

Lesson 3: Reflection, Critique, and Revision: Butterfly Drawings



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.2.1b:** Build on others' talk in conversations by linking their comments to the remarks of others.
- **SL.2.3:** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue
- **SL.2.6:** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **L.2.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.2.1c:** Use reflexive pronouns (e.g., *myself, ourselves*).
- **L.2.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.2.2b:** Use commas in greetings and closings of letters.



Daily Learning Targets

- I can write and share a reflection on my learning with others. (W.2.8, SL.2.1, SL.2.6, L.2.1c)
- I can share kind, helpful, and specific feedback to help my classmate improve his or her work. (SL.2.1a, SL.2.1b, SL.2.6)

Ongoing Assessment

- During Work Time A, observe students' ability to connect sources of pride in their work with concrete evidence in their butterfly drawings.

Agenda

1. Opening

- A. Commas in Greetings and Closings: Amanda's Letter (5 minutes)

2. Work Time

- A. Introducing Reflection on Unit 3 Work and Learning (25 minutes)
- B. Peer Critique and Revision: Scientific Drawings of Butterflies (25 minutes)

3. Closing and Assessment

- A. Reflecting on Learning (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson establishes a routine for reflecting and sharing in preparation for the Unit 3 Assessment and Celebration of Learning. Beginning in Work Time A and continuing through Lesson 5, students will reflect on work completed during this unit. This reflection is a scaffold to support student reflection on work from all units in Module 4, beginning in Lesson 6, which will be shared during the Celebration of Learning. During the Celebration of Learning, students will share their reflections on work and learning from each unit of this module.
- Students use models of high-quality student artwork, created through multiple drafts and revisions, to produce their own high-quality drawing of a butterfly. Through the use of specific criteria, peer feedback, reflection, and revision, students work to achieve a level of quality in their drawing that they may not have otherwise known was possible. Working to produce high-quality art is a means to excellence and equity through high expectations for all students.
- During Work Time B, students revise their butterfly drawings for accurate shape after giving and receiving peer feedback. Their work will be included on the performance task: Wildflower Seed Packets.

How this lesson builds on previous work:

- In Work Time B, students continue to apply the scientific drawing skills and the empathic feedback skills practiced during Module 3 as they provide peer feedback on their butterfly drawings.
- Continue to use Goal 1–4 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- For students who may need additional practice with providing empathic feedback, consider modeling a round of feedback before inviting students to begin the Peer Critique protocol. Alternatively, consider working with a small group for a teacher-guided feedback session.

Down the road:

- The reflective writing routine established in this lesson and continued throughout Unit 3 prepares students for the introduction of W.10 in Grade 3, when students work to write routinely over extended time frames for a variety of tasks, purposes, and audiences.
- Collect revised student drawings after Work Time B and consider making two to three photocopies of each student's work. Students will add accurate wing patterns to their butterfly outlines during the next lesson, and having photocopies to work from will allow students to efficiently make multiple drafts of patterns. Realistic colors will be added during Lesson 5, and final copies will be displayed on wildflower seed packets, assembled during Lesson 8.

In advance:

- Pre-distribute materials for Work Time B at student workspaces.
- 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.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 2.I.A.1, 2.I.B.8, and 2.I.C.10

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to use supportive prompts and sentence frames to develop language for sharing reflections and providing feedback.
- ELLs may find it challenging to articulate the metacognitive ideas required for reflecting on their own work. Provide additional examples, sentence frames, and practice for expressing these concepts (see Meeting Students' Needs).

Levels of support

For lighter support

- During Work Times A and B, invite students to mentor those who need heavier support as they reflect on their work and offer peer feedback.

Providing for Pollinators

For heavier support

- During Work Time A, consider working closely with a small group of students who may have trouble articulating and writing their reflections. Guide them through the activity; if necessary, use the Scientific Drawing anchor chart to suggest something they did well to reflect on and write about.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support comprehension by activating prior knowledge and scaffold connections for students. Continue to provide visual display of questions and student responses on a chart or the board during discussions.
- **Multiple Means of Action and Expression (MMAE):** This lesson offers several opportunities for students to engage in discussion. 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 include opportunities to refocus students' attention on the learning target throughout the lesson, and invite students to share how each learning activity is supporting their instructional goal.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

New:

- proud, evidence, reflexive pronoun (L)

Review:

- criteria, reflect, accurate (L)

Materials

- ✓ Amanda's letter (from Lesson 1; one to display)
- ✓ Unit 3 Guiding Questions anchor chart (begun in Lesson 1)
- ✓ Butterfly Drawing Reflection #1 (one per student and one for teacher modeling)
- ✓ Butterfly Drawing Reflection # 1 (example, for teacher reference)
- ✓ Wildflower Seed Packet Criteria Checklist (from Lesson 2; one to display)
- ✓ Austin's Butterfly Draft #1 (one to display)
- ✓ Scientific Drawing anchor chart (begun in Module 3)
- ✓ Butterfly Drawing Draft #1 (begun in Lesson 2; revised during Work Time B; one per student)
- ✓ Peer Critique Protocol anchor chart (begun in Module 3)
- ✓ What Does Peer Feedback Look and Sound Like? anchor chart (begun in Module 3; added to in advance; see supporting materials)
- ✓ What Does Peer Feedback Look and Sound Like? anchor chart (begun in Module 3, Lesson 4; example, for teacher reference)

Opening

A. Commas in Greetings and Closings: Amanda’s Letter (5 minutes)

- Gather students in the whole group meeting area.
- Display **Amanda’s letter** and invite students to read it chorally.
- Share that students will write a welcome letter for the Celebration of Learning in a future lesson, and that noting the details in Amanda’s letter will help them accurately write their letter.
- Share that two features of formal letters are the greeting and closing. Tell students that one rule for letter writing is to include a comma after the greeting to separate the greeting from the body of the letter, as well as a comma after the closing to separate the closing from the name or signature of the writer.
- Ask:
 - “*What is used for the greeting in the letter?*” (*Dear Second-Graders*)
- Highlight the appropriate placement of the comma after the greeting.
- Ask:
 - “*What is used for the closing in the letter?*” (*Thank you*)
- Highlight the appropriate placement of the comma after the closing.
- Remind students that Amanda’s letter will serve as a model when the class writes their welcome letter for the Celebration of Learning.

Meeting Students’ Needs

- For ELLs and students who may need additional support with comprehension: (Transparency: Commas) To ensure that the general purpose of using commas is transparent, cue students to problem solve:
 - “*Why are commas important?*” (*to separate the different parts; so the reader knows to pause*)
- Consider demonstrating how reading the letter might sound without commas by reading without pausing after the opening and before the closing. (MMR)

Work Time

A. Introducing Reflection on Unit 3 Work and Learning (25 minutes)

- Direct students’ attention to the posted **Unit 3 Guiding Question anchor chart**, and read the second question aloud:
 - “How does reflecting help me grow as a learner?”
- Review the meaning of *reflect* (to thoughtfully think about and consider something you have done, learned, heard about, etc.).

- Turn and Talk:
“How does reflecting on your work help you grow as a learner?” (Responses will vary, but may include: helps me see how my work has changed over time; helps me see evidence of new learning and skills.)
- Circulate to collect anecdotes of informal uses of English as students discuss the question (e.g., “Yeah, reflecting helps you grow because, you know, you like think of what you did and stuff.”).
- Refocus whole group and share some of the student uses of informal English from their discussions, providing additional examples of common uses of informal English in everyday conversations (e.g., talking with a friend in the hall, a text message, lunchtime conversations).
 - Tell students that in some situations it is appropriate to speak more formally (e.g., job interviews or presentations).
 - Share that for their Unit 3 Assessment, they will reflect on their work and learning from this unit as well as the previous two units and share their work and learning with visitors during the Celebration of Learning.
 - Tell students that because they will be presenting their reflections to a special audience at the end of the module, they will need to speak more formally, and that you have a reflection tool to help students practice speaking more formally.
 - Share that for the next few lessons they will reflect on their daily work, and that this will help them learn how reflecting is a powerful tool for learners to have. Tell them that daily reflection will also help them prepare for the assessment and Celebration of Learning, where they will be asked to reflect on their learning across all three units of the module.
- Display **Butterfly Drawing Reflection #1** and tell students that they are going to reflect on the first draft of their butterfly drawing. Read the prompt aloud:
 - “What are you most proud of? Why?”
- Define *proud* (feeling pleased and satisfied because of work you have done).
- Point out that the prompt asks for *evidence* (proof/reason) of why students feel proud.
- Focus students on the sentence frames at the bottom of the page and point out that these sentence frames will help them to speak more formally when sharing their reflections with an audience.
- Display the **Wildflower Seed Packet Criteria Checklist** and remind students of the focus for the first draft of their butterfly drawings by reading criterion #4 aloud:
 - “Drawing of butterfly uses accurate shapes”
- Review the definition of *accurate* (being correct), and remind students that a scientific drawing should show the butterfly as it looks in real life.
- Display **Austin’s Butterfly Draft #1**, and share that this is a first draft of a butterfly drawing made by a student named Austin. Tell students that you will use Austin’s Butterfly to model the use of the reflection document. Ask:
“What do you think Austin may have been proud of in his first draft?”
“What do you think he will need to improve so that it is more scientifically accurate?”

- Think aloud about one source of pride and related evidence in the drawing. Refer to the posted **Scientific Drawing anchor chart** to connect to specific drawing skills evident in the drawing.
 - Record notes as words and phrases on Butterfly Reflection #1 in the table at the top of the page. Refer to **Butterfly Drawing Reflection #1 (example, for teacher reference)** as necessary. Tell students that the notes will serve as a guide for speaking about their work, as they did when presenting from notecards about their plants and pollinator research.
- Focus students on the sentence frames on the bottom half of the displayed Butterfly Drawing Reflection #1. Think aloud while completing the sentence frames based on your notes.
- Tell students that it is their turn to reflect on their butterfly drawings. Transition students to their workspaces and point out the pre-distributed Wildflower Seed Packet Criteria Checklists, Butterfly Drawing Draft #1, and **Butterfly Drawing Reflection #1**.
 - Invite students to begin reflecting on their drawings.
 - Circulate to support students as they work and refer them to the Scientific Drawing anchor chart to consider which skills they are proud of because they worked hard to apply them.
 - For students who finish quickly, invite them to begin reading their completed sentence frames aloud to practice sharing with a partner.
- When all students have completed Butterfly Drawing Reflection #1, invite them to share their reflection with an elbow partner by reading their sentence frames aloud and showing their first draft of their butterfly drawing.
- Refocus whole group. Focus students on the final word in the sentence frame at the bottom of Butterfly Reflection #1, *yourself*, and explain that this type of word is known as a *reflexive pronoun*. Tell students that reflexive pronouns are used when we need a pronoun that refers back to the subject of the sentence.
- Ask:

“What other examples of reflexive pronouns ending in -self do you know?” (herself, herself, myself, himself)
- Note that using reflexive pronouns in written work is another way to be as specific as possible and make our points clear to readers.
- Tell students that they will now have a chance to give and receive some peer feedback on their butterfly drawings before revising it *themselves*.

Meeting Students' Needs

- For ELLs: (Noticing Parts of Speech) Ask:

“What is the difference between the words reflect and reflection?” (Reflect is a verb, or an action word, that means to think about something. A reflection is a noun, or a thing. It is the word for something you say or write that shares what you thought about.)

- For ELLs: (Sentence Frames: Reflexive Pronouns) Provide students with sentence frames to practice noticing and using reflexive pronouns in speech and writing. Examples:
 - “I am proud of ____.”
 - “I hope the students behave ____.”
 - “If you have trouble, you can use anchor charts to help ____.”
- For ELLs: (Language Similarities) Share that other languages also use formal and informal styles of speaking and writing. Ask students if they can give examples of formal and informal uses of their home languages. Provide any examples you may know or have researched. (Example: Spanish uses *tú* (you) when speaking to someone informally and *usted* when speaking formally.)
- For ELLs: (Prefixes) Recall prior knowledge about prefixes. Display the words *formal* and *informal*. Ask students to identify the prefix and to share what they think it might mean (*informal* = not formal).
- For students who may need additional support with working memory: Invite students to first verbally share their ideas, then draw a line for each word they intend to write as they state their ideas a second time. Remind students that this helps us organize our ideas for written expression. (MMAE)

Work Time

B. Peer Critique and Revision: Scientific Drawings of Butterflies (25 minutes)

- Gather students whole group, inviting them to stand with enough space to participate safely in taking butterfly breaths. Lead them through the familiar routine, directing them to slowly breathe in through their noses and out through their mouths as they raise and lower their arms along with their breath. After about 1 minute, direct students to sit quietly with their reading and writing partner from the previous unit.
- Direct students’ attention to the posted learning targets and read the second one aloud:
“I can share kind, helpful, and specific feedback to help my classmate improve his or her work.”
- Tell students they will now use the Peer Critique protocol to give and receive feedback on their Butterfly Drawing Draft #1. Remind students that they have used this protocol in the past and review as necessary using the **Peer Critique Protocol anchor chart**.
 - Ask:
“What things are important to keep in mind when giving someone feedback on his or her work?” (be kind, specific and helpful; show empathy; respect the person and his or her work)
 - Direct students’ attention to the posted **What Does Peer Feedback Look and Sound Like? anchor chart** and confirm student ideas.
 - Point out the Positive Partner Response sentence frames that have been added to the bottom of the anchor chart, and encourage students to use them as a guide for speaking kindly to their partner. Refer to the **What Does Peer Feedback Look and Sound Like? anchor chart (example, for teacher reference)** as necessary.

- Tell students that they will have one round of feedback followed by time to make one or two changes to their butterfly drawing.
- Display the Wildflower Seed Packet Criteria Checklist, and remind students that they will focus their feedback on the artwork criteria related to shape.
- Guide students through the Peer Critique protocol.
- After 7–8 minutes, invite students to revise their butterfly drawings for more accurate shape. Remind students to gently erase any lines or shapes they have decided to revise.
- When 2 minutes remain, direct students to check off criterion #4 on their Wildflower Seed Packet Criteria Checklist.
- Invite students to stand up and stretch their wings before telling a table partner about one change they made to the shape of their butterfly drawing.
- Collect students’ drawings and checklists for use in the next lesson.

Meeting Students’ Needs

- For ELLs and students who may need additional support with strategy development: (Fishbowl: Peer Feedback) Invite volunteers to briefly fishbowl giving one another kind, specific, and helpful feedback using the Positive Partner Response sentence frames. (MMAE)
- For students who may need additional support with verbal expression: Offer pre-written index cards with sentence frames to support students as they provide feedback. (MMAE, MME)

Closing and Assessment

A. Reflecting on Learning (5 minutes)

- Gather students whole group.
- Direct students’ attention to the posted learning targets and read the first one aloud:

“I can write and share a reflection on my learning with others.”
- Remind students of their work during Work Time A and invite them to use their Thumb-O-Meter to indicate the level to which they feel they have met the target (e.g., thumbs-up for mastering the target, thumbs-down for not addressing the target, or levels in between).
- Using a total participation technique, call on two or three students to share a reason for their Thumb-O-Meter rating.
- Repeat this process with the second learning target:

“I can share kind, helpful, and specific feedback to help my classmate improve his or her work.”
- Refocus whole group and preview tomorrow’s work: adding accurate patterns to their butterfly drawings and shared writing of wildflower seed planting instructions.