

Lesson 12: Preparing for the Unit 2 Assessment, Session 2: Drafting Detail Sentences and a Conclusion



- **W.2.2:** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- **W.2.5:** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **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.2.1c:** Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **L.2.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



Daily Learning Targets

- I can write detail sentences about how bees pollinate plants. (W.2.2, W.2.5, L.2.2)
- I can write a conclusion about how bees pollinate plants. (W.2.2, W.2.5, L.2.2)

Ongoing Assessment

- During independent writing in Work Times A and B, continue to use the Informative/Explanatory Writing Checklist to document students' progress toward W.2.2 and L.2.2 (see Assessment Overview and Resources).

Agenda

1. Opening

- A. Engaging the Learner: Collaborating with Writing Partners (5 minutes)

2. Work Time

- A. Independent Writing: Writing Detail Sentences in the Bee Writing Booklet (25 minutes)
- B. Independent Writing: Writing the Conclusion in the Bee Writing Booklet (20 minutes)

3. Closing and Assessment

- A. Shared Writing: Writing Detail Sentences and the Conclusion for Shared Writing: Bees (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students continue to practice writing parts of an informational piece as they make progress toward W.2.2. Using the Research about Bees: Class Notes, students write the next part of their Bee Writing booklet by adding detail sentences about how bees pollinate as well as a conclusion. After independent practice with these parts in Work Times A and B, students then co-create a shared writing piece in the Closing.
- At the end of Work Times A and B, students give kind, specific, and helpful feedback to their classmates based on the writing they have done during this lesson (W.2.5).

How this lesson builds on previous work:

- In Lesson 11, students analyzed the Hummingbird Writing Model. In this lesson, they revisit parts of this model as they write about how bees pollinate plants.
- Students continue to work with their writing partner to orally process before they write in their Bee Writing booklet.

Areas in which students may need additional support:

- Students may need additional support writing the introduction about pollination. Encourage them to use their research notebook from Lessons 5–7 to support their writing.
- In Work Time B, consider providing a personal Interactive High-Frequency Word Wall for students who frequently misspell the same words.

Down the road:

- In Lessons 13–14, students will write an informational paragraph about the pollinator they researched for the Unit 2 Assessment.

In advance:

- Post: Learning targets and applicable anchor charts (see Materials list).

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

- Continue to use the technology tools recommended throughout Modules 1 and 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 2.I.A.1, 2.I.C.10, and 2.II.A.1

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to continue to analyze a detailed model of the writing they are expected to produce during their assessment.
- ELLs may find it challenging to process the language necessary for generating information about bees based on their notes and writing complete sentences based on those notes. Provide additional time think time for students. Model the cognitive process for writing a sentence based on information from a note-catcher.

Levels of support

For lighter support:

- The supports in this lesson are similar to the supports in Lessons 11, since the tasks mirror one another. Based on student performance in Lessons 11, consider releasing students from some of the supports applied in that lesson to foster independence and to assess student progress.

For heavier support:

- During Work Times A and B, consider working closely with a group of students who need heavier support writing their facts and introductions. Complete the writing with them as a shared or interactive experience.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support active information processing skills as students integrate new information with prior knowledge. Provide options for comprehension by linking to and activating relevant prior knowledge.
- **Multiple Means of Action & Expression (MMAE):** Similar to previous lessons in this unit, this lesson offers several opportunities for students to engage in discussion with partners. Continue to support those who may need it with expressive language by providing sentence frames to help them organize their thoughts.
- **Multiple Means of Engagement (MME):** Continue to emphasize sustained effort and process by modeling how to sound out a word with tricky spelling and demonstrate how to utilize environmental print to support spelling accuracy.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

Review

- detail sentences, conclusion, pollinate (L)

Materials

- ✓ Writing Partners anchor chart (begun in Module 1)
- ✓ Hummingbird Writing Model (from Lesson 11, one to display)
- ✓ Research about Bees: Class Notes (completed in Lesson 7; one to display)
- ✓ Bee Writing booklet (from Lesson 11; pages 3–6; one per student and one to display)
- ✓ Bee Writing booklet (from Lesson 11; example, for teacher reference)
- ✓ Informative/Explanatory Writing Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ Shared Writing: Bees (begun in Lesson 11; added to during the Closing; see supporting Materials)
- ✓ Shared Writing: Bees (begun in Lesson 11; example, for teacher reference)

Opening

A. Engaging the Learner: Collaborating with Writing Partners (5 minutes)

- Gather students whole group; invite them to buzz like a bee as they sit next to their writing partner.
- Say:

“Yesterday, I noticed that collaborating with your writing partner helped you get your best work done.”
- Direct students’ attention to the **Writing Partners anchor chart**. Tell students that today, in addition to planning and thinking together, as they did yesterday, you want them to work on something else with their writing partners.
- Focus students on the second row and read both columns aloud:
 - “Listen to and look at my writing partner’s work.”
 - “Focus on my partner while he or she speaks; handle my partner’s work gently.”
- Invite students to whisper a response into their hand:

“What is one thing you will do to ‘listen to and look at your partner’s work?’” (handle my partner’s work gently, look at my partner’s writing)
- Invite a few students to share their responses with the whole group.
- Tell students that you are excited for them to plan and think with their writing partner, and to listen to and look at their partner’s work today.

Meeting Students’ Needs

- For students who may need additional support with comprehension: Invite students to share one way they collaborated during the previous lesson. (MMR, MME)

Work Time

A. Independent Writing: Writing Detail Sentences in the Bee Writing Booklet (25 minutes)

- Continue with instruction whole group.
- Direct students' attention to the posted learning targets and read the first one aloud:
"I can write detail sentences about how bees pollinate plants."
- Direct students' attention to the **Hummingbird Writing Model**.
- Remind students that yesterday, they looked at this model and then worked on their introduction and focus statement about how bees help pollinate plants.
- Read the detail sentences about how hummingbirds pollinate plants in the Hummingbird Writing Model.
- Invite students to whisper a response into their hand and ask:
"What do you notice about the detail sentences?" (It tells why hummingbirds go to plants and how they pollinate.)
- Tell students that they will write three detail sentences about why and how bees pollinate plants in their Bee Writing Booklet.
- Display the **Research about Bees: Class Notes**. Invite students to tell their partner three detail sentences describing why bees go to plants and how they pollinate plants.
- Turn and Talk:
"Why do bees go to plants?" (Responses will vary, but may include: Bees go to plants to eat nectar.)
"How do bees pollinate plants?" (Responses will vary, but may include: Bees eat nectar with their long tongue and pollen sticks to their body. When they fly away, bees take the sticky pollen to a new flower.)
- If productive, cue students to expand the conversation by saying more:
"Can you say more about that?" (Responses will vary.)
- Distribute students' **Bee Writing booklets**.
- Follow the same routine from Work Time B of Lesson 11 to guide students through orally rehearsing and writing their detail sentences 1–3 in their Bee Writing booklets.
 - Display page 3 and invite students to turn to this same page in their booklet.
 - Turn and Talk:
"What will you write for your first detail sentence? Remember, the job of this detail sentence is to tell why bees go to plants."
 - Refocus whole group and invite students to write their first detail sentence on page 3 of their booklet.
 - Repeat this process for students to orally process and write their remaining two detail sentences on pages 4 and 5 of their booklets: how bees' body parts help with pollination and how bees finish pollinating.
- Circulate to support students as they write. Refer to the **Bee Writing booklet (example, for teacher reference)** as necessary. Also, consider using the **Informative/Explanatory Writing Checklist** to gather data on students' progress toward W.2.2 and L.2.2.

- When 5 minutes remain, invite students to bring their booklets to the whole group area and sit next to their writing partner.
- Invite students to read their detail sentences to their writing partner.

Meeting Students' Needs

- For ELLs and students who may need additional support with planning: (Whole Class Practice) Practice writing information about bees as a whole class before students write independently. Think aloud and write the first piece of information as a class. Consider prompting students to write facts one at a time, and circulating to support students as they write each new fact. (MMAE)
- For ELLs and students who may need additional support with organizing ideas for verbal expression: (Think Time) Provide additional think time for students to generate information about bees. (MME)
- For ELLs: (Sentence Frames: Heavier Support) Provide students with sentence frames to support writing pieces of information. (Example: Bees visit flowers because _____. Their bodies move pollen because _____. Bees get nectar with their _____.)

Work Time

B. Independent Writing: Writing the Conclusion in the Bee Writing Booklet (20 minutes)

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

“I can write a conclusion about how bees pollinate plants.”
- Invite students to whisper a response into their hand and ask:

“What part of the Bee Writing booklet will you be working on now?” (conclusion)
- Tell students that to help them write their conclusions, you want to revisit the Hummingbird Writing Model.
- Direct students' attention to the conclusion of the Hummingbird Writing Model and read it aloud:
 - “When the new flower is pollinated, a new seed can grow. Hummingbirds are important pollinators that help new plants grow and survive!”
- Turn and Talk:

“What does the conclusion say?” (It tells why pollination is important and restates that hummingbirds are good pollinators.)

“Where else in the Hummingbird Writing Model does it describe that hummingbirds are good pollinators?” (focus statement)
- Tell students that the conclusion tells why pollination is important and restates the focus statement.
- Follow the same routine from Work Time B of Lesson 11 to guide students through orally rehearsing and writing their conclusion in their Bee Writing booklet. Refer students to the Research about Bees: Class Notes as necessary.

- After about 10 minutes, transition students to bring their booklets and sit next to their writing partner in the whole group area.

Meeting Students' Needs

- For ELLs: Mini Language Dive. "Hummingbirds/are important pollinators/that help plants grow and survive."
 - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - "What?" / Meaning: This chunk says what the hummingbirds are and restates the main idea of the writing. They are important pollinators. (verb phrase)
 - *important*: This is an adjective that describes the noun *pollinator*. (adjective)
 - *pollinators*: The writing is about pollinators. The suffix *-or* tells us that it means something that pollinates flowers. (noun)
 - Practice: Invite students to use another adjective to describe the pollinators: Hummingbirds are ____ pollinators that help plants grow and survive. (effective; excellent)
 - Reconstruct: Reread the sentence. Ask:
 - "Now what do you think the sentence means?"***
 - "How is this sentence an effective conclusion?" (It restates that pollinators help plants grow and survive.)***
 - Practice: ____ are effective pollinators that help plants grow and survive. (insects; bees)
- For students who may need additional support with organizing ideas for written expression: Provide an opportunity for students to verbally share their thinking prior to writing. (MMAE, MME)

Closing and Assessment

A. Shared Writing: Writing Detail Sentences and the Conclusion for Shared Writing: Bees (10 minutes)

- Invite students to give you an air high-five for their hard work today as independent writers.
- Display the **Shared Writing: Bees**. Remind students that yesterday they helped write the introduction and focus statement. Today, they will help write the detail sentences and conclusion.
- Using a total participation technique, invite responses from the group:
 - "What is one detail sentence for why bees are attracted to plants?" (Bees drink nectar from flowers.)***
 - "What is one detail sentence for how a bee's body makes pollination happen?" (Bees have hairy bodies that pollen sticks to.)***
 - "What is one detail sentence for how bees move pollen to new places?" (The sticky pollen stays stuck on the bee when it flies to a new flower.)***

- Follow the same routine from the Closing of Lesson 11 to guide students through completing the Shared Writing: Bees. Refer to the **Shared Writing: Bees (example, for teacher reference)** as necessary.
 - Turn and Talk:
“What did you write for your detail sentences?” (Responses will vary, but may include: Bees go to flowers to collect pollen and nectar.)
 - Invite students to share out. Capture their responses on the Shared Writing: Bees.
 - Read the detail sentences and invite students to give you a thumbs-up if these sentences make sense and do their job.
 - Repeat this process with the conclusion sentence.
 - Thank students for sharing their thinking to help write these sentences.
 - Invite students to return to their booklets and review their detail sentences and conclusion sentence to ensure they do their job.
 - Collect students’ booklets.
- With excitement, share with students that tomorrow they will start a new writing booklet. They will write about the insect pollinator they researched about in their small groups!

Meeting Students’ Needs

- For ELLs: (Thinking Aloud: Purpose) While completing the shared writing, think aloud to emphasize the purpose of each part of the paragraph. (Example: “Hm ... we just wrote our last piece of information, so I am finished, right? Wait, but how does the reader know my paragraph is complete? That’s right, I need a conclusion!”)
- For students who may need additional support with self-regulation: Help students anticipate and prepare for sharing by identifying which partner will share first. For example, provide students with index cards that designate whether they are partner A or B. (MME)