

Lesson 15: Editing and Sharing: My Pollinator Writing Booklets



CCSS

- **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.
- **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.
- **L.2.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



Daily Learning Targets

- I can edit My Pollinator Writing booklet with my writing partner. (W.2.2, W.2.5, L.2.2)
- I can reflect on the skills I used as a researcher as I studied pollinators. (SL.2.1, W.2.8)

Ongoing Assessment

- During Work Time A, 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 Writer: Giving and Receiving Kind Feedback (5 minutes)

2. Work Time

- A. Editing Our Writing: My Pollinator Writing Booklet (20 minutes)
- B. Celebrating Our Learning: Sharing My Pollinator Writing Booklet (20 minutes)

3. Closing and Assessment

- A. Reflecting on Learning (15 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- During Work Time A, students revisit their My Pollinator Writing Booklet to share with a partner; give and receive kind, specific, and helpful feedback; and edit their writing accordingly. Students focus on editing their work for writing conventions such as proper spacing and correct spelling (W.2.5, L.2.2).
- During Work Time B, students act like researchers as they share their learning about their specific pollinators with others. They practice giving kind, helpful, and specific feedback to their classmates (S.L.2.1).

How this lesson builds on previous work:

- Throughout the module, students have reflected on their progress toward being a researcher. In this lesson, they continue to reflect during the Closing and provide specific examples of how they shared their learning through writing.
- Students are familiar with the format and content of the Revising and Editing Checklist; however, it has been updated to reflect learning of Module 3.
- Continue to use Goals 1–4 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- During Work Time A, for students who are feeling overwhelmed by the amount of edits they have to do, consider choosing just one criterion on the Revising and Editing Checklist that they need to use.

Down the road:

- Recall that in Unit 3, students will use their writing from the Unit 2 Assessment as a part of their Oral Presentation Poster for the performance task.

In advance:

- Pre-determine triads comprising one student from each pollinator expert group for Work Time B.
- Preview updates to the Revising and Editing Checklist anchor chart.
- 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 and 2.I.C.10

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to express how collaboration can improve language, and by explicitly pointing out accurate language usage and giving students the opportunity to correct errors they have made.
- ELLs may find it challenging to revise and edit, depending on the volume of errors they have made (see *For heavier support*).

Levels of support

For lighter support:

- During Work Time A, invite students to begin self-monitoring as they revise and edit. They can consult the Revising and Editing checklist anchor chart independently and ask themselves metacognitive questions. (Examples: “When do I often make errors? Have I made a similar error here?”)

For heavier support:

- During Work Time A, consider highlighting necessary revisions and edits in the student booklet, perhaps providing a selected response-style list of corrections the students might make or asking questions that guide students to make the corrections themselves.
- Before Work Time B, consider practicing reading student booklets, guiding students through corrections that impede meaning and gradually releasing the reading to the reader.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** When sharing and celebrating culminating work, it is important to also document and review the group’s learning processes. Continue to 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 pollinators.

- **Multiple Means of Action & Expression (MMAE):** The revision and editing process includes attending to coherence, grammar, and punctuation. Some students may need additional support in self-monitoring each of these areas independently. In preparation for revising and editing, continue to support students' self-monitoring by inviting students to share how they have used a writing checklist in previous lessons to help them in the revision/editing process.
- **Multiple Means of Engagement (MME):** Continue to support sustained engagement and effort for students who benefit from consistent reminders of learning goals and their value or relevance. Recall that students who may struggle with sustained effort and concentration are supported when these reminders are built into the learning environment.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

Review:

- kind, specific, and helpful feedback, revise, edit, reflect, skills, researcher (L)

Materials

- ✓ Writing Partners anchor chart (begun in Module 2)
- ✓ Revising and Editing Checklist anchor chart (begun in Module 2; added to in advance; see supporting Materials)
- ✓ My Pollinator Writing booklet (from Lesson 13; one per student)
- ✓ Interactive High-Frequency Word Wall (begun in Module 1)
- ✓ Editing example (one to display)
- ✓ Editing example (example, for teacher reference)
- ✓ Informative/Explanatory Writing Checklist (see Assessment Overview and Resources)
- ✓ Criteria for My Writing Booklet anchor chart (begun in Lesson 11)
- ✓ What Researchers Do anchor chart (begun in Unit 1)
- ✓ Plants and Pollinators research notebook, Part II (from Lesson 2; page 16; one per student and one to display)
- ✓ Plants and Pollinators research notebook, Part II (example, for teacher reference)

Opening

A. Engaging the Writer: Giving and Receiving Kind Feedback (5 minutes)

- Gather students in the whole group meeting area and invite them to sit next to their writing partner.
- Remind them that for the past couple days, their writing partner has been supporting them as they planned and revised the writing in their My Pollinator Writing booklets.
- Think-Pair-Share:
“What is one kind thing your writing partner did? How did it make your writing better?”
(Responses will vary.)
- Once all partnerships have shared, invite students to give their writing partner a high-five.
- Tell students that today they will be finishing their My Pollinator Writing booklets and sharing them in a small group!

Meeting Students' Needs

- For ELLs and students who may need additional support with expression: (Modeling and Thinking Aloud: Feedback) Consider modeling and thinking aloud the process of giving kind feedback. Example: “You had a funny look on your face when I practiced my conclusion, so I could see you didn’t understand me. I read it again and you asked me if I meant ‘Bees *move* pollen from flower to flower.’ I said, ‘Yes,’ and added *move*. That means you listened carefully, and this helped me make sure my writing made sense.” (MMAE)
- For ELLs and students who may need additional support with auditory processing: (Brainstorming Words and Phrases for Feedback) Invite the class to brainstorm different words and phrases they could use to provide kind, specific, and helpful feedback to their writing partner. Write the words and phrases on chart paper and encourage students to refer to it as they work with their partners. (MMR, MMAE)

Work Time

A. Editing Our Writing: My Pollinator Writing Booklet (20 minutes)

- Direct students’ attention to the posted learning targets and read the first one aloud:
“I can edit My Pollinator Writing booklet with my writing partner.”
- Briefly review the definitions of *revise* (when writers reread their writing to make sure it makes sense and that each part of their writing is doing its own job) and *edit* (when writers do their best to make sure their writing is correct and fix any mistakes they notice) as needed.
- Remind students that they have a tool to help them with revising and editing. Direct students’ attention to the **Revising and Editing Checklist anchor chart**.
- Review the last four sentences on the chart by reading them aloud, starting with “My sentences start with a capital letter” and ending with “I sounded out tricky words and wrote the sounds I heard.” Refer to the **Revising and Editing Checklist anchor chart (example, for teacher reference)** as necessary.

- Tell students that today they will work with their writing partner and focus on making sure they have done the following in their **My Pollinator Writing booklet**:
 - Included spaces between the words
 - Spelled words from the **Interactive High-Frequency Word Wall** correctly
 - Spelled words with sounds they have already learned correctly
- Tell students you will now model reading and reviewing writing with a student volunteer.
 - Select a volunteer to stand with you at the front of the whole group area.
 - Display the **editing example** and model with your partner by doing the following. Refer to **editing example (example, for teacher reference)** as necessary:
- Read the editing example aloud.
- Ask your partner to give feedback on the editing example by using the sentence frames:
 - “You did a good job of ____.”
 - “Would you consider ____?”
- Thank your partner for offering kind, specific, and helpful feedback and ask him or her to return to his or her seat.
 - Think aloud to notice whether or not there are spaces between all the words. (Example: “I notice that I forgot a space between the words *is* and *pollinated*.”)
 - Rewrite the words *is* and *pollinated* with a space between them.
 - Use the Interactive High-Frequency Word Wall to make sure high-frequency words are spelled correctly. Say:
“I notice that the word new is spelled differently in my writing than on the Interactive High-Frequency Word Wall.”
 - Rewrite and spell aloud the word *new* to reflect the correct spelling, referencing the Interactive High-Frequency Word Wall to ensure the correct spelling.
 - Reread the entire sentence and think aloud about how the word *new* is spelled incorrectly. Say:
“I notice that knew and new sound the same but are spelled differently. I know that the k is silent but changes the meaning of the word, so I need to fix that by taking out the silent k in the word knew to make it new.”
 - Rewrite and spell aloud the word *new* to reflect the correct spelling.
 - Reread the sentence with the corrections made.
- Post and review the following directions:
 1. When settled with your writing partner, label yourselves A and B.
 2. Partner A reads his or her booklet aloud.
 3. Partner B reads his or her booklet aloud.
 4. Partner B offers partner A feedback using the Revising and Editing Checklist anchor chart.
 5. Switch roles and repeat this process.
 6. Both partners edit their work using their partner’s feedback and the Revising and Editing Checklist anchor chart.
- Answer clarifying questions.
- Transition students back to their workspaces while singing “It’s Pollination Time.”

- Invite students to begin reviewing and editing their booklet with their writing partners.
- Circulate and support students as they work. Consider using the **Informative/Explanatory Writing Checklist** to gather data on students' progress toward L.2.2.

Meeting Students' Needs

- For ELLs and students who may need additional support with sustained effort: (Transparency) To ensure that the purpose of editing and revising is transparent, cue students to problem solve: "Can you figure out why we revise and edit?" Tell students you will give them time to think and discuss with their partner. (Responses will vary, but may include: to ensure content is accurate; to make writing easier to read.) (MME)

Work Time

B. Celebrating Our Learning: Sharing My Pollinator Writing Booklet (20 minutes)

- Invite students to bring their My Pollinator Writing booklets and gather in the whole group meeting area.
- Move students into pre-determined triads.
- Give students specific, positive feedback on the hard work they have done as writers. Tell them that in the next unit, they will use their My Pollinator Writing booklets to help them create their performance task, which they will share with a larger audience in a few weeks.
- Tell students that today, they get to share their My Pollinator Writing booklets in these small groups. Point out that each member of their group is from a different pollinator expert group so they can hear different information.
- Think-Triad-Share:
"What should we remember to do when we share our My Pollinator Writing booklets?" (Responses will vary, but may include: Read loudly. Pause after each page and show each other the writing.)
- Invite students to practice reading their booklets to themselves two to three times with these things in mind.
- Refocus students whole group.
- Tell students that now they will share in triads. Post and review the following directions:
 1. Label yourselves A, B, and C.
 2. Partner B shares his or her My Pollinator Writing booklet.
 3. Partners A and C give partner B kind, helpful, and specific feedback using the **Criteria for My Writing Booklet anchor chart**.
 4. Switch roles and repeat this process until everyone has shared.
- Invite students to begin sharing. As students share, circulate to listen in for how well students use an appropriate volume when sharing.
- Once all students have shared, refocus whole group.

- Invite a few volunteers to share their responses and ask:

“What kind and specific feedback did you give to your classmates about their My Pollinator Writing booklets?” (Responses will vary, but may include: Anika had an introduction that introduced the reader to butterflies. Andre had evidence about how wasps use their bodies to help pollination happen.)

- Tell students you cannot wait for the next Celebration of Learning in a few weeks, when they will continue sharing their learning with others!

Meeting Students’ Needs

- For ELLs and students who may need additional support with reading: (Peer Support) Invite readers who need heavier support to practice reading their booklets with more fluent readers. The more fluent reader can read the booklet and help with any corrections that impede meaning, gradually releasing the reading to the reader who needs heavier support to share in triads. Alternatively, the more fluent reader can read the booklet for the student who needs heavier support when they share in triads. (MMAE, MME)
- For students who may need additional support with engagement: Before students share their work, create an accepting and supportive classroom environment by encouraging students to respect the students’ work and willingness to take a risk by sharing their work. (MME)

Closing and Assessment

A. Reflecting on Learning (15 minutes)

- Direct students’ attention to the posted learning targets and read the second one aloud:
“I can reflect on the skills I used as a researcher as I studied pollinators.”
- Turn and Talk:
“What is an important word in this target?” (reflect, skills, researcher)
- Direct students’ attention to the **What Researchers Do anchor chart**. Remind them that an important job researchers have is to share their learning with others through writing.
- Tell students that they did a great job sharing what they know about pollinators by writing about that learning and then sharing it in a small group. Now they will take some time to reflect on what they did well as researchers when writing and what they still want to work on and improve.
- Remind students that to *reflect* means to think deeply and thoughtfully about something you have done or learned.
- Direct students’ attention to the Criteria for My Writing Booklet anchor chart. Tell students that they will use this chart to help them reflect on how well they shared their learning by writing about it. Briefly review the anchor chart as needed.

- Display page 16 of the **Plants and Pollinators research notebook, Part II** and read aloud the questions:
 - “What is one skill you did well that helped you share your learning with others?”
 - “What is one skill you want to keep working on?”
- Invite students to look through their My Pollinator Writing booklets and identify one thing they did well as well as one thing they want to continue to work on.
- After 1–2 minutes, invite a few students to share their thinking with the whole group.
- Distribute students’ Plants and Pollinators research notebooks, Part II. Transition students back to their workspaces to complete page 16. Refer to the **Plants and Pollinators research notebook, Part II** (example, for teacher reference) as necessary.
- Refocus students whole group.
- Turn and Talk:
 - “What is one skill you did well that helped you shared your learning with others?” (Responses will vary.)*
 - “What is one skill you want to keep working on?” (Responses will vary.)*
- If productive, cue students to listen carefully and seek to understand:
 - “Who can tell us what your classmate said in your own words?” (Responses will vary.)*
- Give students an air high-five. Tell them they did a wonderful job sharing their learning with others by writing about it. Say:
 - “You will get the chance to share all of your learning with many people at the next Celebration of Learning in a few weeks!”*

Meeting Students’ Needs

- For ELLs: (Sentence Frames: Lighter Support) Invite students to create sentence frames and a word bank brainstorm to support speaking. Invite those who need heavier support to use the frames and word bank.
- For students who may need additional support with monitoring their own learning: Remind students that thinking about how well they did will help them do even better next time. (MME)