

Teacher Version

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|-------|---|---------------|----------|
| Grade | 2 | Title/Subject | Ladybugs |
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The following sections are included in this Teacher Version:

- **Overview**
- **Process: Day 1, 2 and 3**
- **Teacher Directions for Scoring Rubric**
- **Student Directions and Articles**

Overview

On Day 1 students will engage in a video viewing, shared reading and note-taking activity using informative sources to learn about the life cycle of a ladybug. After the group activity, they will be directed to plan, and begin to draft an informative writing piece about the life cycle of ladybugs utilizing the information they read in the text as well as notes they took during the shared lesson. On Day 2 they will write a first draft, and on day 3 students will finish their drafts, revise and edit their writing.

Process

DAY 1: Video Viewing, Shared Reading and Note-taking: Up to 60 minutes

Step 1: Connect to Background Knowledge ~ 5 minutes

Provide an introduction to the classroom activity by indicating that after this activity, students will be writing an essay focused on the topic of the life cycle of a ladybugs. Ask students to share orally what they might know about the life cycle of a ladybugs. Possible questions could include:

“Have you ever seen ladybugs? What do ladybugs look like? How are baby ladybugs different from adult ladybugs? Where do ladybugs live? What else do you know about ladybugs?”

For active engagement encourage pair or group sharing, before sharing out with whole group.

Step 2: Accessing the Information ~ 35 minutes

1. Explain: *“Now we will look at a video and read two sources about the life cycle of ladybugs.”* Watch the video on YouTube and read the other source, pointing out important facts and features (pictures, captions, etc.) Use ONLY the sources provided in this prompt packet.



Show the YouTube video <http://www.youtube.com/watch?v=SvHWxDjFB8>

2. Lead a whole class discussion about the sources, during which students generate a key word list, list the “gist” next to each paragraph, highlight important words/phrases, or participate in pictorial narrative input (large teacher-created drawing with labels).
3. Think-Pair-Share: *“Tell your partner what you learned about the life cycle of ladybugs.”* Make sure both partners have time to share with each other.

Step 3: Clarify Expectations for the Writing Task:

Explain: *“In a few minutes you will have a chance to look at the sources about Ladybugs and plan your informative writing about their life cycle.”*

Review the student directions and checklist for the writing assignment and give each student a sheet of blank paper for planning and lined paper for writing.

Step 4: Planning for Writing ~ 20 minutes

Tell students to begin planning their writing on the blank sheet of paper. You can remind them of planning strategies you have taught in your classroom such as outlining, lists, webs, or drawing. Don't provide a plan yourself, just remind them of strategies for planning.

Collect all materials from Day 1 after the 60 minutes total is complete.

DAY 2: Writing: Up to 40 minutes

1. Allow students to access the sources, their notes, the classroom activity charts/key word lists, and their draft.
2. Students read the prompt and look at their plan from Day 1 to begin writing
3. At teacher discretion, students may use word processing for draft or revision as long as spelling and grammar correction tools have been disabled.
4. Inform students when 5 minutes remain.
5. Collect all student writing materials.

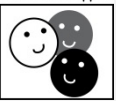
Day 3: Revising and Editing: up to 40 minutes

1. Tell students to review their writing so far and revise as they want by adding more information, including missing words or changing some words to make the information in their writing clearer to the reader.
2. About 10 minutes before the end of the period, remind students to edit their work by checking for capitals at the beginning of sentences, periods, space between words, and spelling.
3. Collect all materials: notes, writing plans, and drafts.

Teacher Directions for Scoring Rubric:

Student responses to Part 2 will be scored using the Common Core based Informative/Explanatory Writing Rubric. A score will be given in each of the two rubric categories. For grades 3-6, student **revisions** will be scored.

Each student's final scores should indicate a 1, 2, 3, or 4 in each of the categories (no partial scores such as 2.5, 3+, etc.). A score of 3 or 4 in each category is considered a passing score and a total of 6-8 points is considered a passing overall score.

| Grade | | 2 | | Informative/Explanatory Writing Rubric | |
|--------------------|---|---|---|--|--|
| Level | INFORMATIVE/EXPLANATORY WRITING | | LANGUAGE CONVENTIONS | | WITH GUIDANCE and SUPPORT FROM ADULTS |
| 4 Exceeds | <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Writes several well-developed facts to support topic <input type="checkbox"/> Document is well organized and connected <input type="checkbox"/> Both introduction and conclusion are clear and well stated | | Mostly correct use of language conventions, and some above grade level skills used, for example: <ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Uses commas and quotation marks in dialogue. <input type="checkbox"/> Spells grade level appropriate words correctly <input type="checkbox"/> Chooses words and phrases for effect. | | <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Level of guidance and support from adults before writing:</p> <p>Check off what was done before the student wrote the piece being scored.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion <input type="checkbox"/> Read aloud or shared reading <input type="checkbox"/> Drawing <input type="checkbox"/> Vocabulary word bank <input type="checkbox"/> Shared or interactive writing <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Language frames |
| 3 Meets | INFORMATIVE/EXPLANATORY WRITING (W2) <ul style="list-style-type: none"> <input type="checkbox"/> Introduces the topic <input type="checkbox"/> Uses facts and definitions to develop points <input type="checkbox"/> Provides a concluding statement or section <hr/> WRITING PROCESS (W5-W8) <ul style="list-style-type: none"> <input type="checkbox"/> WGASFA* Adds details and edits to strengthen writing as needed (W5) <input type="checkbox"/> WGASFA* Uses a variety of digital tools to write and publish writing (W6) <input type="checkbox"/> Recalls information from experiences or gathers information from provided sources to answer a question (W8) | | Adequate use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: <ul style="list-style-type: none"> <input type="checkbox"/> Produces, expands, and rearranges complete simple and compound sentences (L1f) <input type="checkbox"/> Creates readable documents with legible print (L1g) <input type="checkbox"/> Capitalizes holidays, product names, and geographic names (L2a) <input type="checkbox"/> Uses commas in greetings and closings of letters (L2b) <input type="checkbox"/> Uses an apostrophe to form contractions and frequently occurring possessives (L2c) <input type="checkbox"/> Consults reference materials as needed to check and correct spellings (L2e) <input type="checkbox"/> Spells grade level appropriate words correctly most of the time, uses grade level appropriate phonetic spelling to write unfamiliar words <input type="checkbox"/> Uses knowledge of language and its conventions when writing (L3) | | |
| 2 Almost Meets | <ul style="list-style-type: none"> <input type="checkbox"/> Names topic <input type="checkbox"/> Provides facts but may not develop points <input type="checkbox"/> Adds few details <input type="checkbox"/> Provides a conclusion but may not be well related <input type="checkbox"/> WGASFA* adds few details and does little editing to strengthen writing | | Limited use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: <ul style="list-style-type: none"> <input type="checkbox"/> Writes simple sentences, and some incomplete sentences <input type="checkbox"/> Capitalizes first letter, and I, but not proper names <input type="checkbox"/> Uses some punctuation correctly <input type="checkbox"/> Spells some grade level appropriate words, and uses some phonetic spellings | | |
| 1 Does Not Meet | <ul style="list-style-type: none"> <input type="checkbox"/> Does not name topic <input type="checkbox"/> Provides no facts <input type="checkbox"/> Does not develop points <input type="checkbox"/> Conclusion is missing or unrelated <input type="checkbox"/> Copies sentences directly from text in articles in prompt | | Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: <ul style="list-style-type: none"> <input type="checkbox"/> Makes few attempts at correct spelling <input type="checkbox"/> Has many errors in capitalization <input type="checkbox"/> Writes few complete sentences or only simple patterned sentences <input type="checkbox"/> Makes few attempts at correct punctuation | | |

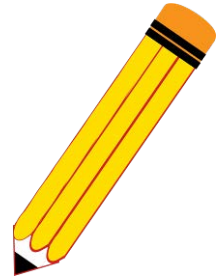
- **WGASFA:** “with guidance and support from adults”

This rubric was adapted from rubrics at sbused.org and information from Smarter Balanced Assessments (www.smarterbalanced.org) using the California Common Core Standards at www.cde.ca.gov.

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| Student Version | | | |
| Grade | 2 | Title/Subject | Ladybugs |

Student Prompt:

As you think about what you just read, write an essay to explain to your teacher what you learned about the life cycle of ladybugs.



Writing Tips:

- Be sure to introduce the topic and group related facts together.
- Use facts from the two sources to develop your ideas.
- You may want to include definitions and illustrations to help your teacher clearly understand what you learned.
- End with a concluding sentence or section.

Reminders:

- You can look at the sources and your key word list to help you with your writing.
- You might begin by making a plan or drawing a graphic organizer help you with your thinking.
- Do not copy sentences from the sources.

Step 1: Plan

Plan: review the texts and your notes

- Make a plan on the blank paper for your writing.

Step 2: Draft

- Write a sentence with your main idea about the topic.
- Write sentences with facts, definitions, and details to develop your points.
- Try to group information together as you write.
- Write a concluding sentence or paragraph.



Informative/Explanatory Writing Performance Task

| Student Version | | | |
|-----------------|---|---------------|----------|
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Step 3: Reread and Revise

Reread your writing and revise:

- Does it make sense?
- Have you used science words from the text?
- Is there missing information you want to add?

Step 4: Edit

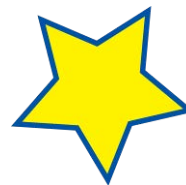
Reread your writing and revise:

- Capitals at the beginning of sentences
- Capitals for proper nouns and holidays
- Punctuation: (end points) . ! ?
- Commas ,
- Spelling
- Complete sentences

Step 5: Final Draft

- Recopy and fix your mistakes.
- Use your neatest handwriting or typing.

Good work!





Informative Writing Performance Task

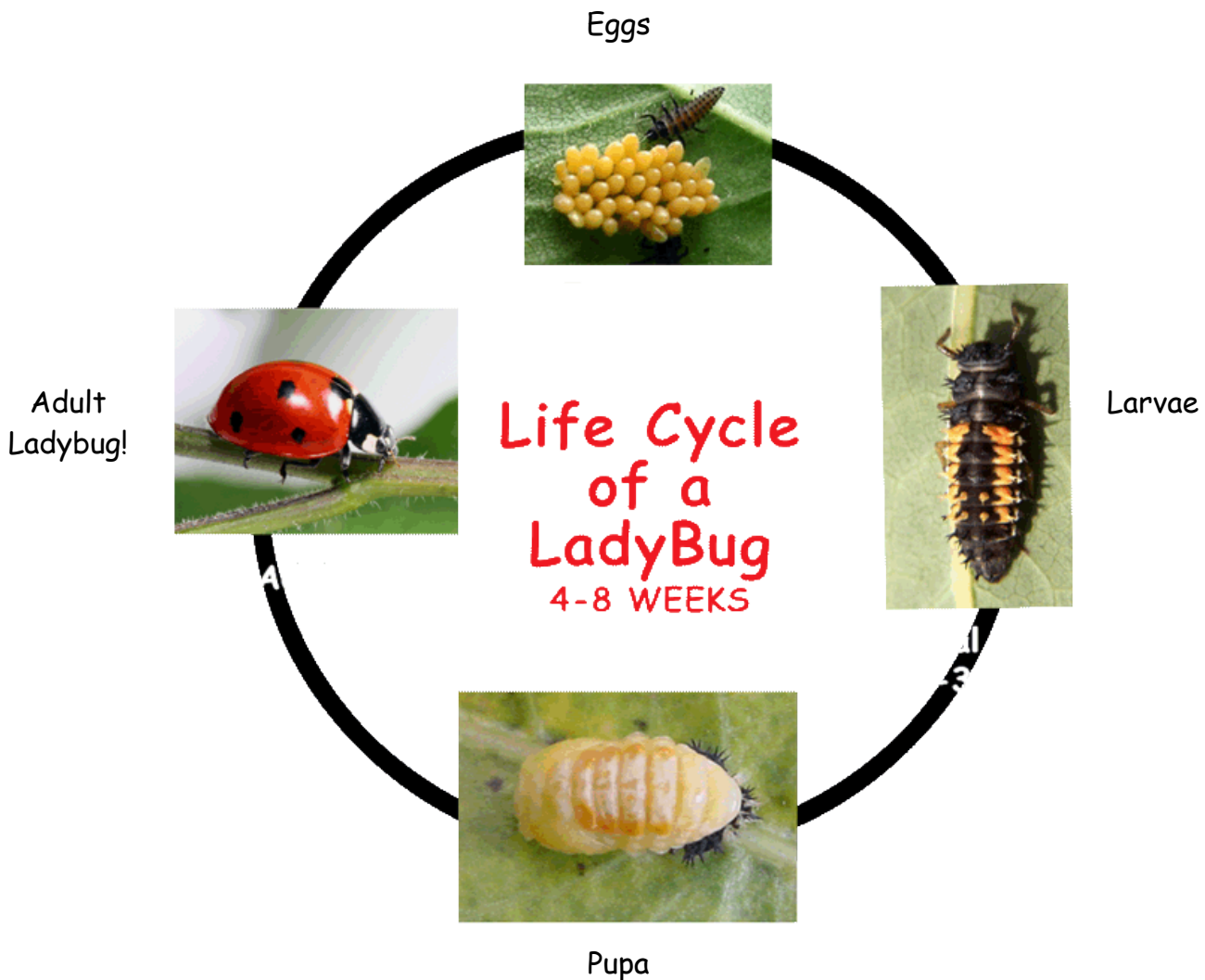
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|-----------------------------|----------|----------------------|-----------------|
| Student Reading Text | | | |
| Grade | 2 | Title/Subject | Ladybugs |

The Life Cycle of a Ladybug

This article has been abbreviated.

Adapted from <http://www.ladybug-life-cycle.com>

The ladybug goes through the same four stages as a butterfly, the egg stage, the larvae stage, the pupa stage, and the adult ladybug stage.





Informative Writing Performance Task

Egg Stage



Ladybug Eggs with some Larvae Newly Hatched

Female ladybugs lay their eggs on the underside of leaves. This is to protect them from being seen and from the weather. A

mother ladybug will lay from ten to fifteen eggs in one place and she will make sure that it is a place where the babies can find food when they hatch.

LARVA STAGE

A Ladybug Larva



Once the eggs hatch, the larvae will come out and start looking for something to eat. They will look for tiny mites or aphids on the underside of the leaf on which they sit.



Informative Writing Performance Task

PUPA STAGE



Ladybug Pupa on a Leaf

After a couple of weeks of growing, the larvae will start to change into something that looks like a shrimp. It will find a leaf to attach itself to and it will seem to fall asleep for a few days, but it is not sleeping at all. During the pupa stage, the larvae are turning into a ladybug.

ADULT LADYBUG STAGE

Adult Ladybug



When the ladybug first emerges, it still won't look like the ladybug that you know so well. It will look soft and pink or very pale for a couple of hours until its shell becomes hard. As the shell hardens it also gains pigment, which causes the ladybug to become bright red.