Butterfly Garden Talk

Listen closely, build on ideas, and ask clear questions.

2.C.1 "Communication, Listening, and Collaboration Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one way a student listens or takes turns. Circle each question that helps the group understand or make a choice.

Planning a Butterfly Garden

1. Ms. Chen's class planned a butterfly garden. During the talk, Omar looked at the speaker, listened quietly, and waited until it was his turn to share an idea. He said, "I think we need sunny flowers."

2. Lina nodded and said, "I agree with Omar because butterflies need warmth." Then she asked, "What does sunny mean for our garden?" Ms. Chen explained that the garden should get several hours of sunlight each day.

3. Jay replied, "Our schoolyard has a sunny spot near the fence." He asked, "Should we put the flowers there?" The group took turns speaking. They chose the sunny spot and made a list of flowers to learn about.

2 ANSWER WITH EVIDENCE

Use the passage

1. What three things did Omar do while he listened to the discussion?

2. How did Lina respectfully build on Omar's idea?

3. What question did Jay ask to help the group make a choice?

3 YOUR TURN

Your own words

First prepare the two sentences: a respectful addition to "Let's make a bird feeder for the playground," and an information question. Then have a real partner or teacher talk about a class choice. Agree to take turns and listen. Hear your partner's actual idea, share a related idea and ask your question. Wait for the reply and respond to what you learned. Switch roles. After the talk, write two sentences: what your partner said and what you added or learned. An adult may read directions and help record your words.

ANSWER KEY

Butterfly Garden Talk

GRADE 2 · 2.C.1

PART 1 · READ AND MARK

Underline one way a student listens or takes turns. Circle each question that helps the group understand or make a choice. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What three things did Omar do while he listened to the discussion?	**He looked at the speaker, listened quietly, and waited until it was his turn to share an idea.**
2	How did Lina respectfully build on Omar's idea?	**She said that she agreed with Omar because butterflies need warmth.**
3	What question did Jay ask to help the group make a choice?	**"Should we put the flowers there?"**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I agree because birds need food, and we could put the feeder near a tree. What kind of bird food should we use?

Example completed talk record: My partner said we could ask our teacher about safe bird food. I added that we could make a list of questions for the teacher.

Accept answers that match the passage, even if they use different words. For Your Turn, accept exactly two sentences that include a respectful response to the idea and a clear information question. Use the original two-sentence response as preparation. Observe a real short exchange: agreed turn-taking, listening, related addition, question, received reply and response. The final two sentences record what actually happened, with adult dictation support if needed; they need not repeat the prepared question. An invented conversation alone is incomplete. No garden construction is required.