

Lesson 3: Discussing and Recording: Tools and Materials to Build a Magnificent Thing



CCS Standards

- **W.1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **SL.1.1:** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **SL.1.1a:** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.1.1b:** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **SL.1.1c:** Ask questions to clear up any confusion about the topics and texts under discussion.



Daily Learning Targets

- I can listen to and talk with my group about the tools and materials we will need for our magnificent thing. (SL.1.1, SL.1.1a, SL.1.1b, SL.1.1c)
- I can record the tools and materials that my group agreed to use to build our magnificent thing. (W.1.8)

Ongoing Assessment

- During the Opening and Closing, track students' progress toward SL.1.1a, SL.1.1b, and SL.1.1c using the Speaking and Listening Checklist (see Assessment Overview and Resources).

Agenda

1. Opening

- A. Back-to-Back and Face-to-Face: How Can You Show Initiative? (10 minutes)

2. Work Time

- A. Modeling: Planning to Build a Magnificent Thing (10 minutes)
- B. Small Group Practice: Planning to Build a Magnificent Thing (10 minutes)
- C. Modeling and Guided Writing: Planning to Build a Magnificent Thing (20 minutes)

3. Closing and Assessment

- A. Reflecting on Learning (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students continue working in groups to create their classroom magnificent things. As in Lesson 2, students continue to practice the speaking and listening skills they learned in Units 1 and 2 in order to communicate with one another and debrief after the process.

- This lesson continues building students' writing stamina. Students practice recording their experiences through guided writing pages in their Magnificent Thing notebook to prepare for the writing portion of the performance task and the Unit 3 Assessment.
- Students focus on another habit of character, initiative, in this lesson. Students revisit the meaning of *initiative* in the Opening to encourage them to demonstrate this habit of character during work time.
- Students demonstrate mastery toward standards SL.1.1, SL.1.1a, SL.1.1b, and SL.1.1c. Use the Speaking and Listening Checklist to collect data on every student during the Think-Pair-Share protocol and Back-to-Back and Face-to-Face protocol.
- This lesson is the final in a series of three that include built-out instruction for the use of Goal 2 Conversation Cues to promote productive and equitable conversation (adapted from Michaels, Sarah and O'Connor, Cathy. *Talk Science Primer*. Cambridge, MA: TERC, 2012. http://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf. Based on Chapin, S., O'Connor, C., and Anderson, N. [2009]. *Classroom Discussions: Using Math Talk to Help Students Learn, Grades K–6*. Second Edition. Sausalito, CA: Math Solutions Publications). Goal 2 Conversation Cues encourage students to listen carefully to one another and seek to understand. Continue drawing on Goal 1 Conversation Cues, introduced in Unit 1, Lesson 3, and add Goal 2 Conversation Cues to more strategically promote productive and equitable conversation. As the modules progress, Goal 3 and 4 Conversation Cues are also introduced. Consider providing students with a thinking journal or scrap paper.

How this lesson builds on previous work:

- Students use the work they did in Lesson 2 to plan materials and tools they will need for creating their magnificent thing. Students should use their learning from Unit 1 to think about which tool would be the best for the job.
- This lesson follows a similar pattern to Lesson 2, with modeling, small group work, and then guided writing.
- Students continue to apply their knowledge of habits of character. In this lesson, they focus on initiative.

Areas in which students may need additional support:

- In Work Time B, students work in their same small groups to plan the materials and tools needed to build the magnificent thing they were assigned in Lesson 2. Help students recall information about classroom tools from Unit 1.
- In Work Time C, students write about the materials and tools they will need to create their magnificent thing. Support students by directing them to the words on the journal page or word walls in the room that can help them.
- Consider previewing the group work with students who may need additional support collaborating with others.

Down the road:

- This lesson is the last of the planning before students begin to actually make their magnificent thing. To complete the task, students will need materials and classroom tools. Continue collecting materials such as tape, string, shoe boxes, cardboard, and paper towel tubes. (See Lesson 2 Teaching Notes/supporting materials.)

- In this lesson, students document the tools and materials they will use to create their magnificent thing for the classroom. Students will refer to this page as they continue creating their magnificent thing and when they complete the writing portion of the performance task.

In advance:

- Set up a document camera to display the Magnificent Thing Model: Teacher Picture and other documents throughout the lesson (optional).
- Prepare the Classroom Tools and Materials List anchor chart and Initiative anchor chart (see supporting materials).
- Consider pre-determining and preparing a few students to model with you during Work Time A.
- Consider placing Magnificent Thing notebooks in each group's designated workspace for a smoother transition.
- Review the Back-to-Back and Face-to-Face and Think-Pair-Share protocols. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Post: Learning targets, Back-to-Back and Face-to-Face Protocol anchor chart, "Learning Target" song, Classroom Discussion Norms anchor chart, Classroom Tools and Materials List anchor chart, and Initiative anchor chart.

Technology & Multimedia

Consider using an interactive whiteboard or document camera to display lesson materials.

- Opening A: If you recorded students participating in the Back-to-Back and Face-to-Face protocol in Unit 2, play this video for them to remind them of what to do.
- Work Time A: If you recorded students singing the "Learning Target" song in Unit 2, play this recording for them to join in with.
- Work Time B: Students use drawing apps or software to draw their response, for example Kids Doodle plug-in for Google or app for Apple products (<https://itunes.apple.com/us/app/kids-doodle-movie-kids-color/id460712294?mt=8>)
- Closing and Assessment A: Create the Initiative anchor chart in an online format, for example a Google Doc, to display and for families to access at home to reinforce these skills.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 1.I.A.1, 1.I.B.5, and 1.I.C.10

Important points in the lesson itself

- The basic design of this lesson supports ELLs through the practice of collaborative work, through modeling the task, and through the use of visual aids.
- ELLs may find it challenging during group work to contribute and keep pace with other students. While circulating, find ways to include students who are reserved or confused. Use students' strengths to suggest ways of including them. (Example: "Mateo is such a great artist. Maybe he should be the sketcher.")

Levels of support

For lighter support:

- Invite an intermediate or advanced proficiency student to briefly review each tool and material illustrated in the notebook so that all students are clear about what these things represent. Invite students to offer translations of different tools and materials in their home languages or prepare and provide some translations.

For heavier support:

- If one small group contains many ELLs and students who need heavier support, consider working closely with this group. Guide them through the process of collaborating and planning to build a magnificent thing.
- Review the Working to Become Effective Learners anchor chart while discussing *initiative*. Briefly discuss how the girl in *The Most Magnificent Thing* showed initiative.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Throughout this lesson, embed support for unfamiliar vocabulary by providing explanation and visual examples. This will help students make connections and support comprehension.
- **Multiple Means of Action & Expression (MMAE):** During Work Time C, students spend time observing as you model how to complete the next page in your notebook. You can make this interactive and provide an option for physical action by inviting students to stand up and trace their writing response in the air with a pointer finger.
- **Multiple Means of Engagement (MME):** In Work Time A, students observe as you model how to collaboratively talk and listen about tools and materials. This is a good time to anticipate student frustration and model productive strategies for managing disagreements in their small groups through a think-aloud.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- initiative (L)

Materials

- ✓ Back-to-Back and Face-to-Face Protocol anchor chart (begun in Unit 2, Lesson 7)
- ✓ “Learning Target” song (from Unit 2, Lesson 2; one to display)
- ✓ Classroom Discussion Norms anchor chart (begun in Unit 1, Lesson 2)
- ✓ Document camera (optional)
- ✓ Magnificent Thing Model: Teacher Picture (from Lesson 2; one to display)
- ✓ Whiteboards (one per group and one for teacher modeling)
- ✓ Whiteboard markers (one per group and one for teacher modeling)
- ✓ Magnificent Thing Model: Student Pictures (from Lesson 2; one picture per group)
- ✓ Magnificent Thing notebook (from Lesson 2; one per student and one for teacher modeling)

- ✓ Classroom Tools and Materials List anchor chart (new; co-created with students during Work Time C; see supporting materials)
- ✓ Initiative anchor chart (new; co-created with students during Closing; see supporting materials)
- ✓ Think-Pair-Share anchor chart (begun in Unit 1, Lesson 1)
- ✓ Speaking and Listening Checklist (for teacher reference; see Assessment Overview and Resources)

Opening

A. Back-to-Back and Face-to-Face: How Can You Show Initiative? (10 minutes)

- Gather students together whole group.
- Tell them they are going to talk about another habit of character—initiative—using the Back-to-Back and Face-to-Face protocol. Remind them that they used this protocol in Unit 2 and review as necessary, using the **Back-to-Back and Face-to-Face Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Have students find a partner and stand back-to-back with each other, being respectful of space.
- Ask students the following question and give them 30 seconds to consider how they will respond:
“What does it mean to use initiative?” (thinking of new ideas, asking questions)
- Invite students to turn face-to-face to share their responses.
- Have students repeat this process with a new partner.
- If productive, use a Goal 2 Conversation Cue to encourage students to listen carefully:
“Who can repeat what your classmate said?” (Responses will vary.)
- Ask:
“How can you show initiative while you work with your group today?” (I can suggest a new idea.)
- Ask students to return to their seats in the whole group area.

Meeting Students' Needs

- As you introduce the word *initiative*, offer an alternative to visual information by introducing a physical gesture, indicating the word's meaning. (Example: Tap one finger to your head like you are thinking.) (MMR)
- Before asking the Back-to-Back and Face-to-Face protocol question, activate background knowledge by providing one or two examples of what initiative looks and sounds like. Example:
“When students are initiative, I see them raising their hands to ask questions they have. What do you see?” (MMR)
- Before students begin the protocol, create an accepting and supportive classroom climate by asking students to remind the class of strategies they brainstormed in Lesson 1 for finding a new partner. Examples:
“If I don't know my classmate well, I can try smiling and asking her to be my partner in a friendly voice.”
“I can remember that it can feel risky to look for a new partner, and try to help my classmates by agreeing to be someone's partner, even if I don't know them well.” (MME)

Work Time

A. Modeling: Planning to Build a Magnificent Thing (10 minutes)

- Invite students to sing the **“Learning Target” song**.
- Direct students’ attention to the posted learning targets and read the first one aloud:

“I can listen to and talk with my group about the tools and materials that we will need for our magnificent thing.”
- Invite students to point to a resource in the room that will help them listen to and talk with their group. Call on students pointing to the **Classroom Discussion Norms anchor chart** to share and explain their idea with the class.
- Using a **document camera**, display the **Magnificent Thing Model: Teacher Picture**. Tell students that today, you will model deciding on tools and materials you will need to create your magnificent thing for the classroom.
 - Invite the pre-selected students to help you demonstrate. Model talking about and listening to ideas about tools and materials. Place a **whiteboard** and **whiteboard marker** between the student volunteers. Say:

“My magnificent thing is a classwork display sign. The letters look like they are made with paper. We should use that. What do you think?”
 - Allow time for student volunteers to discuss. Say:

“How do you think we should make the letters stick?”
 - Allow time for student volunteers to discuss. Say:
 - ***“I am going to draw the letters for the sign on the whiteboard.”***
 - Model sketching an idea of how the classwork display sign will look on the whiteboard. Ask:

“Would those in my small group like to add to the sketch?”
 - Invite student volunteers to add to the sketch.
- Invite students to turn and talk to an elbow partner:

“How did my small group decide what tools and materials to use?” (We took turns talking about ideas.)
- Tell students they will now do something similar with their small groups. They will look at the picture of the magnificent thing their group is making and, as a group, describe what tools and materials they will need.

Meeting Students’ Needs

- For ELLs: Some students may not have the language to discuss the details of their group’s photograph. Provide a prompt to encourage clarifying questions. Example:

“If you’re not sure how to talk about something in the photograph, you can ask somebody in your group, or you can raise your hand and ask me. Just point to the thing you are not sure about and say, ‘What is this?’”
- After students turn and talk to elbow partners, help them anticipate and manage frustration by modeling what to do if someone in their group has an idea they do not agree with. Example:

“One of my group members may suggest an idea I don’t agree with. If that happens, I can remember that collaborating means putting everyone’s ideas together. Even if some of the ideas aren’t my favorite, I can be flexible to help my group collaborate.”

(MME)

Work Time

B. Small Group Practice: Planning to Build a Magnificent Thing (10 minutes)

- Invite students to return to their small group workspace from the previous lesson.
- Distribute each group’s **Magnificent Thing Model: Student Picture**, whiteboard, and marker.
- Using a total participation technique, invite responses from the group:

“What is one way your group can work together to share your marker and board?” (We can take turns.)
- Invite students to work together to discuss tools and materials for their magnificent thing. Remind them to use initiative while working.
- Circulate to support groups as they collaborate. If necessary, prompt groups with questions to get their discussion going:

“What object does it kind of look like?”

“What might you need tape for?”
- Tell students when they have 1 minute left to finish their sketch of their magnificent thing.
- Refocus whole group.
- Invite students to repeat to their group members the list of tools and materials they will use to create their magnificent thing.

Meeting Students’ Needs

- For ELLs: As students form groups, encourage participation by creating differentiated roles. (Example: One student is the sketcher, one student thinks of materials, and one student thinks of tools.) (MMAE)

Work Time

C. Modeling and Guided Writing: Planning to Build a Magnificent Thing (20 minutes)

- Gather students together whole group. Collect and save the Magnificent Thing Model: Student Pictures.
- Direct students’ attention to the posted learning targets and read the second one aloud:

“I can record the tools and materials that my group agreed to use to build our magnificent thing.”
- With excitement, display the **Magnificent Thing notebook (for teacher modeling)** using the document camera. Remind students that an important part of creating something is taking notes about each step to help you remember what you did.

- Open to page 2 and read the first sentence stem aloud: “My magnificent thing is a ____.”
- Think aloud while writing “classwork display sign” to finish the sentence.
- Using a total participation technique, invite responses from the group:
“What would you write on this line?” (Responses will vary.)
- Clarify that they are writing their own group’s magnificent thing on the line.
- Continue modeling how to write about your magnificent thing:
 - Read aloud some of the tool words on the page.
 - Read aloud each question and think aloud as you write a response to each.
 - Point out the box at the bottom of page 2.
 - Sketch a picture of the classwork display sign, thinking aloud about the materials and tools used to make it. (Example: “The letters need tape, so I will draw some tape here.”)
- Invite students to close their eyes and picture the magnificent thing they planned with their group. Encourage students to whisper into their hand some of the tools and materials their group decided on using.
- Transition students back to their tables.
- Distribute students’ **Magnificent Thing notebooks**.
- Guide students through page 2 by reading each question aloud and allowing time for students to write an answer.
- Circulate, carrying the Magnificent Thing Model: Student Pictures to provide students with a quick reference point as necessary.
- Give students a 1-minute warning to finish and close up their work. Refocus whole group.
- Ask:
“What materials and tools does your group plan to use?” (Responses will vary.)
- Call on volunteers to share out. As students share, capture their ideas on the **Classroom Tools and Materials List anchor chart**.
- Collect students’ Magnificent Thing notebooks.
- Invite students to clean up and transition back to the whole group area.

Meeting Students’ Needs

- For ELLs: Ask about the word *to* in the model sentence frame: *I will use scissors to cut the letters*. Clarify that *to* is used to tell why we need to use the tools. Example:
“What should go here? I will use scissors to ...? What comes after to? Are the scissors going somewhere? When we use to we are saying why we need to use the tool.”
- As you model writing about your magnificent thing in the notebook, emphasize process and effort by modeling how to sound out a word with tricky spelling. Encourage students to try their best and utilize environmental print if they get stuck. (MME)
- After you ask students what they would write on page 2 of your teacher example, provide an option for physical action by inviting students to stand up and write their response in the air with a pointer finger. (MMAE)
- For independent writing, differentiate the degree of difficulty to optimize challenge. Students may be more appropriately challenged with the options to use sentence frames or dictation. (MME)

- To help students express their ideas in the independent writing task, offer options for drawing utensils (e.g., thick markers or colored pencils) and writing tools (e.g., fine-tipped markers, pencil grips, slant boards). (MMAE)

Closing and Assessment

A. Reflecting on Learning (10 minutes)

- Direct students' attention to the posted **Initiative anchor chart**.
- Tell students they are now going to use the Think-Pair-Share protocol to explain how they showed initiative with their group today. Remind them that they used this protocol in the previous lesson and review as necessary, using the **Think-Pair-Share anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Invite students to Think-Pair-Share:

“How did you show initiative with your group today?”
- Circulate and listen in on pairs to collect data on the **Speaking and Listening Checklist**. Offer the following sentence stem as necessary: “I used initiative today when I _____.”
- If productive, use a Goal 2 Conversation Cue to encourage students to listen carefully and seek to understand:

“Who can tell us what your classmate said in your own words?” (Responses will vary.)
- Invite students to share out whole group. Capture their responses on the Initiative anchor chart.
- Add anything you noticed about students showing initiative that wasn't mentioned.
- Remind students that collaboration and initiative will be important for them to remember as they continue working on their magnificent thing tomorrow.

Meeting Students' Needs

- For ELLs: Some students may have trouble verbalizing their reflection. Invite an advanced proficiency student to comment on how a beginning proficiency student showed initiative. After the advanced student shares, the beginning student can repeat the reflection, speaking for him- or herself. Example:

“Mindy just said that you showed initiative when you sketched. Good work, Freddie! Now can you say, ‘I showed initiative when I sketched?’”
- After the Think-Pair-Share protocol, optimize relevance by inviting students to set shared classroom goals with prompts. Example:

“Put your hands on your shoulders if you saw your classmates taking initiative today. What are some things we can do to get even better at taking initiative?” (MME)