous, uncertain) and offer strategies to address doubts.

Levels of support

For lighter support:

- During Work Times B and C, circulate and jot down especially descriptive and rich conversations to share as examples with the class afterward, without attributing them to specific students. Also consider sharing miscues or ways students struggled to brainstorm how to solve them.

For heavier support:

- During Work Times A and B, consider modeling how students can use the artwork in their informational collages and Living Things research notebook to jog their memories and as references to explaining their learning during the presentations. If needed, spend additional time to help any struggling students practice one more time with you or a helpful peer.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support comprehension by activating prior knowledge and scaffolding connections for students. Continue to provide a visual display of questions and student responses on a chart or the board during discussions.
- **Multiple Means of Action & Expression (MMAE):** Continue to support students in setting appropriate goals for the task and difficulty expected.
- **Multiple Means of Engagement (MME):** Continue to remind students of the goal of the work they are doing in this lesson. Returning to the learning goals lifts up their value and relevance to students.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- N/A

Materials

- ✓ “We Depend on Trees” (from Unit 2, Lesson 8; one to display)
- ✓ “A Tree Is a Living Thing” (from Unit 1, Lesson 8; one to display)
- ✓ Ways We Share Our Work anchor chart (begun in Module 1)
- ✓ Model of Informational Collage (from Lesson 1; one to display)

- ✓ Pinky Partners Protocol anchor chart (begun in Module 2)
- ✓ Informational collage (completed in Lesson 13; one per student)
- ✓ Speaking and Listening Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ Living Things research notebook (from Unit 1, Lesson 2; example, for teacher reference)
- ✓ Living Things research notebook (completed in Unit 1, Lesson 6; one per student)
- ✓ Sticky notes (two per student and one for teacher modeling)
- ✓ Back-to-Back and Face-to-Face protocol anchor chart (begun in Module 2)

Opening

A. Song and Movement: “We Depend on Trees” and “A Tree Is a Living Thing” (10 minutes)

- Invite students to the whole group area.
- Tell students that they have done a lot of hard work during this module. In the next lesson, they will have visitors to the classroom for the end of module celebration. These visitors will be very excited and interested to learn about the living things, their needs, and especially trees, and it is their job to teach them!
- Tell students that they have a lot of great work to share with the visitors.
- Share that they will also perform a few songs for visitors that they learned in previous units, and right now they will practice them.
- Display **“We Depend on Trees.”**
- Invite students to join you as you sing the song and complete the accompanying hand motions.
- Repeat this process with **“A Tree Is a Living Thing.”**
- If time permits, repeat the process with both songs, this time inviting a student to stand at the front and track the print as the group sings and chants.
- Invite students to be seated and offer specific, positive feedback on how well they remembered and recited the songs and chants.
- Remind students that in the next lesson, they are going to share all of their hard work and learning.

Meeting Students' Needs

- For students who may need additional support with far-point display: Consider providing students with an individual copy of the song and chant. (MMR)

Work Time

A. Shared Reading: Ways We Share Our Work Anchor Chart (10 minutes)

- Direct students' attention to the posted learning targets and read the first one aloud:

“I can share information about living things and their needs with others.”

- Using a total participation technique, invite responses from the group:
“What work have you done during this module that you could share with visitors so that they learn about living things and their needs?” (Living Things research notebook, informational collages)
- Set purpose for the end of module celebration. Tell students that during the celebration, they will share their informational collages and Living Things research notebooks.
- Remind students that at the end of Module 2, they had a celebration in which they shared their weather stories and a report of the weather with visitors. 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 living things and their needs from them, it is important that the students practice presenting their informational collages and Living Things research notebooks.

Meeting Students’ Needs

- For students who may need additional support with oral language and processing:
Allow ample wait time during the discussion. (MMAE, MME)

Work Time

B. Pinky Partners Protocol: Sharing Our Informational Collages (20 minutes)

- Tell students that they will now have a chance to practice presenting their informational collages with a partner.
- Direct students’ attention to the posted learning targets and read the second one aloud:
“I can read my writing aloud using a strong and clear voice.”
- Using a total participation technique, invite responses from the group:
“When you are sharing your informational collages, what is important to remember to do so that your visitors can learn from you?” (Speak clearly and loudly, make eye contact with visitors, and listen as others share.)
- Tell students that next they will practice presenting their informational collages with a partner, but first you will demonstrate presenting an informational collage.
- Display the **Model of Informational Collage** and model presenting it to the class:

- Read aloud the first sentence and point to the collage as you do. (Example: Point to the trunk of the tree as you read, “This is the sugar maple tree.”)
- Read aloud the second sentence and point to the place in the collage that sentence is describing. (Example: Point to the leaves as you read, “It has red and orange leaves.”)
- Read aloud the third sentence and make eye contact with the audience as you do.
- Remove the puppet from its pocket and, while holding it next to the collage, read aloud the fourth sentence and mimic the action of the animal getting food from the tree. (Example: Move the deer puppet near the leaves of the tree as you read, “Deer eat leaves from the sugar maple tree.”)
- Place the puppet back in its pocket.
- Using a total participation technique, invite responses from the group:
“What did you notice I did while I presented? What is one thing I did well while I presented?” (Responses will vary, but may include: You spoke loudly and clearly. You made eye contact with the audience. You pointed to the part of your collage that matched your writing.)
- Tell students that they will use the Pinky Partners protocol to practice sharing their informational collages. Remind them that they used this protocol in Lesson 9 and review as necessary using the **Pinky Partners Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Direct students to the designated area where their **informational collages** are displayed.
- Invite students to begin the Pinky Partners protocol.
- Circulate as students share, directing their attention to the Ways We Share Our Work anchor chart as necessary and making note of progress toward SL.K.4 and SL.K.6 using the **Speaking and Listening Checklist**.
- When 2 minutes remain, signal cleanup and invite students to be seated in the whole group area.
- Generate excitement with a Turn and Talk:
“What part of your informational collage are you most proud and most excited to share with a visitor?” (Responses will vary.)
- Refocus students whole group and invite a few students to share out.

Meeting Students' Needs

- For ELLs: (Gestures: Learning Target) Consider adding dramatic flair when reading the first learning target to engage students and highlight the syntax and meaning of the sentence. Incorporate call and response by leaving out words as you review it one more time. (Example: For *strong*, flex your biceps. The second time you read the target, take out *strong* and *clear* and point to the students to say those words/ do those gestures instead.)
- For students who may need additional support in planning: Offer an index card with the steps for presenting their informational collages during the protocol. (MMR, MMAE)

Work Time

C. Preparing to Present: Living Things Research Notebook (10 minutes)

- Invite students to safely and respectfully demonstrate one of the criteria of Living Things (e.g., breathe air in through their nose, gather food/water as an animal would, move and grow toward the sun like a tree) as they return to their seats.
- Tell students that they will now review their Living Things research notebooks and pick two entries to share with the visitors.
- Using a total participation technique, invite responses from the group:
“What should you keep in mind while you are selecting entries from your Living Things research notebook to share? What criteria should those entries meet?” (neat writing, accurate information, entries that show different information about living things)
- 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.”
- While displaying the **Living Things research notebook (example, for teacher reference)**, think aloud as you select an entry and model marking it with a sticky note:
 - Turn to page 1 in the Living Things research notebook (example; completed for teacher reference) and read it aloud.
 - Think aloud as you reflect on the quality of information and writing included on this page. (Example: “This entry is about the seedlings I observed. I drew a really detailed picture and described why I think the plant is living.”)
 - Using a sticky note, mark the page as you say, “This entry includes detailed and neat writing, so I will share it during the celebration.”
- Point out the **Living Things research notebooks** and sticky notes already at student workspaces.
- Tell students they will use the sticky notes to mark the two entries they will share with visitors during the end of module celebration.
- Transition students back to their workspaces and invite them to begin reviewing their Living Things research notebooks and using the sticky notes to mark their selected pages.
- Circulate as students review their notebooks, prompting them to select entries that show neat writing, accurate information, and detailed pictures.
- When 2 minutes remain, signal to students to begin cleaning up by closing their Living Things research notebooks and bringing them to the whole group area.

Meeting Students’ Needs

- For students who may need additional support with auditory processing: Record students’ responses on a chart during the discussion. (MMR)
- For students who may need additional support with self-regulation: Support students’ expectations for meeting their learning goals by reducing possible anxiety about sharing with visitors. (Example: “You have been working very hard learning about trees in this unit. I know that you will work just as hard in the next lesson when you share your work with visitors who are excited to hear about your learning!”) (MME)

Closing and Assessment

A. Back-to-Back and Face-to-Face Protocol: Sharing Our Living Things Research

Notebook (10 minutes)

- Offer students specific, positive feedback on their work selecting entries from their Living Things research notebooks.
- Tell students they are going to use the Back-to-Back and Face-to-Face protocol to practice sharing their entries from their Living Things research notebook. Remind them that they used this protocol in Lesson 5 and review as necessary using the **Back-to-Back and Face-to-Face Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Guide students through two rounds of the protocol using the following questions:
“What is the first entry in your Living Things research notebook that you want to share? What does this entry describe?” (Responses will vary.)
“What is the second entry in your Living Things research notebook that you want to share? What does this entry describe?” (Responses will vary.)
- As students talk, circulate and listen in. Take note of the ideas they are sharing and target a few students to share out with the whole group.
- Invite students to return to their seats.
- Invite a few students to share out what they discussed with their partners during the protocol.
- Refocus students whole group.
- With excitement, remind them that they have a lot of information about living things and their researched tree to share with visitors during the celebration.

Meeting Students' Needs

- For ELLs: (Celebrate) Consider celebrating students who exemplify taking risks by sharing whole class. Invite students to celebrate their classmates as well.

There are no new supporting materials for this lesson.