

Lesson 3: Speaking, Writing, and Drawing: Adding to Our Oral Presentation Notes and Scientific Drawings and Captions



- **RI.2.1:** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- **RI.2.5:** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- **RI.2.7:** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **W.2.7:** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- **L.2.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.2.1e:** Use adjectives and adverbs, and choose between them depending on what is to be modified.
- **L.2.1f:** Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).



Daily Learning Targets

- I can write notecard #3 for my oral presentation using information from the pollinator texts and My Pollinator Writing booklet. (W.2.7)
- I can create a scientific drawing and write a caption to show my pollinator moving to a new flower to complete the pollination process. (RI.2.5, W.2.7)

Ongoing Assessment

- During Work Time B, circulate as students work on the Scientific Drawings and Captions Template and continue to notice if they use the resources available to inform their illustration and caption writing. (RI.2.1, RI.2.5, RI.2.7, W.2.7)

Agenda

1. Opening

A. Developing Language: Capture the Caption Activity (10 minutes)

2. Work Time

A. Modeling Writing Notes: Oral Presentation Notecard #3 (20 minutes)

B. Scientific Drawings and Captions: Adding Details of the Plant and Pollinator (25 minutes)

3. Closing and Assessment

A. Reflecting on Learning (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- Lesson 3 follows a similar pattern to Lesson 2: Students write a new presentation notecard based on teacher modeling and draft their second scientific drawing and caption to show their insect pollinator collecting pollen.
- This lesson connects to Next Generation Science Standard LS2-2. During Work Time B, students focus on the following science and engineering practice: developing and using models. Help students consider how they will use their scientific drawings and captions as a model when explaining the pollination process to others.

How this lesson builds on previous work:

- In this lesson, students create a scientific drawing on their Scientific Drawings and Captions Template to show their pollinator moving to a new flower to complete the pollination process, with the added skill of adding details to their drawings.
- Continue to use Goals 1–4 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- In Work Time B, some students may require additional assistance to complete their scientific drawings. Consider supporting students in a small, teacher-directed group or partnering students with more confident artists to offer suggestions and assistance.

Down the road:

- In Lesson 4, students will participate in their first Peer Feedback protocol to give and receive empathic feedback on part of their Scientific Drawings and Captions Template.
- In Lessons 6–7, students will continue to build their scientific drawing skills as they complete the Scientific Drawings and Captions Template for their Performance Task Poster.
- In Lessons 4 and 5, students will continue to write their notecards for use in the oral presentation portion of the performance task. They will have multiple opportunities for practice and feedback in Lessons 7–10.

In advance:

- Pre-determine a workspace for scientific drawing in Work Time B: Students will sit with their research group to share copies of the pollinator texts and photographs as they complete drawing #3 and caption #3 on their Scientific Drawings and Captions Template.
- Post: Learning targets, “Capture the Caption!” song, 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.B.5, 2.I.C.10, 2.II.A.1, 2.II.B.4, and 2.II.B.5

Important points in the lesson itself:

- The basic design of this lesson supports ELLs with opportunities to practice using adjectives and adverbs by expanding sentences.
- ELLs may find it challenging to determine where to add adjectives and adverbs to the caption during Opening A. Spend additional time reviewing the placement of adjectives and adverbs (see Meeting Students' Needs column).

Levels of support

For lighter support:

- During Work Time A, invite a student to model writing a notecard for the class.

For heavier support:

- During Work Time A, provide students with notecards pre-written with sentence frames.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support students as they incorporate new learning from this lesson into existing knowledge. Providing explicit cues or prompts to support students in making connections to prior learning in this unit.
- **Multiple Means of Action & Expression (MMAE):** Continue to support students in setting appropriate goals for their effort and the level of difficulty expected during this lesson. Recall that appropriate goal-setting supports development of executive skills and strategies.
- **Multiple Means of Engagement (MME):** Continue to provide targeted feedback that encourages sustained effort during each activity and encourages the use of specific supports and strategies, such as the Word Wall and peer support.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

Review:

- adjectives, adverbs, specific, model (L)

Materials

- ✓ “Capture the Caption!” song (from Lesson 2; to display)
- ✓ Upgrading Sentences anchor chart (new; teacher-created)
- ✓ Upgrading Sentences anchor chart (example, for teacher reference)
- ✓ Bee photographs #1–2 (from Unit 2, Lesson 5; one to display)
- ✓ Caption for bee photograph #1 (from Lesson 2; one to display)
- ✓ Oral Presentation Notecards: Bee Model (from Lesson 2; one set to display)
- ✓ Oral presentation notecards (from Lesson 2; one set per student)
- ✓ Pollinator texts (from Lesson 1; one per student)
 - “Merci Beaucoup, Bees!” (from Lesson 1; one per student in this group)
 - “Forever Grateful, Flies and Wasps!” (from Lesson 2; one per student in this group)
 - “Thanks a Bunch, Beetles!” (from Lesson 1; one per student in this group)
 - “¡Muchas Gracias, Butterflies and Moths!” (from Lesson 1; one per student in this group)
- ✓ My Pollinator Writing booklet (completed in Unit 2, Lesson 13; one per student)
- ✓ Sandwich bag (from Lesson 3; one per student)
- ✓ What Researchers Do anchor chart (begun in Unit 1, Lesson 2)
- ✓ Scientific Drawings and Captions Template: Bee Model (from Lesson 1; one to display)
- ✓ Scientific Drawings anchor chart (begun in Unit 2, Lesson 5)
- ✓ Scientific Drawings and Captions Template (from Lesson 1; one per student)
- ✓ Pollinator photographs (from Lesson 1; one per student)
 - Butterflies and moths photographs #1–2 (from Lesson 1; one per student in the Butterflies and Moths group)
 - Wasps and flies photographs #1–2 (from Lesson 1; one per student in the Wasps and Flies group)
 - Beetles photographs #1–2 (from Lesson 1; one per student in the Beetles group)

Opening

A. Developing Language: Capture the Caption Activity (10 minutes)

- Gather students whole group.
- Display “**Capture the Caption!**” song and invite students to sing chorally.
- Remind students that yesterday they worked to find the best caption to match, and produced their own captions for, a pollinator photograph.
- Tell students that they will again work to “capture the caption” for some pollinator photographs, but that like many games they play, they will have the opportunity to “upgrade” or improve the sentences they create.
- Using a total participation technique, invite responses from the group:

*“What are examples of games you play that allow you to upgrade or achieve new levels?”
(Responses will vary.)*

- Display the **Upgrading Sentences anchor chart** and share that in this game students will work to upgrade the sentences they write as captions to the “next level.”
- Referring to the Upgrading Sentences anchor chart, review the examples of basic and fancy sentences. Confirm that yesterday, students worked to match captions to photographs and to produce their own captions. Share that today, students will work to upgrade simple sentences by adding adjectives and adverbs to their sentences. Refer to the **Upgrading Sentences anchor chart (example, for teacher reference)** as necessary.
- Display bee **photograph #1** and **caption for photograph #1** and review the terms *adjective* and *adverb*. Model adding an adjective and adverb to make the caption more descriptive: “The hungry bee accidentally pollinates the yellow flower.”
- Display **bee photograph #2**.
- Turn and Talk:
“Produce a caption for bee photograph #2 that includes adjectives and/or adverbs.” (Responses will vary, but may include: The hairy bee landed gently on the red flower.)
- As a scaffold, consider generating a word bank as a group to support students in upgrading their caption.
- Refocus whole group and select volunteers to share out, emphasizing the words that have been added to make the sentence more descriptive.
- Give students specific, positive feedback on their effort to create Level 2 sentences!

Meeting Students' Needs

- For ELLs and students who may need additional support with activating prior knowledge: (Recalling Prior Work: Adjectives and Adverbs) Display and review the song “It’s Pollination Time!” and briefly review the meaning and usage of adjectives and adverbs. (MMR)
- For ELLs and students who may need additional support with language: (Chunking) Model chunking each caption, phrase by phrase, just as during a Language Dive. Ask students how they might upgrade each chunk with an adjective or an adverb. (Example: The bee/pollinates/the flower.) (MMR)

Work Time

A. Modeling Writing Notes: Oral Presentation Notecard #3 (20 minutes)

- Refocus whole group.
- Remind students that yesterday they wrote notecards #1–2 to help them share what they have learned about the secret of pollination with their families and members of the school community at the upcoming Celebration of Learning.
- Continue to remind students of the difference in taking notes from the text and writing notes for presentations as necessary.
- Follow the same routine from Work Time A of Lesson 2 to guide students through understanding the content and purpose of the new notecard and what makes it high-quality work, as well as creating their own new notecard:
 - Display the **Oral Presentation Notecards: Bee Model** and orient students to the content and purpose of notecard #3 (to describe the pollination process).
 - Read the displayed notecard aloud, and review the meaning of the notes. Say:

“Notecard #3 says, ‘Describe the pollination process. Describe why the pollinator goes to the plant: attracted to pollen, nectar, and white petals; describe how the pollinator’s body collects pollen at the flower: fuzzy body with pollen on it; describe how the pollinator moves pollen to the new flower: flies to the new flower and pollen sticks to body.’”
- Using a total participation technique, invite responses from the group:

“What do these notes mean?” (They tell about the pollination process, why the pollinator goes to the plant, how it collects pollen, and where it goes.)

“What makes this high-quality work?” (It has all of the information needed to present notes that are easy to read.)

 - 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.”
- Distribute oral presentation notecards and invite students to write their notes for notecards #3. Remind them to refer to their pollinator texts from Lesson 1 and their My Pollinator Writing booklet from Unit 2 as needed.
- Circulate to support students as they write their notes, reminding them to write in words and phrases to help them remember the important information they would like to say. Observe for specific, positive feedback to offer about their work and effort as they write notes.
- When 1 minute remains, provide brief directions for cleanup. Invite students to move like their favorite pollinator to the whole group area, where you will collect their oral presentation notecards in their previously labeled **sandwich bag**.

Meeting Students' Needs

- For ELLs: (Generating Options: Notes) Invite students to generate different ways to describe the process of pollination. Record and display possible notes they could write.
- For ELLs and students who may need additional support with strategy development: (Modeling and Thinking Aloud: Using Resources) Model and think aloud the process of getting information from their pollinator texts and their My Pollinator Writing booklets from Unit 2 to support writing notes. (MMAE)

Work Time

B. Scientific Drawings and Captions: Adding Details of the Plant and Pollinator (25 minutes)

- Refocus whole group.
- Offer specific, positive feedback for the students' work and effort in writing notecard #3.
- Direct students' attention to the **What Researchers Do anchor chart** and review the idea that scientists use models to explain an idea as needed.
- Remind students that they are working on a model to explain the pollination process to others at the Celebration of Learning.
- Direct students' attention to the posted learning targets and read the second one aloud:
"I can create a scientific drawing and write a caption to show my pollinator moving to a new flower to complete the pollination process."
- Display the **Scientific Drawings and Captions Template: Bee Model** and remind students that this is the model they will create.
- Share that today, students will create a scientific drawing and write a caption for the third column, which will show their pollinator moving to a new flower of the same type to complete the pollination process.
- Using a total participation technique, invite responses from the group:
"What do you notice about drawing #3?" (The bee is flying to a different apple flower.)
- Follow the routine from Work Time B of Lesson 1 to guide students through completing their final scientific drawing.
 - Review the **Scientific Drawings anchor chart**.
 - Point out the arrangement and visible details of the bee and flower in the illustrations. Confirm why these are important and why they contribute to high-quality work.
 - Distribute the **Scientific Drawings and Captions Template** and invite students to orally process how they will create their drawing with a partner.
 - Prompt students to gather the following Materials and transition to their pre-determined workspaces with their scientific drawing partner from previous drawing sessions:
- Pollinator texts
- My Pollinator Writing booklet

■ Pollinator photographs

- Invite students to begin creating scientific drawing #3.
- After 10–12 minutes, refocus students on the Scientific Drawings and Captions Template: Bee Model and read aloud caption #3.
- Invite students to orally process their caption with their partner.
- Invite students to write their caption.
- After 4–5 minutes, invite students to clean up and move like their favorite pollinator to return to the whole group meeting area.

Meeting Students' Needs

- For ELLs and students who may need additional support with activating prior knowledge: (Recalling Prior Work) Remind students that, in yesterday's model, they drew their pollinators feeding on a flower. Invite them to predict where they might draw their pollinators today. (MMR)
- For ELLs: (Sentence Frames: Heavier Support) Provide sentence frames to support writing.

Closing and Assessment

A. Reflecting on Learning (5 minutes)

- Refocus whole group.
- Offer students specific, positive feedback on their work and attention to detail in their scientific drawings.
- Direct students' attention to the posted learning targets and reread the second one aloud:
"I can create a scientific drawing and write a caption to show my pollinator moving to a new flower to complete the pollination process."
- Invite students to share their scientific drawing and caption #3 with an elbow partner.
- Think-Pair-Share:
"How does this work show your progress toward this learning target?" (Responses will vary.)
- Preview tomorrow's work: continued note-writing and participating in a feedback protocol to revise a scientific drawing!

Meeting Students' Needs

- For students who may need additional support in organizing ideas for verbal expression: Consider providing index cards of previously taught sentence frames as support for communication. (MMR, MMAE, MME)