

Lesson 15: Speaking and Listening: Sharing and Celebrating 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.
- **L.K.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.



Daily Learning Targets

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

Ongoing Assessment

- During each Work Time, observe as students present their work and engage with the classroom visitors. 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. Reading Aloud: Sharing and Celebrating Our Informational Collages (20 minutes)
- B. Speaking and Listening: Sharing Our Living Things Research Notebooks (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 several songs and poems, informational collages, Living Things research notebooks, and other learning from the module with visitors. Sharing and celebrating work supports students’ speaking and listening skills and cultivates a sense of pride and ownership in their work.

- During Work Time A, students present their informational collages and visitors provide feedback on their presentations. Depending on your class size, consider either allotting extra instructional time to this portion of the lesson (so each student has ample time to present and receive feedback) or directing visitors to offer one piece of feedback to each student in a small group.
- During the Closing and Assessment, students reflect on their learning using the End of Module Reflection form. Similar to previous modules, this allows them 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. After presenting, students reflect on what they have learned in 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; however, as noted in the Unit 3 Overview, the knowledge that students build in Module 3 lays the foundation for their application in Module 4. So even though students are sharing their hard work, performance tasks, and learning from Module 3, continue to reinforce that students will go even deeper with this topic in the next module.

In advance:

- Determine small groups for presentations and prepare the Presentation Groups chart.
- Prepare clipboards with the End of Module Reflection form for the Closing.
- Distribute informational collages and Living Things research notebooks in designated areas for each small group.
- Post: Learning targets, “We Depend on Trees,” “A Tree Is a Living Thing,” “What’s Alive and What’s Not?” and applicable anchor charts (see Materials list).

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.A.2, K.1.B.5, and K.1.B.9

Important points in the lesson itself

- The basic design of this lesson supports ELLs by providing structured opportunities to present and celebrate their informational collages and Living Things research notebook. Students demonstrate mastery of frames, syntax, and content-specific Vocabulary as they present the riddles, chants, and songs of the module and share their completed work with small groups.
- ELLs may find it challenging to present in front of a small group of peers and especially visitors. Remind students that they practiced with classmates and have worked hard throughout the module sharing their work and presenting to the class during Openings.

Levels of support

For lighter support:

- During Work Times A and B, remind students to use the artwork they’ve created alongside their writing as a useful prompt for their oral presentation.

For heavier support:

- During Work Times A and B, offer verbal cues or sentence starters for students who struggle with presenting their work due to being nervous. Celebrate all students with positive feedback and lots of applause for their perseverance and risk-taking in presenting their work publically. If needed, take a few moments before the celebration begins to help any struggling students practice one more time with you or a helpful peer.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** When 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 by explaining verbally and/or by displaying photo documentation with captions that describe how students learned about trees.

- **Multiple Means of Action and Expression (MMAE):** As students begin the end of module reflection, vary methods for fine motor responses by offering options for drawing utensils and writing tools. Some students may forget their sentence ideas once they begin directing their efforts toward writing. Continue to support strategy development by modeling how to physically touch the words/spaces on the sentence frame and draw lines for additional words you intend to write. This helps students recall their original ideas throughout the writing process.
- **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. This will support them in developing coping skills for social settings.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

Review:

- researcher, reflect (L)

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)
- ✓ Presentation Groups chart (new; one to display)
- ✓ Ways We Share Our Work anchor chart (begun in Module 1)
- ✓ Informational collages (completed in Lesson 13; one per student)
- ✓ "What's Alive and What's Not?" (from Unit 1, Lesson 2; one to display)
- ✓ What Researchers Do anchor chart (begun in Unit 1, Lesson 1)
- ✓ Living Things research notebook (completed in Unit 1, Lesson 2; one per student)
- ✓ 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: “We Depend on Trees” and “A Tree Is a Living Thing” (10 minutes)

- Invite students to 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 study of living things and trees with their special visitors. They will begin by sharing a few poems and songs they have learned.
- Invite students to stand up.
- Display “**We Depend on Trees.**”
- Invite students to join you as you recite the poem aloud and complete the accompanying hand motions.
- Repeat this process with “**A Tree Is a Living Thing.**”
- Invite the visitors to applaud students’ performance.

Work Time

A. Reading Aloud: Sharing and Celebrating Our Informational Collages (20 minutes)

- Refocus whole group.
- Direct students’ attention to the posted learning targets and read the first one aloud:
“I can read my writing aloud using a strong and clear voice.”
- Tell students that they now will share their informational collages with the visitors:
 - Briefly share 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 informational collages.
 - Tell students that the visitors will also give them feedback on their collages and the work they did as presenters.
- Move students into pre-determined groups using the **Presentation Groups chart**. Explain that the chart tells who is in their group as well as the order in which they will present.
- Remind students that they practiced presenting their informational collages in the previous lesson.
- 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:
“While other students are sharing, what should you do?” (keep voices off, listen carefully, look at the speaker)
- Remind students that once the first reader has shared, they should move to the second reader, and so on until all of the students in the group have shared.

- Ask the visitors to help keep the group moving along and offer support as needed; however, they should save feedback for later when they will be prompted to give specific feedback and suggestions to students using the Ways We Share Our Work anchor chart.
- Invite students to move with their small group to their own area in the room, direct them to their completed **informational collages**, and encourage the first student to begin sharing.
- 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 Ways We Share Our Work anchor chart.
- Remind everyone that the visitors will offer feedback on students' presentations using the Ways We Share Our Work anchor chart.
- Invite visitors to begin offering feedback.
- Circulate as students and visitors engage in the small group conversation.
- With 2 minutes remaining, signal students to clean up and neatly place their informational collages back where they found them.
- Refocus whole group. Give students specific, positive feedback on sharing their learning with the visitors.
- As a celebration of students' sharing, display **"What's Alive and What's Not?"** Invite students to join in singing and completing the accompanying hand motions.

Meeting Students' Needs

- For ELLs: (Gestures: Learning Target) Consider using the dramatic flair and gestures you demonstrated in Lesson 14 when reviewing this learning target.
- For ELLs: (Visuals) Consider including visuals of each criteria of the Ways We Share Our Work anchor chart. Before adding your own idea, solicit ideas from the students. (Examples: two lips together for keeping voices off, two eyes for looking at the speaker).
- For students who may need additional support with self-regulation: Before meeting with their small groups, invite students to identify and name three ways they will follow the guidelines from the anchor chart during this sharing time. (MME)

Work Time

B. Speaking and Listening: Sharing Our Living Things Research Notebooks (15 minutes)

- Refocus whole group.
- Direct students' attention to the posted learning targets and read the second one aloud:
"I can share information about living things with others."
- Remind students and visitors that the students' informational collages were just one part of the work they did during this module.

- Remind students that they also learned about researchers and briefly review the definition of *researcher* (a person who studies something to learn more information or solve a problem).
- Using a total participation technique, invite responses from the group:
“What did we do that is similar to what researchers do?” (We observed pictures and videos of living things; we wrote about our observations; we wrote about and described living things and what they need to live and grow; and we shared information about those patterns we observed in how living things meet their needs.)
- 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.”
- Confirm students’ thinking and refer to the displayed **What Researchers Do anchor chart** as necessary.
- Tell students that now they get to share the work they did as researchers writing and drawing about observations of living things by sharing their Living Things research notebook!
- Tell students they will remain in the same small groups and follow the same order for sharing their Living Things research notebooks as they did their informational collages.
- Direct students’ attention to their **Living Things research notebooks** and invite them to open to the pages they selected to share during the previous lesson.
- Invite the first student in each group to begin sharing.
- Circulate as students share and offer guidance and support as necessary.
- Provide frequent time checks so students and visitors anticipate cleanup.
- With 2 minutes remaining, signal students to clean up.
- Refocus whole group. Give students specific, positive feedback on the information they shared from their Living Things research notebooks.
- Thank the visitors for their participation in the Celebration of Learning and invite them to leave.

Meeting Students’ Needs

- For students who may need additional support with organizing ideas for verbal expression: Provide index cards with sentence frames previously used in this unit to share their work. (MMAE)

Closing and Assessment

A. End of Module Reflection (15 minutes)

- Once the visitors have left, refocus whole group.
- Tell students 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 living things is _____.”
- Turn and Talk:
“What is something you have learned about living things in this module?” (Responses will vary, but may include: Living things breathe air; there are patterns in how living things meet their needs; trees are living things; animals eat food from trees.)
- Tell students that now they will have a chance to draw a picture and write a sentence to show one thing they learned about living things during this module.
- Distribute prepared **clipboards** and **pencils** to each student.
- Focus students on the first prompt using the displayed End of Module Reflection recording form.
- Invite students to put their finger on it and begin writing and drawing about one thing they learned about living things.
- As students draw and write, circulate and ask them to tell you what they learned.
- Repeat this process with the remaining two prompts on the recording form:
 - “One thing I learned about trees as living things is _____.”
 - “One way I showed collaboration or perseverance as a learner is _____.”
- Give students specific, positive feedback on their hard work and thinking throughout the module.
- If time permits, close the lesson by singing a song from the module.
- Tell students that in the coming days, they will begin a new module and use the information they learned about living things and trees, specifically, to help the community in some way!

Meeting Students' Needs

- For ELLs and students who may need additional support with self-reflection: (Reflection: Language Learning) Encourage students to share one way their oral and written language improved throughout the Module. Prompt students to consider Vocabulary, ways to use full sentences and parts of speech: “One thing I learned about language is _____” (Responses will vary, but may include: Verbs are actions; nouns are things; adjectives describe things; there are different ways to say the same thing) (MME)