

## Lesson 13: Writing and Drawing: Preparing to Share Our Learning



### CCS Standards

- **W.2.8:** Recall information from experiences or gather information from provided sources to answer a question.
- **SL.2.1:** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.2.1a:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.2.5:** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.



### Daily Learning Targets

- I can illustrate my narrative using careful and accurate colors. (SL.2.5)
- I can ask questions for visitors to use during our Celebration of Learning Day using what I have learned from this module. (W.2.8, SL.2.1, SL.2.1a)

### Ongoing Assessment

- Circulate during the independent work and conversations during Work Time C to check on comprehension and content understanding. Support students with resources in the room from the module (Word Wall words, anchor charts, texts, etc.).

### Agenda

#### 1. Opening

- A. Song and Movement: “Celebration of Learning” Song (5 minutes)

#### 2. Work Time

- A. Mini Lesson: Adding Careful and Accurate Color (10 minutes)
- B. Independent Drawing: Adding Careful and Accurate Color (15 minutes)
- C. Engaging the Learner: Making an Exit Ticket for the Celebration of Learning (25 minutes)

#### 3. Closing and Assessment

- A. Exit Tickets: Creating the Final Product (5 minutes)

## Teaching Notes

### Purpose of lesson and alignment to standards:

- In this lesson, students complete their performance task by adding color to the illustrations in their Narrative Booklets. These booklets will be presented to visitors during the Celebration of Learning in Lesson 15.

- In Work Time C, students work together to create questions for exit tickets that visitors will complete during the Celebration of Learning. This gives students an authentic need to both review the content of the module and review what they have learned about strategies for answering (and asking) selected response questions.

### **How this lesson builds on previous work:**

- In Lessons 11 and 12, students drew illustrations that matched their text and added important details to their drawings. In this lesson, students complete their illustrations by adding color.
- Throughout this module, students have practiced answering selected response questions through a series of exit tickets. They now apply their experience to create exit tickets that visitors complete during the Celebration of Learning.
- Continue to use Goal 1–3 Conversation Cues to promote productive and equitable conversation.

### **Areas in which students may need additional support:**

- In Work Time C, students work independently to create questions about paleontologists and fossils. Consider offering them books read in the module to reference or suggest that they use a word from the Fossils Word Wall in their question. Ask students what they have learned and then help them turn that statement into a question. For example, state the topic they have covered in their fact (who, what, when) and ask the student to choose a question word that would match that fact. (Example: “It sounds like you know what Mary Anning is famous for. What question word could you use to ask a question about Mary Anning?”)
- In Work Time C, students work in groups to create a question about a fossil and three possible answer choices. Because making decisions as a team may be difficult for some students, preview the work with specific students in advance by working through possible teamwork strategies for them to use. Support selected students by giving them a specific job in the group or offer to listen to their ideas at a different time.

### **Down the road:**

- Students will present their completed Narrative Booklets and Exit Ticket: Celebration of Learning in Lesson 15.

### **In advance:**

- Pre-distribute materials at student workspaces to ensure a smooth transition for Work Time B.
- Determine Turn-and-Talk groups of four students for Work Time C. Mix students within groups by reading comprehension levels.
- Gather enough white boards and white board markers in the whole group area for the Turn-and-Talk groups.
- Post: Learning targets and applicable anchor charts (see materials list).
- Consider sending home a newsletter to remind families about the Celebration of Learning, or having students write letters inviting their families and other relevant guests to the Celebration of Learning.

**Consider using an interactive white board or document camera to display lesson materials.**

- Opening: If you recorded students singing the “Celebration of Learning” song in Lesson 11, play this recording for them to join in with.
- Work Time B: Students use drawing apps or software to draw their illustrations for their narrative—for example, the Kids Doodle plug-in for Google or the app for Apple products.

### Supporting English Language Learners

Supports guided in part by CA ELD Standards 2.I.A.1, 2.I.B.1, and 2.I.C.10

#### Important points in the lesson itself

- The basic design of this lesson supports ELLs by providing opportunities to read and speak fluently when practicing the Celebration Day song and reviewing module content to write questions about fossils and paleontologists. In addition, students have the opportunity to take pride in and refine their narrative booklets by adding detailed color to their illustrations.
- ELLs may find it challenging to write questions and answers independently and in the time allotted. Encourage students by reminding them of all they have learned about the module topic, and give them time to review the module texts, their own work from the module, and other resources around the room for support. See “Levels of support” below and the Meeting Students’ Needs column for additional suggestions.

#### Levels of support

*For lighter support:*

- During Work Time C, challenge students to write more than one question and answer for paleontologists and fossils. Alternatively, challenge them to think of alternative versions of the questions they write and add them to the sticky notes.

*For heavier support:*

- During Opening A, read the first two lines of the song and then invite students to read the same lines after you. Continue echo reading to the end of the song, two lines at a time. Repeat this process until students are able to read the song with fluency and confidence.
- During Work Time C, give students the option to sketch one thing they’ve learned about paleontologists and fossils on the appropriate colored sticky note and then describe their sketch to you or another student.
- During Closing and Assessment, consider working closely with a group of students who needs heavier support to write their exit tickets as a shared or interactive writing experience.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** To facilitate effective learning during this lesson, ensure that all students have access to the directions for each activity and feel comfortable with the expectations. Vary the ways in which you convey expectations for each activity or task. Consider engaging in a clarifying discussion about the directions and creating a visual display of the steps for each activity.
- **Multiple Means of Action & Expression (MMAE):** During Opening A, students are invited to read the song aloud with you. Support students who may not feel confident in their reading and singing skills with modeling and supported practice. Provide differentiated mentors by seating students who may be more confident reading and singing aloud near students who may not feel as confident.
- **Multiple Means of Engagement (MME):** Before students begin adding color in Work Time C, help them anticipate and manage frustration by modeling what to do if their coloring does not look like what they wanted. (Example: “Even though I might try my best, sometimes my coloring might not look exactly like I wanted it to. That’s okay, because I know I am learning and showing perseverance by continuing my work instead of giving up.”)

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

#### New:

- accurate (L), care

#### Review:

- careful, reflect (L)

### Materials

- ✓ “Celebration of Learning” song (from Lesson 11; one to display)
- ✓ Narrative Booklet: Teacher Model (from Lesson 5; one to display)
- ✓ Crayons or colored pencils (class set; variety of colors per student)
- ✓ Narrative Booklet (begun in Lesson 11; added to during Work Time B; one per student)
- ✓ Paleontologist Questions anchor chart (new; co-created with students during Work Time C; see supporting materials)
- ✓ Sticky notes (yellow and green; one of each per student)
- ✓ Fossil Questions anchor chart (new; co-created with students during Work Time C; see supporting materials)
- ✓ Marker (one; used by the teacher to model writing on white board)
- ✓ White boards (one per group)
- ✓ White board markers (one per group)
- ✓ Exit Ticket: Celebration of Learning (one per student)

## Opening

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### A. Song and Movement: “Celebration of Learning” Song (5 minutes)

- Gather students whole group.
- Display the “Celebration of Learning” song and read through the song once together, recalling the movements created in the previous lesson.
- Sing the song with movements as time permits.

### Meeting Students’ Needs

- To provide options for expression, sing the song several times in different voices. Invite students to try singing the song in a whisper voice, in a giant voice, and/or in an opera voice. (MMAE)

## Work Time

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### A. Mini Lesson: Adding Careful and Accurate Color (10 minutes)

- Tell students that this is their final day to complete their beautiful illustrations in their narrative and, today, they get to add color!
- Direct students’ attention to the posted learning targets and read the first one aloud:
 

***“I can illustrate my narrative using careful and accurate colors.”***
- Draw students’ attention to the word *careful*. Tell students you notice the word *care* inside of the word *careful*.
- Call on a few volunteers to describe what it means to show care (to keep something in good condition).
- Using a total participation technique, invite responses from the group:
 

***“What do you think the word careful means?” (done with care and effort)***
- Tell students that their visitors will want to see a lot of effort put into the color in their illustrations.
- Point out the word *accurate* in the learning target and define (being correct).
- Call on a few students to provide the accurate, or correct, color for common objects (e.g., sky, grass, pizza).
- Tell students the visitors will be looking at their illustrations to understand their story, so using the correct colors will be important.
- Display page 1 of the **Narrative Booklet: Teacher Model**.

- Post and walk through the steps you will follow to add careful and accurate colors to the illustrations in the booklet:
  1. Reread the words on the page.
  2. Think about what is important in this part of the story.
  3. Choose an event from the text to draw.
  4. Reread the words on the page for details about the setting, characters, and plot.
  5. Add details into the picture that is already on the page.
  6. Think about the picture on the page and what colors would be accurate.
  7. Use crayons or colored pencils to carefully add color to the illustration.
- Think aloud to model brainstorming accurate colors for the picture:

***“My setting happens on the beach. I think sand is a light brown. This picture also shows me, so I will need to use brown for my hair.”***
- Remind students that, just like their portraits in the Create lab, it may be difficult to find the right color. Challenge students to try using more than one color to make the color they need or to push lighter or harder, using their crayon or colored pencil to make different shades.
- Using **crayons or colored pencils**, add color to the picture on page 1 of the Narrative Booklet: Teacher Model.
- Think aloud as you model adding color carefully:

***“I will go slowly around the edges because I don’t want the color for the sand to cover my shoes.”***
- Using a total participation technique, invite responses from the group:

***“How did I add color to my illustration?” (You looked at the picture to choose accurate colors and then colored carefully.)***
- If productive, cue students with a challenge. Using a total participation technique, ask:

***“Can you figure out how I added color to my illustration? I’ll give you time to think and discuss with a partner.” (You looked at the picture to choose accurate colors; you colored carefully.)***

### Meeting Students' Needs

- When using total participation techniques, minimize discomfort/perceived threats and distractions by alerting individual students that you are going to call on them next. (MME)
- For ELLs: Check for comprehension by asking students to summarize and then to personalize the learning target. Ask:

***“Can you put the learning target in your own words?” (I can use correct colors for my narrative illustrations.)***

***“How do you feel about that target?” (I have some ideas about what I will do and think it will be fun, too).***
- For ELLs: Ask:

***“What is the difference between the words carefully and careful?” (Carefully is an adverb that describes the way someone does something. I will color carefully. Careful is an adjective, or a word that describes a noun. When coloring, I am careful.)***

## Work Time

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### B. Independent Drawing: Adding Careful and Accurate Color (15 minutes)

- Transition students to their workspaces and invite them to open their **Narrative Booklet** to page 1.
- Tell students it is their turn to add color to their pictures!
- Guide students through the steps used above to add careful and accurate colors to their drawing.
- Circulate to support students by helping them recall accurate colors of different objects in their pictures. Encourage students to try their best to color things on their own. Ensure students add color to all of the pictures in the booklet.
- Give students a 2-minute warning to finish up their coloring. Encourage them not to rush to finish.
- Collect the Narrative Booklets to review and return in Lesson 14.

### Meeting Students' Needs

- To emphasize the importance of process and effort, discuss how even when you try your best to color carefully, you can sometimes make a mistake, and that is okay. (MME)

## Work Time

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### C. Engaging the Learner: Making an Exit Ticket for the Celebration of Learning (25 minutes)

- Share with students that they now get to prepare one more thing to share with visitors during their Celebration of Learning!
- Share with students they have been learning all about how to answer selected response questions. Now we get to ask some for our visitors to answer!
- Tell students that the first step will be to come up with a variety of questions to choose from.
- Display:
  - **Paleontologist Questions anchor chart** with a yellow **sticky note** on it.
  - **Fossil Questions anchor chart** with a green sticky note on it.
- Tell students that, in a moment, they each will do the following independently:
  1. Write a question about paleontologists, and then write the correct answer to the question on a yellow sticky note.
  2. Write a question about fossils, and then write the answer to the question on a green sticky note.
  3. After you are done writing your question and answer, wait for the next directive.
- Share with students that they should use something they have learned about paleontologists and fossils to ask their questions.

- Model with one question about a paleontologist:  
*“I want to ask ‘What tool does a paleontologist use?’ because I know that one of my answers could be a pickax.”*
- Invite students to begin writing their questions and answers.
- Circulate to support students by referencing resources around the room (e.g., anchor charts, Fossils Word Wall).
- After 5 minutes, refocus whole group and invite students to transition to the whole group area and silently place their sticky notes on the matching anchor chart.
- Tell students that now that they have everyone’s questions and answers, they are going to think together to see if there are certain questions that repeat or that the group thinks are especially interesting.
  - Read aloud the sticky notes on the Paleontologist Questions anchor chart to find trends or interesting questions.
  - Choose one question to write on the poster in the form of a selected response question with a **marker**.
  - Model choosing to write the answer as a selected response answer choice (a, b, or c).
  - Model thinking aloud about other answer choices and write them on the poster:  
*“It would trick them if I wrote \_\_\_\_ as an answer. I will make an answer that is close to being right.”*
  - Choose a second question from the sticky notes to write on the poster in the form of a selected response question.
  - Call on a volunteer to choose where the answer should be written.
  - Invite students to turn and talk with an elbow partner:  
*“What other answers would you write down for this question?” (Responses will vary.)*
  - Invite a few student pairs to share out.
  - Write two suggestions as the other two answers for the second question on the Paleontologist Questions anchor chart.
  - Repeat this process with the Fossil Questions anchor chart to find trends or interesting questions and move the sticky notes off the poster or to the margins.
- Move students into pre-determined groups and distribute **white boards** and **white board markers**.
- Invite students to choose a fossil question to write as a selected response question on their white board. Remind students to include three answer choices.
- Circulate to support students by rereading through some of the fossil questions from the poster.
- After 5 minutes or when all groups seem ready, invite each group to the front of the room to present their question and answer choices to the class.
- While each group presents, write the questions and answers on the Fossil Questions anchor chart.
- Allow each group to call on a volunteer to try and answer their selected response question.

### Meeting Students' Needs

- To vary the options for expression as students record their questions and answers, offer an option for verbal response. (Example: Invite students to dictate their ideas.) (MMAE)
- For ELLs: Review the Questions Words sheet introduced in Unit 1 as well as an example of a question using each word. Invite students to refer to this sheet as they form their questions.
- For ELLs: Consider breaking the question-writing task into smaller, more manageable tasks. Encourage students to first identify one thing they know about paleontologists. Invite students to turn and share the fact with an elbow partner and then write it on the yellow sticky note. Next, invite students to think of a question that could be answered by that fact and write it down. Repeat this process for fossil questions. Model and think aloud this process as needed. Examples:
  - I know that paleontologists study fossils. -> Question: What do paleontologists study?
  - I know that fossils can be very large or very small. -> Question: What size are fossils?
- For ELLs: Create turn-and-talk groups with varying levels of language proficiency. The students with greater language proficiency can serve as models in the group, initiating discussions and providing implicit sentence frames. If possible, consider grouping students who speak the same home language together to help one another interpret and comprehend the conversation in their home languages.

## Closing and Assessment

### A. Exit Tickets: Creating the Final Product (5 minutes)

- Display an **Exit Ticket: Celebration of Learning**.
- Tell students they will now go back to their tables and make their own exit ticket by choosing a question and answer choices from either the Fossils Questions anchor chart or the Paleontologist Questions anchor chart to write on their Exit Ticket: Celebration of Learning.
- Invite students who complete their exit ticket early to add an additional question to it.
- Transition students to their workspace and distribute exit tickets.
- Invite students to complete their exit tickets.
- Collect the exit tickets and share with students that their visitors will have a great time answering the questions during their Celebration of Learning Day!

### Meeting Students' Needs

- To scaffold comprehension and working memory, provide templates for exit tickets. (Example: Offer a template that includes sentence frames with space for students to identify keywords or phrases.) (MMR, MMAE)
- For ELLs: Review the learning targets from the lesson. Ask students to give specific examples of how they worked toward achieving them in this lesson. Invite students to rephrase the learning targets now that they have experience with adding color to their illustrations and writing questions for visitors.