

Lessons 5, 6, and 7: Art and Technology: Butterfly Drawings and Publishing Wildflower Seed Packet Writing Pieces (includes two optional flex days)



CCS Standards

- **W.2.6:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **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.2.1c:** 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.
- **L.2.2a:** Capitalize holidays, product names, and geographic names.
- **L.2.2e:** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.



Daily Learning Targets

- I can analyze a model and discuss implications for adding realistic colors to my butterfly drawing. (SL.2.1b)
- I can edit my wildflower seed packet writing piece and type it using a digital tool. (W.2.6, L.2.2)

Agenda

1. Opening

- A. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Wildflower Drawing and Word-Processing of Seed Packets, Round I (25 minutes)
- B. Wildflower Drawing and Word-Processing, Round II (25 minutes)

3. Closing and Assessment

- A. Reflecting on Habits of Character: Working to Contribute to a Better World (5 minutes)

Ongoing Assessment

- During Work Time A, observe for student growth in scientific drawing, sharing, and ability to identify strengths independently.
- After Work Times A and B, collect students' wildflower seed packet writing piece and use the Opinion Writing Checklist to measure progress toward W.2.6 and L.2.2 (see Assessment Overview and Resources).

Teaching Notes

Purpose of lesson and alignment to standards:

- Lesson 5 provides the final work times to complete all components of the wildflower seed packets before they are assembled during Lesson 8. Based on the needs of your students, consider repeating all or part of Lesson 5 work times (as optional Lessons 6 and 7 “flex days”) to give students more time for typing wildflower seed packet pieces and completing the butterfly drawings for their wildflower seed packets.
- This lesson is designed to address standard W.2.6. If students are unable to use technology to type their wildflower seed packet writing piece, they will need a lined piece of 4.5” x 3.5” paper to attach to their wildflower seed packet. Before typing their written work, students edit for capitalization, punctuation, and spelling. (W.2.6, L.2.2)
- The technology in this lesson can be modified according to student and teacher expertise and the technology available (see Technology and Multimedia).

How this lesson builds on previous work:

- As in Lessons 2–4, students continue to hone their scientific drawing skills as they create butterfly drawings for the front of their wildflower seed packets. During Work Time B, students continue drafting their butterfly drawings by adding realistic color after learning four new coloring tips.

Areas in which students may need additional support:

- Some students may need additional work time to add patterns to their butterfly drawings before moving on to the use of realistic color. Consider the use of flex time in Lessons 6 and 7 to accommodate student needs in finishing artwork.
- Consider the use of voice-to-text software with students for whom typing presents significant challenge or difficulty.

Down the road:

- In Lesson 8, students will assemble all components of the wildflower seed packet. As noted above, consider repeating all or part of this lesson before moving on to Lesson 8. Ensure that the following items are completed, printed, and ready for students to assemble during Lesson 8: print and copy the wildflower seed planting instructions (one per student), print wildflower seed packet writing (one per student), and color copy or scan students' butterfly drawings (one per student). Duplicates of the butterfly drawings can be made available to students in the event that they damage their drawing during assembly, or for ease of digital assembly (see Technology and Multimedia).

In advance:

- Prepare:
 - Student groups A and B for work tasks split across Work Times A and B.
 - A template that can be saved by individual students and used for their wildflower seed packet writing piece. The template should be 4.5" wide by 3.5" tall, with student font sizes adjusted to fit into the template. Based on your technology and data storage options, prepare any digital documents or folders necessary for students to type and save their written work.
- Pre-distribute materials for Work Times A and 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.
- Students use word-processing tools to type their wildflower seed packet writing piece. Refer to the Unit 3 Overview for suggested word-processing tools.
- Consider options for digital production of wildflower seed packets based on available technology in your school and the skills and needs of your class. For example, student drawings can be scanned and resized digitally to fit on seed packets of various sizes with writing and titles inserted as text boxes atop student artwork.

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 strengthen their digital communication skills by accessing technology.
- ELLs may find it challenging to type their writing within the time allotted. Some students may also need more time to finish the first drafts of their writing. Consider using the flex days to provide additional time and support for writing.

Levels of support

For lighter support

- During Work Times A and B, pair students who are confident using word processors with those who are less confident. Students can mentor their peers as they type their writing.

For heavier support

- During Work Times A and B, work with students who have trouble typing. Allow them to dictate their writing while you type it.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Before students begin each activity, continue to support information processing by offering explicit prompts for each step students will complete, and invite students to verbally restate the steps they will follow.
- **Multiple Means of Action and Expression (MMAE):** Continue to support students in monitoring their own progress by asking questions that guide self-monitoring and reflection during each learning activity.
- **Multiple Means of Engagement (MME):** Continue to include opportunities to refocus students' attention to 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

Review:

- realistic (L)

Materials

- ✓ Wildflower Seed Packet: Bee Model (from Lesson 1; one to display)
- ✓ Wildflower Seed Packet Criteria Checklist (from Lesson 2; one per student and one to display)
- ✓ Amanda's letter (from Lesson 1; one to display)
- ✓ Device (one per student; used by students to type their wildflower seed packet writing piece)
- ✓ Wildflower seed packet writing piece (from Lesson 2; one per student)
- ✓ Austin's Butterfly Final Draft (one to display)
- ✓ Monarch butterfly photograph (from Lesson 2; one per pair and one to display)
- ✓ Scientific Drawing anchor chart (begun in Module 3; added to in advance; see supporting materials)
- ✓ Scientific Drawing anchor chart (begun in Module 3; example, for teacher reference)
- ✓ Butterfly drawings (from Lesson 4; one per student)
- ✓ Colored pencils (class set; variety of colors per student)
- ✓ Unit 3 Guiding Questions anchor chart (begun in Lesson 1)
- ✓ Working to Contribute to a Better World anchor chart (begun in Unit 2, Lesson 2 and added to in Lesson 1)

Opening

A. Reviewing Learning Targets (5 minutes)

- Invite students to the whole group meeting area.
- With excitement, remind them of the work they have completed on their wildflower seed packets by reviewing the components on the **Wildflower Seed Packet: Bee Model**.
- Referring to the model, remind students that they have already completed their wildflower seed packet writing piece and shared writing of seed planting instructions. Tell students that they will assemble these pieces during Lesson 8.
- Display the front of the Wildflower Seed Packet: Bee Model and point out the use of realistic color on the bee drawing. Remind students that they revised their drawings of butterflies for shape and pattern in previous lessons.
- Display the **Wildflower Seed Packet Criteria Checklist**, and read criterion # 6 aloud:
 - “Drawing of butterfly uses realistic color”
- Review the meaning of *realistic* (true to life).
- Tell students that today they will have time to finish the patterns for their butterfly drawings, if needed, before beginning to add realistic color to their drawing.
- Direct students’ attention to the posted learning targets, and read them aloud:
 - ***“I can analyze a model and discuss implications for adding realistic colors to my butterfly drawing.”***
 - ***“I can edit my wildflower seed packet writing piece and type it using a digital tool.”***
- Tell students that they will work on today’s tasks in two groups:
 - Group A will begin by editing and typing their wildflower seed packet writing.
 - Group B will begin by working on their butterfly drawings.
 - After 25 minutes, groups will switch tasks.
- Tell or post who will be in Group A and who will be in Group B. Invite students to sing the chorus of “We Do What We Can” as they move to sit with their group in the whole group meeting area by the end of the chorus.

Meeting Students’ Needs

- For ELLs and students who may need additional support with motivation: (Summarizing the Target) Check for comprehension by asking students to summarize and then to personalize the learning targets. Ask:
 - ***“Can you put the first learning target in your own words?” (I can use skills to draw wildflowers.)***
 - ***“How do you feel about that target?” (I’m excited to draw!) (MME)***

Work Time

A. Wildflower Drawing and Word-Processing of Seed Packets, Round I (25 minutes)

- Refocus whole group.
- Tell students that they will each have a time to edit and type their writing in either Group A or Group B. Writing the instructions on the board, share that before typing their wildflower seed packet writing pieces, students will edit their handwritten draft for the following:
 - Punctuation
 - Capital letters (Remind students about the capitalization rule for proper nouns and review **Amanda’s letter** as needed.)
 - Spelling (Remind students that they may use Word Walls and other classroom resources to spell high-frequency and content-related words correctly.)
- Transition Group A to workspaces with a **device** and their pre-distributed **wildflower seed packet writing piece**. Provide brief instructions for accessing word-processing software, and invite them to begin editing and typing their work.
- Refocus Group B whole group.
- Display **Austin’s Butterfly Final Draft**, and Turn and Talk:
 - “What colors do you notice in Austin’s final draft?” (orange, black)*
 - “Are his choices realistic? Why or why not?” (Yes, because some butterflies are orange and black.)*
- Display the **monarch butterfly photograph** and invite students to observe the image closely for colors. Remind students to look for different shades of the same color (e.g., two shades of orange).
- Turn and Talk:
 - “What colors do you see in the image?” (shades of orange, shades of yellow, and black)*
- Direct students’ attention to the posted **Scientific Drawing anchor chart** and point out the new bullets under “add realistic colors.” Tell students that you will briefly share four new coloring tips that will help their scientific drawings look realistic:
 - “Go slow.”
 - “Color in layers.”
 - If students want richness of color, they should lightly color in layers of colored pencil without pushing down hard at first. They build up the richness of color by adding layer upon layer of the same color. Model this technique by lightly adding layers of the same color on the Scientific Drawing anchor chart.
 - “Stay in the lines.”
 - Remind students that they should keep colors within the lines that they have drawn.

- “Blend colors.”
 - Model the technique of coloring in layers by using a yellow and an orange colored pencil to create a different shade of orange. Using the orange colored pencil, lightly shade in an area on the Scientific Drawing anchor chart. Using the yellow colored pencil, go over the same area in yellow. Repeat using multiple layers of each color until the desired shade is achieved.
- Transition students to their workspaces and point out the pre-distributed **butterfly drawings, colored pencils**, and Wildflower Seed Packet Criteria Checklists.
- Invite students in Group B to begin adding realistic color to their drawings.
- Circulate to support students as they draw and type.
- While Group B continues to add realistic color, refocus Group A and provide instructions for saving their work.
- When 2 minutes remain, refocus Groups A and B whole group. Direct Group A to save their word-processing and tidy their drawing supplies before returning to stand in the whole group meeting area.
- Lead students through a favorite movement break or class game before switching tasks.

Meeting Students' Needs

- For ELLs and students who may need additional support with vocabulary: (Word Families) When defining *realistic*, ask students about the root word (*real*). Explain that *realistic* is an adjective to describe someone or something. *Realistically* is an adverb that describes how something is drawn. And *realism* is a noun that refers to the quality of being realistic.
- For students who may need additional support with persistence: Invite students to give specific examples of how they will work toward meeting the learning targets in each round. (MME)
- For students who may need additional support with working memory and sustained effort: Consider making and displaying a list of what students will do during each round of Work Time. (MMR, MMAE, MME)

Work Time

B. Wildflower Drawing and Word-Processing, Round II (25 minutes)

- Switch groups and repeat the same routine from Work Time A.
 - Transition Group B to pre-distributed materials to edit and type their wildflower seed packet piece.
 - Refocus Group A whole group and review the drawing task.
- Circulate to support students as they add realistic color to their butterfly drawings and edit/type their writing pieces.

- When 2 minutes remain, refocus Groups A and B whole group, reminding Group B to save their typed work. Invite students to check off any steps on their Wildflower Seed Packet Criteria Checklists that they have completed.
- Confirm that students will have additional time during the next lesson(s) to complete the pieces of their wildflower seed packets before assembling them in Lesson 8.

Closing and Assessment

A. Reflecting on Habits of Character: Working to Contribute to a Better World

(5 minutes)

- Direct students' attention to the posted **Unit 3 Guiding Questions anchor chart** and read the first question aloud:
 - “How can I take action to help butterflies?”
- Turn and Talk:

“How are you taking action to help butterflies?” (We are writing and drawing to create wildflower seed packets; people will grow wildflower seeds; the flowers that grow from our seeds will provide nectar for butterflies.)
- Direct students' attention to the posted **Working to Contribute to a Better World anchor chart** and read the third bullet aloud.
 - “I apply my learning to help our school and community.”
- Turn and Talk:

“How does helping butterflies grow and survive help our community?” (Responses will vary, but may include: by pollinating flowers so that more will grow and make our community beautiful; butterflies help pollinate the fruits and vegetables that we enjoy)

Conversation Cue: “Who can tell us what your classmate said in your own words?” (Responses will vary.)
- Give students specific, positive feedback for the work they have begun to contribute to the community in which they live.

Meeting Students' Needs

- For students who may need additional support with oral language and processing: Allow ample wait time as students respond during the discussion. (MMAE, MME)