

## Lesson 1: Engaging the Learner: Taking Action to Help Butterflies



### CCS Standards

- **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.
- **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.



### Daily Learning Targets

- I can describe actions people can take to help butterflies, based on information from *A Place for Butterflies*. (SL.2.1, SL.2.1a, SL.2.1c, RI.2.1)
- I can describe the parts of our wildflower seed packet. (SL.2.1, SL.2.1a, SL.2.1c)

### Ongoing Assessment

- During Work Time B, circulate to ensure students have a basic understanding of each part of the Wildflower Seed Packet: Bee Model.

### Agenda

#### 1. Opening

A. Launching the Unit: Amanda's Letter (10 minutes)

#### 2. Work Time

A. Reading Aloud: Actions That Help Butterflies (20 minutes)

B. Poster Walk Protocol: Analyzing Model Seed Packets (20 minutes)

#### 3. Closing and Assessment

A. Habits of Character: Contributing to the Community (10 minutes)

## Teaching Notes

### Purpose of lesson and alignment to standards:

- In this first lesson of Unit 3, students transition from reading and writing opinions about the dangers pollinators face to taking action to help a specific pollinator: butterflies. Using research from Unit 2, students are introduced to the performance task, a wildflower seed packet with original artwork to be distributed during the Celebration of Learning at the end of the unit.

- In the Opening, students are introduced to the challenge to help butterflies through Amanda's letter, a letter from a real teacher whose family traveled to view the monarch butterflies in Mexico. A link is included to view a video highlighting the family's experience: <https://www.youtube.com/watch?v=RZTdPUXVyx4> (see Technology and Multimedia).
- In the Opening, students also participate in a Mini Language Dive that guides them through the meaning of the first unit guiding question, "How can I take action to help butterflies?" Note that although Mini Language Dives typically appear in the Meeting Students' Needs sections, this one is included in the lesson for all students because they may benefit from deeper investigation of how an unfamiliar phrasal verb (*take action*) is used in the syntax of a sentence. Refer to the Module 1 Appendix for additional information regarding a consistent Language Dive routine.
- In Work Time A, students briefly revisit a familiar text, *A Place for Butterflies*, to gather new research about different ways people can help butterflies and to establish how making wildflower seed packets will make a positive impact on the species. (RI.2.1)
- In Work Time B, students are invited to view and analyze a model of the wildflower seed packet, which serves as the performance task for this module. Analyzing this model prepares students to understand each component of the seed packet and its purpose.

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

- In Module 3, students explored informational texts to learn about how pollinators help people get the fruits, flowers, and vegetables they enjoy. In Module 4, Unit 1, students explored folktales and fables with pollinators as fictional characters. In Unit 2, students returned to informational texts to extend their knowledge of pollinators by learning about the dangers that they face and why people should protect them. Now, students are invited to take action to help the pollinators they researched.
- Continue to use Goal 1–4 Conversation Cues to promote productive and equitable conversation.

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

- The purpose of this lesson is to establish ways in which students can take action to help pollinators, and, specifically, to explore the concrete reasons that making and distributing wildflower seed packets will help butterflies. Some students may need additional support to understand the connection between making seed packets and helping butterflies, because it may seem abstract. Routinely check for comprehension about how students' actions will help pollinators. Reinforce the idea accordingly, and refer to Amanda's letter and the text *A Place for Butterflies* as concrete anchors grounding the concept that butterfly gardens will help butterflies.

#### **Down the road:**

- Work Time B introduces students to the performance task: creating a wildflower seed packet. In Lessons 2–7, students will create the content for their wildflower seed packets, including their drawings, instructions, and written piece. In Lessons 8–10, students will assemble their wildflower seed packets.
- In Lesson 8, students will begin preparing for their Celebration of Learning by reflecting on their work throughout Module 4. In Lesson 11, students will rehearse for their oral presentations. These rehearsals serve as their Unit 3 Assessment. The unit culminates in

Lessons 12 and 13 with the Celebration of Learning, during which community members will be invited to watch students present their wildflower seed packets and reflect on their work throughout the module. Consider reaching out to parents and community members in advance to confirm their participation in the celebration. Refer to the Unit Overview for additional ways to involve the community.

- In Lesson 12, an optional Lesson 13 “flex day” is included to give students the opportunity to share their work with an additional audience of community members, such as gardeners, groundskeepers, farmers, and entomologists. If you choose to include Lesson 13, invite the additional audience members in advance. Refer to the Unit 3 Overview for additional information. In the Opening, students are introduced to Amanda’s letter as a model for the use of commas and capitalization and the use of formal English (L2.2a, L2.2b, L2.3a). In Lessons 8–9, students will use Amanda’s letter as a model to write a welcome letter for their Celebration of Learning.

### In advance:

- Purchase five different seed packets at a hardware store or order them online.
- Prepare five seed pack posters for the Poster Walk in Work Time B: Empty each seed packet and carefully separate the front side from the back side. Affix both sides of one seed packet on each of the five posters.
- Assemble the Wildflower Seed Packet: Bee Model using the following resources. Refer to the Performance Task Overview for detailed assembly instructions:
  - Wildflower Seed Packet Template
  - Wildflower Seed Packet Bee Drawing: Bee Model
  - Wildflower Seed Packet Writing Piece: Bee Model
  - Wildflower Seed Packet Planting Instructions: Bee Model
- Strategically group students for the Poster Walk protocol in Work Time B by creating groups of five or six students with a diverse range of reading and oral processing skills.
- Post: Learning targets and all applicable anchor charts (see materials list).

### Technology & Multimedia

#### Consider using an interactive white board 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.
- Opening: Consider showing students the video link from Amanda’s letter to learn more about her family’s trip to see the monarchs:  
<https://www.youtube.com/watch?v=RZTdPUXVyx4>.
- Work Time B: Use a document camera and projector to display the Wildflower Seed Packet: Bee Model.

## Supporting English Language Learners

Supports guided in part by CA ELD Standard 2.I.A.1

### Important points in the lesson itself

- The basic design of this lesson supports ELLs with the opportunity to analyze a model of the performance task before they begin creating their own.
- ELLs may find it challenging to comprehend the concept of taking action to help butterflies, and to further connect that intention to making seed packets, because it may seem abstract. Rephrase the meaning of taking action and use familiar examples. (Example: “When you need help with your homework, how do you take action to help yourself? How do your friends and teachers take action to help you?”)

### Levels of support

*For lighter support*

- During Work Time B, assign students group roles to ensure equal participation (e.g., writer, discussion leader, observer).

*For heavier support*

- During Work Time A, consider adding visuals such as photographs or sketches to the How People Can Help Butterflies anchor chart. Invite students to act out ways they can help butterflies. Play a game in which students mime an action and other students guess if it is something helpful or harmful to butterflies.
- In preparation for Work Time B, prepare some pre-written sticky notes to distribute to students who have trouble with writing. Students can apply notices and wonders to the appropriate posters. (Example: “I notice a picture of a sunflower.”)

## Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, support comprehension by activating prior knowledge. Consider a brief review of Unit 2 to highlight relevance and scaffold connections for students. Additionally, provide questions visually as well as verbally. For example, display questions on a chart or the board during discussions.
- **Multiple Means of Action and Expression (MMAE):** Continue to support students in setting appropriate goals for their level and the level of difficulty expected.
- **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.

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

### New:

- take action (L)

### Review:

- community, contribute (L)

### Materials

- ✓ Amanda's letter (new; teacher-created; one to display)
- ✓ Unit 3 Guiding Questions anchor chart (new; teacher-created; see supporting materials)
- ✓ Unit 3 Guiding Questions anchor chart (example, for teacher reference)
- ✓ Dangers That Butterflies Face and Reasons Butterflies Are Important: Class Notes (from Unit 2, Lesson 6; one to display)
- ✓ How People Can Help Butterflies anchor chart (new; co-created with students during Work Time A; see supporting materials)
- ✓ How People Can Help Butterflies anchor chart (example, for teacher reference)
- ✓ *A Place for Butterflies* (from Unit 2, Lesson 5; one to display; for teacher read-aloud)
- ✓ Poster Walk posters (to display)
- ✓ Seed packets (one per poster)
- ✓ Directions for Poster Walk (one to display)
- ✓ Sticky notes (two or three per student)
- ✓ Wildflower Seed Packet: Bee Model (one to display; see Performance Task Overview)
  - Wildflower Seed Packet Template
  - Wildflower Seed Packet Bee Drawing: Bee Model
  - Wildflower Seed Packet Writing Piece: Bee Model
  - Wildflower Seed Packet Planting Instructions: Bee Model
- ✓ Working to Contribute to a Better World anchor chart (begun in Unit 2, Lesson 2; added to during the Closing; see supporting materials)
- ✓ Working to Contribute to a Better World anchor chart (begun in Unit 2, Lesson 2; example, for teacher reference)
- ✓ Pinky Partners Protocol anchor chart (begun in Module 2)

### Opening

#### A. Launching the Unit: Amanda's Letter (10 minutes)

- Remind students that they have been learning all about the dangers that pollinators face and that they have shared their opinions about why it is so important to help pollinators.
- With excitement, tell students that someone very special has heard about all the work they have done with pollinators, and she has written a letter to the class.
- Display and read aloud **Amanda's letter**.
- Using a total participation technique, invite responses from the group:
 

***"What did the writer of this letter, Amanda, invite us to do?" (get the word out about, or make sure lots of people know about, planting wildflower seeds to help butterflies)***
- Share that one way we can help support these pollinators is to make wildflower seed packets, and to give these packets to people so they can plant more wildflower seeds.

- Tell students that in this lesson they will learn more about these wildflower seed packets so they can help Amanda get the word out and support butterflies.
- Direct students' attention to the **Unit 3 Guiding Questions anchor chart** and read the first question aloud. Refer to **Unit 3 Guiding Questions anchor chart (example, for teacher reference)** as necessary:
  - “How can I take action to help butterflies?”
- Tell students they will now do a Mini Language Dive to look at this guiding question more closely.
- Mini Language Dive. “How / can I / **take action to help butterflies?**”
  - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
    - “What do we want to know how to do?” Take action to help butterflies.
    - *take action*: “What does it mean?” Do something to make a positive change.
    - “Why?” To help butterflies because they are in danger; we learned about how butterflies have trouble finding food to eat because of some of the things humans do.
  - Practice: “How can I take action to \_\_\_\_?” (help bees; help my friends; help the environment)
  - Reconstruct: Reread the sentence. Ask:
 

***“Now what do you think the sentence means?” (Responses will vary.)***

***“How does this Language Dive add to your understanding of Amanda’s challenge?” (Responses will vary, but may include: It helps me understand that Amanda wants us to do something to make a positive change for butterflies.)***
  - Practice: Ask:
 

***“How could we change this sentence so it is an answer to this question?” (I take action to help butterflies by making seed packets.)***
- Give students specific, positive feedback on thinking through the challenge that is ahead of them in Unit 3.

### Meeting Students’ Needs

- For ELLs and students who may need additional support with vocabulary: (Clarifying Unfamiliar Words and Phrases) After reading Amanda’s letter, invite students to identify words and phrases that they know and words and phrases that are unfamiliar. Clarify as necessary. (Example: *get the word out* [to tell lots of people something].) (MMR)
- For students who may need additional support with auditory processing: Offer an individual copy of Amanda’s letter and invite students to follow along as it is read aloud. (MMR)



## Work Time

### A. Reading Aloud: Actions That Help Butterflies (20 minutes)

- Share with students before they help Amanda get the word out about wildflowers, it is important to do some research to make sure that wildflowers and seed packets will help butterflies.
- Focus students on the posted learning targets and read the first one aloud:  
*“I can describe actions people can take to help butterflies, based on information from A Place for Butterflies.”*
- Using a total participation technique, invite responses from the group:  
*“Where will I find details about how to help butterflies? How do you know?” (The text, A Place for Butterflies; the learning target says “based on information from A Place for Butterflies.”)*  
*“Why do I need to find the information from a text?” (so we know it is true and that it is not made up)*
- Display the **Dangers That Butterflies Face and Reasons Butterflies Are Important: Class Notes** and briefly review them.
- Direct students’ attention to the **How People Can Help Butterflies anchor chart**.
- Tell students you will now read aloud key pages from *A Place for Butterflies* so they can research different ways to help butterflies.
- Remind students that they are reading to make sure that planting wildflowers will help butterflies.
- Display *A Place for Butterflies*.
- Remind students that when they are looking for specific information, it is not necessary to reread the whole book. We can read only key parts that have the information we are looking for.
- While still displaying the text, read aloud pages 27–28, including the text boxes.
- Think aloud by saying:  
*“Hmm, I heard a lot of ways that people can help butterflies, but I noticed that on page 28, the author has made her own list so that we can quickly find different ways we can help butterflies.”*
- Point the text box on page 28. Say:  
*“The first thing I see on this list is ‘Do not catch and keep butterflies,’ so I am going to write this down on our anchor chart.”*
  - Write on the anchor chart: “Do not catch and keep them.”
- Turn and Talk:  
*“According to the author, what else can we do to help butterflies?” (Responses will vary, but may include: write about butterflies; don’t spray chemicals)*
- Invite students to share out. As they do, clarify and capture their responses on the **How People Can Help Butterflies anchor chart**. Refer to **How People Can Help Butterflies anchor chart (example, for teacher reference)** as necessary.

- Once the anchor chart is complete, ask:

*“Who can remember why we did this research reading?” (to see if planting wildflowers and making seed packets help butterflies survive)*

*“Based on the research we did and on our chart, do you think Amanda was right, and that making wildflower seed packets will help butterflies? What makes you think so?” (Yes, because the text said that making butterfly gardens helps and that it gives them everything they need to survive.)*

- Give students specific, positive feedback on determining the ways that people can help butterflies. Share that they are ready to examine different seed packets so they can help Amanda support butterflies.

### Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Extended Discussion) Students may benefit from an extended discussion about the meanings and implications of each item on the How People Can Help Butterflies anchor chart. Turn to the relevant pages in the text that discuss each item and ask students additional comprehension questions. (Example: “Why do people spray chemicals that harm butterflies? Let’s turn to pages 17–18 to see if that reminds us. So what would happen if people stopped spraying these chemicals?”) (MMR)
- Before reading, provide white boards and white board markers as an option for students to record their ideas to scaffold active listening and support working memory. (MMR, MMAE)

## Work Time

### B. Poster Walk Protocol: Analyzing Model Seed Packets (20 minutes)

- Share with students that they will now take a closer look at seed packets so they can help Amanda get the word out about wildflowers.
- Focus students on the **Poster Walk posters** around the room. Point out the **seed packet** on each poster, with the front and back separated and affixed side by side on each poster, and a space to think about what students notice and wonder about the seed packet on display.
- Display the **Directions for Poster Walk** and read them aloud.
- Share that today, they will be in small groups and rotate through the Poster Walk posters to discuss the following question:
  - “What do you notice and wonder about this seed packet?”
- After they have visited each poster with their group, students will receive notices and wonders about a few different seed packets on sticky notes.
- Model this as necessary by saying:
 

*“I notice that the seed packet has a front and a back.” Write this idea on a sticky note, and place it in the appropriate column under Seed Packet #1.*
- Move students into pre-determined groups and invite each group to stand at one of the Poster Walk posters around the room.



- Invite students to begin the Poster Walk protocol. After each group has visited every poster, invite students back to their workspaces.
- Distribute **sticky notes**, and invite students to generate notices and wonders about specific pictures.
- After 2–3 minutes, invite students to place the sticky notes under the appropriate seed packets.
- Gather students back in the whole group meeting area.
- As time permits, read aloud a few of the notices and wonders.
- Invite any students to share the names of anything they observed on the seed packets in their home languages.
- Tell students they will now look at an example of the kind of seed packet that they will each create for Amanda.
- Direct students' attention to the posted learning targets and read the second one aloud:  
***"I can describe the parts of our wildflower seed packet."***
- Ask:  
***"Why do you think it is helpful to describe different parts of a wildflower seed packet?"***  
***(Because we are going to make one, we should know what it looks like.)***
- Invite students to make a drumroll and reveal the **Wildflower Seed Packet: Bee Model**, which contains:
  - **Wildflower Seed Packet Template**
  - **Wildflower Seed Packet Bee Drawing: Bee Model**
  - **Wildflower Seed Packet Writing Piece: Bee Model**
  - **Wildflower Seed Packet Planting Instructions: Bee Model**
- Tell students that this is the seed packet you made and that theirs will look very similar.
- Focus students on the title of the packet on the front and read it aloud.
- Turn and Talk:  
***"What does this text tell us?" (Responses will vary, but may include: the title of the packet; what we will find inside.)***
- Focus students on the Wildflower Seed Packet Bee Drawing: Bee Model on the front of the seed packet.
- Turn and Talk:  
***"What do you notice about this drawing?" (Responses will vary.)***  
***"Why do you think I included this drawing?" (Responses will vary, but may include: so we know what the pollinator looks like.)***
- Focus students on the Wildflower Seed Packet Writing Piece: Bee Model on the back and read it aloud.
- Turn and Talk:  
***"What does this part tell us?" (reasons to help bees)***  
***"Why do you think I included these reasons?" (Responses will vary, but may include: so people understand why planting the wildflowers is so important.)***
- Focus students on the Wildflower Seed Packet Planting Instructions: Bee Model on the back and read them aloud.

- Turn and Talk:

*“What does this part tell us?” (how to plant the wildflowers)*

*“Why do you think I included these instructions?” (so we know how to plant them when we take them home)*

- Tell students they will join another partnership to form a group of four. Each group member will choose a different part of the seed packet to describe to their group.
- After providing think time, invite students to describe their chosen part of the seed packet to their group and why it is important. If necessary, use the sentence frame:
  - “This part of the seed packet has \_\_\_\_\_. It is important because \_\_\_\_\_.” (a picture of a bee; it shows the pollinator the wildflowers will help)
- As time permits, invite a few students to share their responses with the class.
- Tell students to give themselves a hug as if they are in a butterfly cocoon because they are ready to take on Amanda’s challenge.

### Meeting Students’ Needs

- For ELLs and students who may need additional support with strategy development: (Modeling and Thinking Aloud: Poster Walk Protocol) Model and think aloud the process of completing the Poster Walk protocol. Explicitly refer to the posted Directions for Poster Walk to model following the instructions. (MMAE)
- For students who may need additional support with fine motor skills: Offer partial or full dictation for notices and wonders. (MMAE)

## Closing and Assessment

### A. Habits of Character: Contributing to the Community (10 minutes)

- Direct students’ attention to the **Working to Contribute to a Better World anchor chart**.
- Remind students that in the previous unit they talked about ways to use their strengths to help others grow.
- Review the definition of *contribute* (doing something to help).
- Tell students they will now think about ways to contribute to the class and to the community.
- Review the definition of *community* (a group of people who share interests or living space).
- Add the new habit of character and what it means to the Working to Contribute to a Better World anchor chart. Refer to **Working to Contribute to a Better World anchor chart (example, for teacher reference)** as necessary.
- Remind students that Amanda’s challenge is for students to make seed packets to plant wildflowers for butterfly gardens.
- Using a total response technique, invite responses from the group:

*“How will making seed packets help, or contribute to, the community?” (Responses will vary, but may include: It will bring more butterflies to the community, and that will help pollinate plants.)*

*Conversation Cue: “Who can add on to what your classmate said? I’ll give you time to think.” (Responses will vary.)*

## Providing for Pollinators

- Tell students they will now use the Pinky Partners protocol to share with a classmate how they plan to use their strengths to make seed packets in Unit 3. Remind students that they used this protocol in Module 2 and review as necessary using the **Pinky Partners Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Guide students through the protocol.
- Give students specific, positive feedback for taking action to help Amanda support pollinators. Tell them that in tomorrow's lesson they will begin to create the back of their seed packets.

### Meeting Students' Needs

- For ELLs: (Examples and Non-Examples) To illustrate *community*, provide some examples and non-examples of communities. Invite students to brainstorm additional examples. (Examples: classroom, neighborhood, chess club; non-examples: the nurse's office, one person.)
- For students who may need additional support with organizing ideas for verbal expression: Before the protocol, invite students to record how they will use their strengths to make seed packets, and then use this note as a reference when they share. (MMAE, MME)