



EXPEDITIONARY  
LEARNING

## **Grade 5: Module 2A: Unit 3: Lesson 13**

**Revision and Illustration:** Strengthening the Writing in my Rainforest Field Journal and Adding a Labeled Drawing



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.4)

I can use text, formatting, illustrations, and multimedia to support my topic. (W.5.2)

**Supporting Learning Targets**

- I can identify where I will need to revise my field journal entry so that my ideas, organization, and language meet our rubric for quality.
- I can use text, formatting, and illustrations to support the topic of my rainforest field research journal.
- I can create a labeled drawing of an insect that is detailed and accurate.

**Ongoing Assessment**

- Field journal entry drafts
- Scientific drawings (first draft)



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Agenda	Teaching Notes
<ol style="list-style-type: none"><li><b>Opening</b><ol style="list-style-type: none"><li>Review Learning Targets (5 minutes)</li></ol></li><li><b>Work Time</b><ol style="list-style-type: none"><li>Reflection and Revision (25 minutes)</li><li>Making Detailed Labeled Drawings (25 minutes)</li></ol></li><li><b>Closing and Assessment</b><ol style="list-style-type: none"><li>Debrief (5 minutes)</li></ol></li><li><b>Homework</b></li></ol>	<ul style="list-style-type: none"><li>In advance: If you have time before this lesson, collect and review the drafts of journal entries that students completed for homework. If there's no time to review their work or you do not feel confident that any of the student work can serve as an exemplar, consider creating a model yourself.</li><li>This lesson involves students looking at many different models of scientific illustrations. Review the Options for Examining Field Guide Illustrations (see supporting materials) and Part B of Work Time to determine what is realistic based on the materials you can gather.</li></ul>

Lesson Vocabulary	Materials
formatting, illustrations, text, critique, feedback, revise, labeled, detailed, accurate, naturalist, emphasize, fleeting, composite, unmodified, transitory, reference, immediacy	<ul style="list-style-type: none"><li>Rainforest Field Journal Entry Rubric (from Lesson 12)</li><li>Student exemplars (see teaching note above)</li><li>Quote from Roger Tory Peterson (one per student)</li><li>Criteria for Detailed and Accurate Labeled Drawings anchor chart (new; teacher-created; see Work Time B)</li><li>Examples of Scientific Drawings (see "Teaching Resource: Model Field Journal Books and Internet Links from Lesson 1)</li><li>Books from the Unit 3 Recommended Texts List, or photos of ants and butterflies printed from websites</li><li>Unlined 3"x5" index cards or sturdy paper for sketching (several per student)</li></ul>



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Opening	Meeting Students' Needs
<p><b>A. Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask three students to read the supporting learning targets aloud: “I can identify where I will need to revise my field journal entry so that my ideas, organization, and language meet our rubric for quality,” “I can use text, formatting, and illustrations to support the topic of my rainforest field research journal,” and “I can create a labeled drawing of an insect that is detailed and accurate.”</li><li>• Explain to the students that today they will be looking at their own writing and making revisions, and also creating the illustrations that will accompany their text.</li><li>• In the first target, circle the words, <i>ideas</i>, <i>organization</i>, and <i>language</i>. Help students to understand that these are the areas that appear on the <b>Rainforest Field Journal Rubric</b>. Explain that in class today they will focus on revising the ideas. For homework and then again tomorrow they will work on organization, language, and conventions.</li><li>• In the second target, circle the words <i>text</i>, <i>formatting</i>, and <i>illustrations</i>. Ensure that all students understand the words by eliciting synonyms, writing them underneath the words in the learning target. If necessary, explain that <i>formatting</i> is the way the page of a book is laid out, including the relationship of words to pictures.</li></ul>	<ul style="list-style-type: none"><li>• Clarifying academic vocabulary meets the needs of all students, especially when reviewing learning targets.</li></ul>



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Work Time	Meeting Students' Needs
<p><b>A. Reflection and Revision (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Seat students in their expert groups. Distribute copies of the Rainforest Field Journal rubric (included in the supporting materials).</li><li>• Display student exemplar that meets the criteria for Ideas in the Rainforest Field Journal rubric. Read the example aloud, or ask the student to do so. Ask the class:<ul style="list-style-type: none"><li>* “How does this journal entry show that the author has met the criteria on our rubric for Ideas?”</li></ul></li><li>• Ask students to talk at their tables about how the example matches the rubric, and to identify the exemplary passages from the example.</li><li>• Ask each table group to share out a passage they discussed.</li><li>• Ask students to take out their own rainforest journal entry drafts. Invite them to choose one aspect of quality from the Ideas section of the rubric, and to review their own work by checking to see if it matches the criteria. Ask them to share with their groups a place in their drafts that matches the criteria, and a place where they need to revise. Either circulate to help individual students or pull a small group that will need more support with this task.</li><li>• Repeat the same process with the rubric criteria for Organization and Language: Show an example, have students identify places for revision, and discuss in their expert groups.</li><li>• Be sure to allow 5 minutes for students to begin their revisions. Address any clarifying questions, to ensure they can continue to revise independently as homework.</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>



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Work Time (continued)	Meeting Students' Needs
<p><b>B. Making Detailed Labeled Drawings (25 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute copies of the <b>Quote from Roger Tory Peterson</b>. Read the quote aloud as students follow along.</li> <li>Explain that Peterson was one of the world's greatest naturalists, and that he has written and edited over 50 different field guides on many branches of natural history. Have the students reread this quote silently, and then talk at their tables about the gist. Encourage them to try to figure out unfamiliar words together from the context.</li> <li>After a few minutes of discussion, ask the class: "Which did Peterson prefer to put in his field guides—photos or drawings?" and then "Why did he think that drawings are better than photographs for field guides?" Allow many students to contribute their thoughts, but look for an answer such as, "Drawings can show the important features more clearly than photographs." Begin an anchor chart: <b>Criteria for Detailed and Accurate Labeled Drawings</b>. Write as the first criteria on the list, "Shows the important features of my insect."</li> <li>Show students <b>examples of scientific drawings</b>.</li> <li>Ask students to take 5 minutes to examine the illustrations and list everything they notice about these drawings.</li> <li>Invite the class to share their lists of what they noticed about these drawings. Add these criteria to the Criteria for Detailed and Accurate Labeled Drawings anchor chart. Listen for students to note for qualities such as "They are accurate," "They are detailed," "They are realistic," and "They have labels that tell you about the important features."</li> <li>Distribute <b>books from the Unit 3 Recommended Texts List</b>, or <b>photos of ants and butterflies printed from websites</b> and <b>unlined 3"x5" index cards</b> to draw on.</li> <li>Ask them to look for a photograph of the ant or butterfly that they have included in their field journal entry. Remind them of the drawing tips you gave them in Lesson 3: <ul style="list-style-type: none"> <li>* Keep your focus on the object you're drawing, not on your page.</li> <li>* Draw the outline first.</li> <li>* Don't lift the pencil from the page as you do so.</li> <li>* Don't erase.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Consider providing ELLs with a version of this quote in which definitions or synonyms are provided for the difficult vocabulary (e.g., <i>emphasize</i>, <i>fleeting</i>, <i>composite</i>, <i>unmodified</i>, <i>transitory</i>, <i>reference</i>, <i>immediacy</i>).</li> <li>Visuals can help ELLs and other students comprehend questions and discussions. Chart main points in answers and post all questions about the rubric asked to students.</li> <li>Creating scientific drawings is a way for students to demonstrate their thinking and learning in a meaningful way.</li> <li>Consider partnering ELL students with a student who speaks the same L1 for the peer critique section of this lesson.</li> </ul>



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Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask students to begin their drawings.</li><li>• After approximately 8–10 minutes, ask students to come to a stopping point and review the criteria on the rubric. Instruct students to compare their drawings to the criteria, noticing areas that need improvement. Invite students to continue drawing, this time revising their drawings according to the criteria they noticed that needed improvement. Circulate among students, providing clarification or redirection as needed.</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>



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Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask several students to share with the class some of the helpful feedback they received.</li><li>• Return to the learning targets. Ask students to self-assess their progress toward meeting the targets using the Fist to Five strategy.</li></ul>	<ul style="list-style-type: none"><li>• Consider providing students who struggle with language a sentence frame or cloze sentence when sharing about feedback. (e.g., “The feedback that was most helpful to me was _____ because _____.”)</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Review the criteria on the rubric for Ideas, Organization, and Language and the notes you took in class today, and revise your field journal entry to meet these criteria.</li><li>• Continue reading your independent reading book for this unit.</li></ul> <p><i>Note: During the next lesson, students will be working independently to revise the three components of their final products: the journal entry, the informational text box, and the scientific drawing. In advance, make an inventory of where each student is in this process and jot down notes about what kind of support they will need.</i></p>	<ul style="list-style-type: none"><li>•</li></ul>





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## Supporting Materials



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Quote from Roger Tory Peterson

“A drawing can do much more than a photograph to emphasize the field marks. A photograph is a record of a fleeting instant; a drawing is a composite of the artist’s experience. The artist can edit out, show field marks to best advantage, and delete unnecessary clutter. He can choose position and stress basic color and pattern unmodified by transitory light and shade. A photograph is subject to the vagaries of color temperature, make of film, time of day, angle of view, skill of the photographer and just plain luck. The artist has more options and far more control even though he may use photographs for reference... Whereas a photograph can have a living immediacy a good drawing is really more instructive.”

—*R T Peterson, A Field Guide to The Birds: Eastern and Central North America.*

Source: “Peterson, Roger Tory. Peterson First Guide to Birds of North America. 2nd ed. Boston: Houghton Mifflin Harcourt, 1998. Print.” Fair use