

Lessons 14 and 15: Speaking and Listening: Sharing and Celebrating Our Work (includes optional flex day)



CCS Standards

- **SL.K.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **SL.K.1a:** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- **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 read my writing and present my artwork using a strong and clear voice. (SL.K.4, SL.K.6)
- I can share information with others about how and why trees are important to us and our communities. (SL.K.1a, SL.K.4, SL.K.6)

Ongoing Assessment

- As students share their work with visitors, use the Speaking and Listening Checklist to document progress toward SL.K.4 and SL.K.6.

Agenda

1. Opening

- A. Engaging the Learner: Sharing Songs and Poems (5 minutes)

2. Work Time

- A. Reading Aloud: Sharing and Celebrating Our Tree Appreciation Cards (15 minutes)
- B. Speaking and Listening: Sharing Our Enjoying Trees Journals, Part I and Part II (15 minutes)
- C. Reflecting on Learning (10 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; Tree Appreciation cards; Enjoying Trees Journals, Part I and Part II; 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 Tree Appreciation cards, and visitors are given time to discuss students' presentations with them based on provided prompts. 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 answer the two prompts for one specific student in a group. Additionally, consider repeating all or part of Work Time in Lesson 14 (as an optional Lesson 15 "flex day") to give students more time to present to an authentic audience.
- During the Closing, 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:

- Some 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.

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 Tree Appreciation cards and Enjoying Trees Journals, Part I and Part II in designated areas for each small group.
- Post: Learning targets, "We Depend on Trees," "Trees in Our Community," "The Many Meanings of Words," "The Cat, the Tree, and Me," 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 1–3 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 by in part by CA ELD Standards K.I.A.1, K.I.B.5, and K.I.C.9

Important points in the lesson itself

- The basic design of this lesson supports ELLs by offering them the opportunity to demonstrate their learning about trees as well as their progress in speaking and writing with their community.
- ELLs may find it challenging to perform in front of a group of people, many whom they may not know. Remind them that it's okay to be a little nervous and that they have practiced and worked very hard for this celebration.

Levels of support

For lighter support:

- In the Opening, consider inviting students to welcome the guests in their home languages and to present the title of each song or poem before students begin.

For heavier support:

- Before the Opening, check in with any students who may need to rehearse the poems, songs, the Enjoying Trees journals and their Performance Task: Tree Appreciation cards one more time.
- During Work Times A and B, while you circulate in the small groups, check in with any students you think may need additional support or prompts.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** When the class is 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.
- **Multiple Means of Action and Expression (MMAE):** In this lesson, students share their work from Unit 3. Continue to help students set appropriate goals for their effort and the expectations for sharing with visitors.
- **Multiple Means of Engagement (MME):** During the End of Module Celebration, 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.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

Review:

- reflect (L)

Materials

- ✓ “We Depend on Trees” (from Module 3; one to display)
- ✓ “Trees in Our Community” (from Unit 2, Lesson 2; one to display)
- ✓ “The Many Meanings of Words” (from Unit 1, Lesson 2; one to display)
- ✓ Presentation Groups chart (one to display)
- ✓ Ways We Share Our Work anchor chart (begun in Module 1)
- ✓ Performance Task: Tree Appreciation card (completed in Lessons 11 and 12; one per student)
- ✓ “The Cat, the Tree, and Me” (from Lesson 6; one to display)
- ✓ Enjoying Trees Journal, Part I (completed in Unit 1, Lesson 9; one per student)
- ✓ Enjoying Trees Journal, Part II (completed in Unit 2, Lesson 3; one per student)
- ✓ I Apply My Learning anchor chart (begun in Lesson 1)
- ✓ Questions sheet (one per visitor)
- ✓ Module 4 Guiding Question anchor chart (begun in Unit 1, Lesson 1)
- ✓ End of Module Reflection recording form (one per student and one to display)
- ✓ Clipboards (one per student)
- ✓ Pencils (one per student)

Opening

A. Engaging the Learner: Sharing Songs and Poems (5 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 song aloud and complete the accompanying hand motions.
- Repeat this process with **“Trees in Our Community”** and **“The Many Meanings of Words.”**
- Invite the visitors to applaud students’ performance.

Meeting Students’ Needs

- Provide differentiated mentors by seating students who may be more confident reading and singing aloud near students who may not feel as confident. (MMAE)

Work Time

A. Reading Aloud: Sharing and Celebrating Our Tree Appreciation Cards (15 minutes)

- Refocus whole group.
- Direct students' attention to the posted learning targets and read the first one aloud:
“I can read my writing and present my artwork using a strong and clear voice.”
- Tell students that they now will share their Tree Appreciation cards 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 Tree Appreciation cards.
 - Tell students that the visitors will have an opportunity to share a reaction to the cards and the work the students did as presenters.
- Display and move students into pre-determined groups using 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.
- Remind students that they practiced presenting their Tree Appreciation cards in the previous lesson and briefly review the steps each student should take to present:
 - Read aloud the sentence while pointing to the words.
 - Point to the sketch and watercolor of the tree part and name it.
 - Point to the various parts of the artwork while describing the process for creating it.
 - State how the Tree Appreciation card will inspire another person to enjoy and appreciate a tree.
- 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 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.
- Invite students to move with their small group to their own area in the room, direct them to their completed Performance Task: **Tree Appreciation cards**, 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, refocus whole group.
- Remind everyone that the visitors will respond to the students' Tree Appreciation cards by responding to one of the following prompts:
 - *“How do you feel inspired to appreciate and enjoy a tree?”*
 - *“What parts of the students' cards helped inspire you?”*
- Circulate as students and visitors engage in the small group conversation.
- When 2 minutes remain, signal students to clean up and neatly place their Tree Appreciation cards 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 **“The Cat, the Tree, and Me.”** Invite students to join you in reciting the poem and completing the accompanying hand motions.

Meeting Students' Needs

- For ELLs: (Celebrating Home Languages) Invite students and guests to use their home languages to share and discuss the Tree Appreciation cards.
- For students who may need additional support with self-regulation: Support expectations and motivation by providing reassurance that they are sufficiently prepared for this opportunity to share their learning. (MME)

Work Time

B. Speaking and Listening: Sharing Our Enjoying Trees Journals, Part I and Part II (15 minutes)

- Refocus whole group.
- Direct students' attention to the posted learning targets and read the second one aloud:
 - *“I can share information with others about how and why trees are important to us and our communities.”*
- Remind students and visitors that the students' Tree Appreciation cards were just one part of the work they did during this module.
- Remind students that they also learned that trees are important to communities because people in communities, including them, enjoy trees in many ways.
- Using a total participation technique, invite responses from the group:
 - *“What did we do to learn about how people enjoy trees?” (We read and wrote about people enjoying trees, we observed pictures of people enjoying trees and the different places that trees are planted in communities, and we drew pictures.)*
- Tell students that now they get to share the work they did to learn about ways that people enjoy trees by sharing their Enjoying Trees Journals, Part I and Part II.
- Tell students they will remain in the same small groups and follow the same order for sharing their Enjoying Trees Journals, Part I and Part II as they did their Tree Appreciation cards.

- Invite students to open their **Enjoying Trees Journals, Part I and Part II** 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.
 - When 2 minutes remain, signal students to clean up.
 - Refocus whole group. Give students specific, positive feedback on the entries they shared from their Enjoying Trees Journals, Part I and Part II.

Meeting Students' Needs

- For ELLs: (Celebrating Home Languages) Invite students and guests to use their home languages to share and discuss the Enjoying Trees journals.

Work Time

C. Reflecting on Learning (10 minutes)

- Refocus whole group.
- Tell students and visitors that not only have students learned a great deal about how and why trees are important to communities, but they also focused on demonstrating a particular habit of character: I can apply my learning to help my school and community.
- Direct students' and visitors' attention to the **I Apply My Learning anchor chart** and briefly review it.
- Tell students they now will share information about how they demonstrated this habit of character by answering questions from the visitors.
- 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)*
 - Conversation Cue: “Who can explain why your classmate came up with that response? I’ll give you time to think.” (Responses will vary.)*
- Tell students that they will stay in their small presentation groups and will take turns answering questions from the visitors.
 - Remind students that they practiced answering these questions in the previous lesson.
 - Direct visitors' attention to the **Questions sheet** in front of them.
 - Tell visitors that they should take turns asking each of the questions on the sheet. Remind students that they will take turns answering the questions in the order in which the students are listed on the Presentation Groups chart.
 - Invite a visitor to ask the first student in the group the first question.
 - Circulate as students answer questions and offer guidance and support as necessary.
 - Provide frequent time checks so students and visitors anticipate cleanup.
 - When 2 minutes remain, signal students and visitors to clean up.
 - Thank the visitors for attending the celebration and invite them to leave.

Meeting Students' Needs

- For ELLs: (Celebrating Home Languages) Invite guests to use their home languages to ask questions while the students translate or respond in that language as well.
- For students who may need additional support with oral language and processing: Allow ample wait time as students respond during the question time. (MMAE, MME)

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.
- Remind students that they have done a lot of learning by reading, writing, discussing, and drawing to answer the Module 4 guiding question.
- Direct students' attention to the **Module 4 Guiding Question anchor chart** and read it aloud.
- Display the **End of Module Reflection recording form** and read the first prompt aloud:

“One thing I learned about how and why trees are important to communities and to us is _____.”
- Turn and Talk:

“What is something you have learned about how and why trees are important to communities and to us?” (Responses will vary, but may include: trees provide food for animals and people; people can climb trees for enjoyment; people can use wood from trees to build; trees block the wind.)
- Tell students that now they will have a chance to draw a picture and write a sentence to show what they learned about how and why trees are important.
 - 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.
 - 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 way I inspired someone else to enjoy or appreciate trees is _____.”
 - “One way I applied my learning to help my school and community is _____.”
- Give students specific, positive feedback on their hard work and thinking throughout the module.

Enjoying and Appreciating Trees

- If time permits, allow students to Turn and Talk with an elbow partner to share their reflections from the module.
- Remind students that they did an excellent job of using what they know and learned about trees in the community to inspire others, just like in some of the stories they read throughout the module!
- If time permits, close the lesson by singing a song from the module.

Meeting Students' Needs

- For ELLs: (Module Reflection: Oral Language Fluency) In a quick series of Turn and Talks, invite students to share with a partner their favorite book, poem, song, and game in the module.
- 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)