Lesson 3 Day 1:

**What went well:** We really allowed quite a bit of time for this project. Students were given nearly all of class to work on their bird compilation. Because we had time, we allowed students to practice in their sketchbook. It was really nice to see the work they were doing in there. It was also nice to see how that translated to their final project. We also did two turn-and-talks for peer feedback and I think this helped students develop their work and get more polished final project. It was fun to see some things that happened organically-like the students naming their birds. I'm pretty sure that was started by one student but it quickly caught on to the entire room. It was also a pleasant surprise during our group talk to hear students say things like "my bird is a carnivore and lives in the desert." Some of the questions Clarissa and I were asking them was "Where might your bird live?" and "Why did you choose certain characteristics for your bird?" So it was nice to see them considering these in their process. These considerations will tie into our final project with them.

**What didn't go well:** I wish I would have reminded students to draw bigger. Many students made their birds really small and when the went to watercolor them there just wasn't as much room to explore. This was also one of the first classes where we almost didn't have enough for them to do. Thankfully, we decided to have them do sketches in their sketchbook and I think this was worth while but I would love to come up with some more authentic supplemental prompts and/or activities so that our super fast students still are getting something meaningful out of class. For their project, students were asked to combine characteristics from at least two birds (more if they wanted) to create a new bird but two students just drew a single bird exactly as it was. Both Clarissa and I prompted both of these students to mash up different characteristics but both students were resistant. I personally gave up this battle because they were producing quality work and drawing from observation. I think those students missed out on an opportunity to use their imagination and get creative but I know our final project will ask a lot of them in that sense so I will definitely be proactive about getting them engaged then.

**What I would do differently:** I would have come to class with more supplemental work for students that finish early. I would reminded students to draw big. I think most of us (teachers) have a great advantage of working as a team teach right now and moving forward I just want to be sure that since there are two of us and eighteen kids, that I am really checking in with each student. Like I said, with the numbers this is easier to do and I really want to find ways to motivate and enable those two students who couldn't push themselves to create a new bird. In two weeks (because we don't have class this week) Clarissa and I will be running a bit of a catch up day and the craziness of everyone working on different stuff, I want to be sure that I'm remembering to check in with my students one-on-one.