

Lesson 10: Research Reading, Session 5: Individual Notes from Beaks!



- **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.1.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.



Daily Learning Targets

- I can write research notes about different types of bird beaks. (W.1.8)
- I can participate in a Science Talk to show my learning about how a bird's beak helps it survive. (SL.1.1, SL.1.2)

Ongoing Assessment

- During the Science Talk protocol in Work Time B, use the Speaking and Listening Checklist to monitor students' progress toward SL.1.1a and SL.1.1b (see Assessment Overview and Resources).

Agenda

- 1. Opening**
 - A. Song and Movement: "Birds in the Wilderness" (10 minutes)
- 2. Work Time**
 - A. Independent Writing: Preparing for Science Talk (20 minutes)
 - B. Science Talk Protocol: How Does a Bird's Beak Help It Survive? (20 minutes)
- 3. Closing and Assessment**
 - A. Reflecting on Learning (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- During the Opening, students are introduced to a song called "Bird in the Wilderness" zipper song, which is used to help students practice using different shades of verbs. Students will use verbs from the Verbs Shades of Meaning anchor chart to complete verses of the song.

- In Work Time A, students work to synthesize the class notes about beaks into an individual notes sheet that they will use as evidence for the Science Talk in Work Time B.
- In Work Time B, students participate in a Science Talk. A Science Talk gives students the opportunity to answer questions about science ideas using a structured discussion format. As students speak about and listen to science ideas, they build confidence in their language and discussion skills (SL.1.1a, SL.1.1.b). These talks provide a window into students' thinking that helps teachers figure out what students really know and what their misconceptions may be. Consider how familiar students are with this protocol and reallocate class time spent introducing it as necessary.

How this lesson builds on previous work:

- Students use the Beaks: Class Notes from Lessons 6–9 to create an individual notes sheet about beaks that they will use during the Science Talk protocol.
- In this lesson, students use all the information gained about bird beaks to answer the research question “How do birds use their beaks to survive?” while participating in the Science Talk protocol.

Areas in which students may need additional support:

- Some students may need additional support with writing their individual beak notes. Remind students to use the tools around the room such as the Beak: Group Notes, Bird Word Wall, and the High Frequency Word Wall. Consider encouraging students to complete their notes using both pictures and words.
- During the Science Talk, students may find it difficult to wait for their turn, listen to others, and stay on topic. If needed, refocus the whole group and re-model a specific desired behavior that is particularly challenging to students.

Down the road:

- In Lessons 11–14, students will use their research about bird beaks to create an informational writing piece about how birds use their beaks to survive.
- In Lesson 11, students will return to their Birds Research notebook and will add a new scientific drawing of a beak.

In advance:

- Strategically group students into triads for the Science Talk protocol in Work Time B.
- Preview the “Birds in the Wilderness” song in order to familiarize yourself with the tune and with the format of the song.
- Post: Learning targets and applicable anchor charts (see Materials list).

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

- Continue to use the technology tools recommended throughout Modules 1 and 2 to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 1.I.A.1, 1.I.A.3, 1.I.B.5, and 1.I.C.10

Important points in the lesson itself

- The basic design of this lesson supports ELLs through opportunities to share their content knowledge about birds in a Science Talk protocol using Science Talk sentence starters to support adding to someone else's idea.
- ELLs may find it challenging to process language and follow the conversation during the Science Talk protocol (see “Levels of support” and Meeting Students' Needs).

Levels of support

For lighter support:

- To prepare for Science Talk protocol, invite a group of students to model for the class using the Science Talk sentence starters.

For heavier support:

- To ensure students have quick access to the Science Talk sentence starters, consider giving students a copy of each sentence frame for them to have with them during the Science Talk.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** To set themselves up for success for the Science Talk, students will need to generalize the learning around beaks. Before asking students to share, activate prior knowledge by recalling learning from previous lessons. For additional support, provide a visual display of the questions presented orally.
- **Multiple Means of Action & Expression (MMAE):** Continue to support a range of fine motor abilities and writing need by offering students options for writing utensils. Also consider supporting students' expressive skills by offering partial dictation of student responses.
- **Multiple Means of Engagement (MME):** Before students begin writing research notes, consider creating a writing goal that is appropriate for individual students. For students who

may need additional support in building writing stamina, consider offering built-in breaks, where students can choose an activity such as getting water or stretching.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- wilderness (L)

Review:

- Science Talk (L)

Materials

- ✓ Verbs Shades of Meaning anchor chart (begun in Lesson 8)
- ✓ “Birds in the Wilderness” (one to display)
- ✓ Language Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ Beaks: Individual Notes (one per student)
- ✓ Beaks: Individual Notes (example, for teacher reference)
- ✓ Beaks: Class Notes (from Lesson 6; added to during Work Time A; see supporting Materials)
- ✓ Beaks: Class Notes (from Lesson 6; example, for teacher reference)
- ✓ Science Talk Protocol anchor chart (from Unit 1, Lesson 10; one to display)
- ✓ Science Talk sentence starters (from Unit 1, Lesson 10; one to display)
- ✓ Speaking and Listening Checklist (for teacher reference; see Assessment Overview and Resources)

Opening

A. Song and Movement: “Birds in the Wilderness” (10 minutes)

- Gather students whole group.
- Tell them you have a new song to teach them. They will read the words together and learn the tune, and every day they will try out some of the weak and strong verbs in the song.
- Display the **Verbs Shades of Meaning anchor chart**.
- Briefly explain that this song will help them practice how verbs may be similar but have small differences to show their strength.
- Invite students to whisper a response into their hand:

“What is a verb?” (a word that shows an action)

- Define *wilderness* (an area where there are trees and wild animals)
- Display the “**Birds in the Wilderness**” song and follow the same routine established in Modules 1–2 to sing it:
 - Invite students to first listen as you sing the song aloud fluently and without interruption. Use the first bird and pair of verbs on the Verbs Shades of Meaning anchor chart to fill in the blanks (sparrow; hop and leap).
 - Invite students to contribute ideas for gestures/actions for the song.
 - Invite students to join you in singing the song with the same bird and verbs, using the hand gestures and actions.
 - Consider using the **Language Checklist** to collect data on students’ progress toward L.1.5d.
 - Repeat with a different bird and pair of verbs as time permits.

Meeting Students' Needs

- For ELLs: (Reviewing Words) Some students would benefit from reviewing the meaning and pronunciation of the verbs in the Verbs Shades of Meaning anchor chart.
- For students who may need additional support with perception: Provide individual copies of the song in an enlarged font. (MMR)

Work Time

A. Independent Writing: Preparing for Science Talk (20 minutes)

- Gather students whole group.
- Give them specific, positive feedback about their ability to collaborate with classmates to gather information in hopes of answering the research question, “How do birds use their beaks to survive?”
- Direct students’ attention to the posted learning targets and read the first one aloud.
“I can write research notes about different types of bird beaks.”
- Display the **Beaks: Individual Notes** and read the research question aloud:
 - “How do birds use their beaks to survive?”
- Direct students’ attention to the posted **Beaks: Class Notes**, and remind students that they spent the past several lessons researching this question and adding to this chart. Reread the information on the class notes and invite students to take a couple of seconds to think about the different types of bird beaks and how they help the different birds survive.
- Turn and Talk:
“What is one type of bird beak, and how does it help the bird survive?” (Responses will vary, but may include: Long beaks help birds get nectar in flowers; hooked beaks tear flesh and skin.)
- If productive, cue students to add on to what a classmate said:
“Who can add on to what your classmate said? I’ll give you time to think.”

- Select a few students to share.
- Tell students that today they will create an individual notes sheet to record information about a couple of bird beaks that the class researched. Tell students that they can choose which bird beaks to include on their individual notes sheet. They will use these notes during the Science Talk in the next part of the lesson.
- Remind students to write their notes in a way that provides them with evidence for the Science Talk.
- Point out that the layout of the individual notes sheet matches the layout of the class notes chart.
- Briefly model how to complete each column by referring to the Beaks: Class Notes.
- Demonstrate drawing a quick sketch of the bird in the third column. Refer to **Beaks: Individual Notes (example, for teacher reference)** as necessary.
- Transition students to their workspaces.
- Distribute Beaks: Individual Notes and invite students to begin writing and drawing.
- Circulate to support students as necessary. Encourage them to use the Beaks: Class Notes and classroom resources (Word Walls, high-frequency word lists, and alphabet or letter sound combination charts).
- When 1 minute remains, give students a warning to finish up their writing and drawing.
- Refocus whole group and tell students to place their notes to the side, so that they can use them for evidence during the upcoming Science Talk.

Meeting Students' Needs

- For ELLs: (Recalling Language Dive) Invite students to use language from the Language Dive in Lesson 8 to help prepare their notes for the Science Talk Protocol.
- For ELLs: (Prompting Adjectives and Complete Sentences) While circulating, support students in writing complete sentences by reminding them of resources around the room and prompting them to reflect on their work. (Example: "Hmm, this just says *beaks and feathers*. Can you make a complete sentence out of those words? Can you add adjectives?")
- For students who may need additional support with comprehension: To activate prior knowledge, ask students to share how they have used research notes in previous lessons. (MMR)

Work Time

B. Science Talk Protocol: How Does a Bird's Beak Help It Survive? (20 minutes)

- Direct students' attention to the posted learning targets and read the second one aloud:

"I can participate in a Science Talk to show my learning about how a bird's beak helps it survive."
- Tell students that today they will use the Science Talk protocol to discuss how a bird's beak helps it survive. Remind them that they used this protocol in Unit 1, and review as necessary

using the **Science Talk Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)

- Turn and Talk:
 - “What does it mean to add onto someone’s ideas?” (listen to what he or she says; add new or different details)*
 - “Which discussion norm do you want to work on today?” (Responses will vary.)*
- Invite a few students to share.
- Remind students that during previous Science Talks, they used sentence frames to help them add onto what a classmate said. Direct students’ attention to the posted **Science Talk sentence starters** and briefly review them.
- Invite students to bring their Beaks: Individual Notes and move them into pre-determined triads.
- Invite triads to begin the Science Talk protocol using the following prompt:
 - “How does a bird’s beak help it survive?”*
- Circulate as students discuss. Observe students sharing information about the purpose for different types of bird beaks, using sentence frames to add onto the discussion, and using their notes as a resource as they share and discuss. Use the **Speaking and Listening Checklist** to make note of observations and progress toward SL.1.1a, SL.1.1b, SL.1.4, and SL.1.6.
- As much as possible, allow students to guide their own discussions. Only provide reminders about directions.
- After 10 minutes, signal all students to finish up their discussion, and transition students back to the whole group gathering area.
- Offer students specific, positive feedback on their work discussing their learning with others and adding onto the group discussion during the Science Talk protocol.

Meeting Students' Needs

- For ELLs: (Thinking Through Science Talk Starters) Review how to use the Science Talk sentence starters. Ask:
 - “What sentence starter will you use if you want to tell what someone else has said in your own words?” (“I think he/she means _____.”)*
 - “What sentence starter will you use if you want to say more about what someone else has said?” (“I’d like to add _____.”)*
 - “What sentence starter would you use if you have a connection with what someone else says?” (“This makes me think _____ because _____.”)*
- For ELLs: (Pacing Prompts) Encourage students to speak up when they would like to hear something repeated. Empower them with questions they can ask to regulate the pace of the conversation. Examples:
 - “Can you please repeat what you said?”*
 - “Can you please speak more slowly?”*
- For students who may need additional support with self-regulation: Before students begin the Science Talk, model what to do if they get stuck on building onto others’ ideas. Consider providing index cards of previously taught sentence frames as support for communication and frustration. (MMR, MMAE, MME)

Closing and Assessment

A. Reflecting on Learning (10 minutes)

- Gather students whole group.
- Invite them to stand and participate in the Bird Simon Says routine from Work Time C of Lesson 6. After a few minutes, invite students to take their seats.
- Follow the same routine from the Closing of Lesson 6 to guide students in a reflection on their collaboration.
- Invite students to stand up and flap their wings five times in a celebratory bird dance, celebrating their hard work researching bird beaks!

Meeting Students' Needs

- For ELLs: (Celebrating Learning) Consider giving feedback on what an ELL did well. This will help the student build his or her self-confidence and to identify and repeat his or her success next time.