

## Lesson 3: Reading and Writing: Expert Birds, Day 1



### CCSS

- **RI.1.6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RI.1.7:** Use the illustrations and details in a text to describe its key ideas.
- **W.1.7:** Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- **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.1.1c:** Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.1.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.1.3:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.1.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.



### Daily Learning Targets

- I can research information about my expert bird using the beaks and feathers class notes. (RI.1.6, RI.1.7, W.1.7, W.1.8)
- I can draw a sketch of my expert bird that shows my understanding of shape and size. (W.1.7)

### Ongoing Assessment

- During the Opening, continue to observe students as they discuss and ask questions about the Mystery Riddles and to gather data on their progress toward SL.1.1a and SL.1.1c.
- During the reading independently to research and take notes in Work Time A, use the Reading Informational Text Checklist to track students’ progress toward RI.1.6, RI.1.7, W.1.7, and W.1.8 (see Assessment Overview and Resources).

## Agenda

### 1. Opening

A. Riddle Discussion Protocol: Mystery Bird Riddle #3 (10 minutes)

### 2. Work Time

A. Reading Independently to Research and Take Notes: Beaks and Feathers Class Notes (20 minutes)

B. Making Observations: Scientific Drawing, Shape, and Size (20 minutes)

### 3. Closing and Assessment

A. Peer Feedback: Expert Bird Drawing, Draft 1 (10 minutes)

## Teaching Notes

### Purpose of lesson and alignment to standards:

- During the Opening, students continue to listen and respond to Mystery Riddles about specific birds. This activity reinforces the skills of asking questions and using evidence from the text and illustrations to make an educated guess about the riddle. This lesson is the third lesson in a series of five that builds students' confidence and understanding of riddles before they are asked to write their own Expert Bird Riddle card (SL.1.1c).
- This is the first lesson in which students research their expert bird. Students continue to build their research skills around informational texts while working to collect information on their expert birds to answer the Unit 3 guiding question: "How do specific birds use their body parts to survive?"
- This lesson connects to Next Generation Science Standard 1-LS1-1. During Work Time A, students continue to focus on the following disciplinary core idea: All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air. As students research the different body parts of their expert birds, help students begin to notice the different ways birds use their body parts to help them survive.
- During the reading independently to research and take notes in Work Time A, students follow a similar routine from Lesson 2 when the class participated in shared research on the cardinal, which serves as the teacher model for this unit.
- During Work Time B, students continue to refine their scientific drawing skills that they have been practicing throughout this module. During the next two lessons, students will receive instruction around size, shape, placement, and detail in their scientific drawings. These lessons help scaffold students for their final Expert Bird Scientific Drawing card that will be a part of this unit's performance task.
- During the Closing, students give kind, specific, and helpful feedback to their classmates based on a draft of their expert bird drawing. During Unit 3 of Module 2, students built their understanding around the process of giving feedback. During this unit, students refine their ability to give feedback to a partner who then uses it to revise and to improve his or her drawing.

### How this lesson builds on previous work:

- As in Lesson 2, students once again participate in the Riddle Discussion protocol in small groups.
- In Lesson 2, students participated in shared research where they helped to find information about the cardinal using the Beaks: Class Notes and Feathers: Class Notes. In this lesson, students also use those charts to find information about their expert birds during small group research.
- In Lesson 2, students watched the “Austin’s Butterfly” video to learn how specific feedback can make their work better. In this lesson, students begin the process of giving kind, specific, and helpful feedback to a partner by providing focused feedback on how to revise and improve the first draft of their expert bird drawing.

### Areas in which students may need additional support:

- Continue to follow the suggested supports from the Opening of Lesson 1.
- Some students will find it challenging to reread the information from the Beaks: Class Notes and Feathers: Class Notes during the group research portion of Work Time A. Strategically group students so they can support one another well as they read and recall information on these charts. Additionally, think about reading aloud each chart to the whole class and pausing after every second or third bullet, to allow students time to record their findings in their Expert Birds Research notebooks.
- In Work Time B, students may be challenged to create an accurate scientific drawing of their expert bird. To minimize frustration, consider providing additional copies of the draft drawing page of the Expert Birds Research notebook for students who desire a second attempt. Also, consider allocating additional time in the day for students to complete any unfinished drawings.

### Down the road:

- In Lessons 4–5, students will continue to participate in several more rounds of the Riddle Discussion protocol with new Mystery Riddles.
- In Lesson 4, students will continue to refine their scientific drawing skills, with focused instruction on the placement of body parts and details found in the different expert birds.
- In Lesson 4, students will once again participate in shared research on the cardinal as they are reacquainted with the text *Little Kids First Big Book of Birds*, which they will use when researching information about their expert birds in Lessons 5–6.

### In advance:

- Prepare:
  - Mystery Bird Riddle Card #3, in color if possible.
  - Expert Research Groups chart by using the information gained from the Research Birds voting sheets from Lesson 1 and dividing students into six research groups for each of the six bird schools to study: Hummingbird, Woodpecker, Blue Jay, Pelican, Wood Duck, and Penguin (see supporting Materials).
  - Workspaces around the room for each expert research group; pre-distribute research notebooks at each one.
- Post: Learning targets, Beaks: Class Notes, Feathers: Class Notes, 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.B.5, 1.I.B.6, and 1.I.C.10

#### Important points in the lesson itself

- The basic design of this lesson supports ELLs by building confidence with riddles before writing their own for the performance task and opportunities to deepen their understanding of the process of feedback and critique.
- ELLs may find it challenging to stay focused throughout the modeling of the scientific drawing (see “Levels of support” and Meeting Students’ Needs).

#### Levels of support

*For lighter support:*

- Provide more time to take notes during Work Time A.

*For heavier support:*

- Consider making a list of the steps for drawing and add pictures to explain what each step is about.
  - Observe the photograph and notice the shapes.
  - Trace the shapes with your finger.
  - Notice the size of the whole bird and the size of the body parts.
  - Trace body parts to think about their shape.
  - Draw a quick sketch.

#### Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support students as they incorporate new learning from this lesson into existing knowledge. Providing explicit cues or prompts supports students in making connections to prior learning in this unit.
- **Multiple Means of Action & Expression (MMAE):** Continue to support students in setting appropriate goals for their effort and the level of difficulty expected during this lesson.

- **Multiple Means of Engagement (MME):** During this lesson, some students may need additional support with sustained effort. Continue to provide targeted feedback that encourages sustained effort during each activity and encourages the use of specific supports and strategies, such as the Word Wall and peer support.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

#### Review:

- question, scientific drawing, kind, helpful, and specific feedback (L)

### Materials

- ✓ Mystery Bird Riddle Card #3 (one per group and one to display)
- ✓ Riddle Discussion Protocol anchor chart (begun in Lesson 1)
- ✓ Beaks: Class Notes (begun in Unit 2, Lesson 6)
- ✓ Feathers: Class Notes (begun in Unit 2, Lesson 3)
- ✓ Expert Research Groups chart (one to display)
- ✓ Expert Birds Research notebook (from Lesson 2; pages 1 and 4; one per student and one for teacher modeling)
- ✓ Expert Birds Research notebook (from Lesson 2; example, for teacher reference)
- ✓ Expert Bird Scientific Drawing Criteria anchor chart (new; teacher-created; see supporting Materials)
- ✓ Expert Bird Scientific Drawing Criteria anchor chart (example, for teacher reference)
- ✓ Cardinal photograph (one to display)
- ✓ Cardinal Expert Bird Scientific Drawing card: Teacher Model (new; for teacher reference)
- ✓ Expert Bird photographs (one per pair in each expert group and one to display)
  - Hummingbird photograph
  - Woodpecker photograph
  - Blue jay photograph
  - Pelican photograph
  - Penguin photograph
  - Wood duck photograph
- ✓ Pencils (one per student)
- ✓ Pinky Partners Protocol anchor chart (begun in Module 1)

## Opening

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### A. Riddle Discussion Protocol: Mystery Bird Riddle #3 (10 minutes)

- Gather students whole group.
- Remind them of their work solving the Mystery Riddles over the past several lessons.
- Using a total participation technique, invite responses from the group:  
*“What were the two previous mystery birds?” (heron, red-tailed hawk)*
- Tell students that today they will learn about a new mystery bird.
- Using **Mystery Bird Riddle Card #3**, follow the routine from the Opening of Lesson 1 to guide students through listening to and acting out the riddle card.
- Tell students they are now going to use the Riddle Discussion protocol to try to solve the riddle. Remind them that they used this protocol in the previous lesson, and review as necessary using the **Riddle Discussion Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Move students into pre-determined groups and guide them through the protocol.
- Reveal that the macaw is the mystery bird in the riddle.
- Give students specific, positive feedback on their work with using clues and questions to figure out the riddle.

### Meeting Students' Needs

- For ELLs and students who may need additional support with Vocabulary: (Defining Words) Invite students to explain the meaning of the words *fleshy* and *latch*. Prompt students to recall any relevant prior knowledge. (MMR)
- For ELLs: (Solving Riddles) Before doing a microphone share, invite a student to share out notices and wonders about the bird and how resources around the classroom helped him or her determine the mystery bird.
- For ELLs: (Solving Riddles) Invite students to share which question from the Riddle Discussion protocol helped them decide what the mystery bird was.

## Work Time

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### A. Reading Independently to Research and Take Notes: Beaks and Feathers Class Notes (20 minutes)

- Refocus students whole group.
- Remind them that in the previous lesson, they helped begin researching the cardinal using the **Beaks: Class Notes** and **Feathers: Class Notes** from Unit 2. Remind them that they are helping to gather information about the cardinal so that the class can write a cardinal riddle card.
- Direct students' attention to the posted learning targets and read the first one aloud:  
*“I can research information about my expert bird using the beaks and feathers class notes.”*

- Tell students that today they will learn which bird they will research for their Expert Bird Riddle card and will begin taking notes using information on the Beaks: Class Notes and Feathers: Class Notes.
- Briefly remind students that earlier, they rated the birds (hummingbird, woodpecker, blue jay, pelican, penguin, and wood duck) 1–6 to show which they were most interested in learning more about.
- Emphasize that all the birds are very interesting to learn about, so even if they didn't get their first choice, there will be exciting new facts to learn about each one.
- Display the **Expert Research Groups chart** and, with enthusiasm, unveil the six research groups: Hummingbird, Woodpecker, Blue Jay, Pelican, Penguin, and Wood Duck.
- Tell students that throughout this unit they will work in these research groups to locate information about their expert bird and to create an Expert Bird Riddle card along with an Expert Bird Scientific Drawing card of this bird.
- Tell students that they will follow a similar routine from Work Time A of Lesson 2 to begin collecting research about their expert birds:
  - Direct students' attention to the Beaks: Class Notes and Feathers: Class Notes. Tell them that they should use these two charts to begin researching their expert birds.
  - Reread the information on the class notes pertaining to the expert birds and tell students to listen for information about their expert bird as the notes are read aloud. When they hear information about their bird, invite students to quietly put a thumb up in the middle of their chest.
  - Remind students to listen for information about how either the beak or feathers of their bird help it survive.
  - Display page 1 of the **Expert Birds Research notebook**. Tell students that today they will begin to record information on their expert bird in this notebook.
  - Turn and Talk:
    - “*What is your expert bird?*” (Responses will vary.)
    - “*What body part helps the bird survive?*” (beak or feathers, depending on the bird)
  - Using a total participation technique, read aloud the third question and invite responses from the group:
    - “*How does this body part help the bird survive?*” (Responses will vary.)
  - Point to the two boxes underneath the questions. Tell students that in the top box they should draw a labeled sketch of the body part that they have found information about. In the bottom box, they should draw a sketch of how the bird part helps the bird survive.
  - Tell students that now they will work in their expert bird research groups to find information about their expert bird and to record this information in their own Expert Birds Research notebook.
  - Before moving students into research groups, reread the Beaks: Class Notes and Feathers: Class Notes.
  - Move students into pre-determined groups and show them their workspaces. Invite groups to quietly begin researching.
  - Remind students to use the Beaks: Class Notes and Feathers: Class Notes when collecting information.

- Circulate to support students and help groups by rereading the class notes, if necessary. Refer to **Expert Birds Research notebook (example, for teacher reference)** as necessary.
- As you circulate, prompt discussion by asking: “What is your expert bird?” “Which body part helps the bird survive?” “How does the body part help the bird survive?”
- After 12–15 minutes, refocus whole group.
- Invite a few members from each group to share a piece of information that they found.
- Remind students that they are collecting information about their expert birds so that they can write their own Expert Bird Riddle card.
- Think-Pair-Share:
  - “What information have you already learned about your expert bird?”***  
*(Responses will vary.)*
  - “What new information do you still need to research about your expert bird?”***  
*(Responses will vary.)*
  - “What new body part are you interested in researching more about?”***  
*(Responses will vary.)*
- Circulate and listen in and select a few students to share out with the whole group.
- If productive, cue students to explain why a classmate came up with a particular response:
  - “Who can explain why your classmate came up with that response?”***
- Tell students that in tomorrow’s lesson they will continue to help research more about the cardinal by using a research text.

### Meeting Students’ Needs

- For ELLs and students who may need additional support with sustained effort: (Summarizing the Target): Ask students to summarize and then to personalize the learning target. Invite students to locate the Beaks: Class Notes and Feathers: Class Notes in the classroom, and make sure students know they need to use these charts to meet this learning target. (MME)
- For ELLs: (Using Realia) Display Mystery Bird Riddle Card #1 and the Heron Expert Bird Scientific Drawing card (from Lesson 2) as you tell students they will create an Expert Bird Riddle card along with an Expert Bird Scientific Drawing card of the same bird.
- For ELLs and students who may need additional support with planning: (Using Charts) Model for students how to listen for information about their expert bird as the notes are read aloud. Invite students to use the Expert Research Groups chart to remember what their expert bird is. (MMAE)

## Work Time

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### B. Making Observations: Scientific Drawing, Shape, and Size (20 minutes)

- Gather students whole group.

- Offer specific, positive feedback on their work collaborating with their research groups to research information about their expert birds.
- Remind students that in the previous lesson, they watched the “Austin’s Butterfly” video and saw how Austin created his scientific drawing of a butterfly.
- Direct students’ attention to the posted learning targets and read the second one aloud:  
***“I can draw a sketch of my expert bird that shows my understanding of shape and size.”***
- Direct students’ attention to the **Expert Bird Scientific Drawing Criteria anchor chart**, and tell them that this chart lists criteria for their final scientific drawing.
- Point to and read the first two rows aloud:
  - “Think about shapes you see.”
  - “Think about size.”
- Tell students that today they will create a first draft of a scientific drawing of their expert bird, paying close attention to the shape and size of the bird and its various body parts.
- Model for students how to draw the first draft of a scientific drawing of a cardinal, paying close attention to shape and size.
- Display the **cardinal photograph** and ask:  
***“What shapes do you see in the photograph?” (triangles, circle, ovals)***
- 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.”***
- Display page 4 of the Expert Birds Research notebook and think aloud to model how to complete the scientific drawing of a cardinal. Use the **Cardinal Expert Bird Scientific Drawing card: Teacher Model** for reference as needed.
  - “I first want to observe the photograph of the cardinal and notice the shapes. I notice triangles, ovals, and circles. Then I want to trace these shapes with my finger.”
  - As I am observing the photograph, I also want to pay attention to the size of the whole bird and to the size of the various body parts. I notice that the beak is medium sized. The tail is long and straight. The head is kind of small and has feathers sticking up on top. I want to trace each of these body parts to think about its shape.”
  - “I am ready to draw a quick sketch of the cardinal on my page. I want to make sure I think about the shapes I see and the size of the body parts. When I draw the bird, I want to make sure that it fills the entire box and includes all of the body parts that I see in the photograph.”
  - “This is my first draft, so I know that it’s not my finished and final drawing. I want to take my time and create a drawing that shows my best work.”
- Turn and Talk:  
***“Which part of the first draft might feel challenging?” (Responses will vary, but may include: paying attention to shapes, making it big enough, not rushing.)***
- If productive, cue students to agree or disagree and explain why:  
***“Do you agree or disagree with what your classmate said? Why? I’ll give you time to think.”***
- Tell students they will now follow these same steps to individually complete their first draft of their scientific drawing of their expert bird while looking closely at their expert bird photograph with a partner.

- Transition students to their workspaces with their Expert Bird Research notebooks and point out the **Expert Bird photographs** and **pencils** already there. Tell students they should share their Expert Bird photograph with another person in their expert group.
- Invite students to begin sketching.
- Circulate to support students as necessary.
- As you circulate, consider asking: “What shapes do you see in the photograph?” “What is the size of each body part?”
- When 1 minute remains, signal all students to stop working through the use of a designated sound. Model cleanup, keeping directions clear and brief.
- Refocus whole group and tell students to place their Expert Birds Research notebook in a quiet spot next to them.
- Tell students that in the next part of the lesson, they will have a chance to share the first draft of their drawing with a partner and ask for feedback to make their drawing better.

### Meeting Students' Needs

- For ELLs and students who may need additional support with sustained effort: (Summarizing the Target): Ask students to summarize and then to personalize the learning target. Invite students to locate the Expert Bird Scientific Drawing Criteria anchor chart in the classroom and make sure students know they need to use it to meet this learning target. (MME)
- For ELLs and students who may need additional support with strategy development: (Modeling and Thinking Aloud: Drawing) Invite students to share what their role is when you think aloud (notice what they can do later as they create their own drawing). (MMAE)

## Closing and Assessment

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### A. Peer Feedback: Expert Bird Drawing, Draft 1 (10 minutes)

- Gather students whole group and give them specific, positive feedback on their work completing the first draft of their drawing.
- Tell students to think back and remember the steps that Austin took when drawing his butterfly.
- Using a total participation technique, invite responses from the group:
  - “*What did Austin do after finishing his first draft of his butterfly?*” (He got feedback from classmates about how to make it better.)
  - “*What kind of feedback did Austin receive about his first draft?*” (His classmates told him to think about the shapes of the wings and the patterns.)
  - “*What did Austin do with the feedback?*” (He made a second draft of his butterfly.)
- Tell students that today they will share the first draft of their expert bird drawing with a partner and will give feedback to their partner about his or her first draft.
- Remind students that they practiced giving kind, helpful, and specific feedback to a partner when they wrote their “What the Sun Sees” poem in Module 2, Unit 3.

- Review the definition of *kind, helpful, and specific feedback* (suggestions for how to make your work better that are kind).
- Remind students that they have all worked hard on their drawings, and it is important to remember to give feedback that doesn't hurt people's feelings.
- Review how to give kind, helpful, and specific feedback to a classmate using the routine from Module 2, Unit 3, Lesson 8.
  - Students use the Pinky Partners protocol to give feedback to a partner. Review as necessary using the **Pinky Partners Protocol anchor chart**.
  - One partner shares his or her drawing.
  - The other partner listens, studies the drawing, and provides feedback by first pointing out something that the partner did well and then making a suggestion for how to make the drawing better. The student should focus the feedback on how well the partner used shapes in the drawing and how closely he or she paid attention to the size of the various body parts.
  - Students should use the sentence frames:
    - “You did a good job of \_\_\_\_\_.”
    - “I think you should \_\_\_\_\_ because \_\_\_\_\_.”
  - Partners switch roles and repeat this process.
  - Partners make a bridge with their arms when both of them have shared.
- Guide students through the feedback process.
- Refocus whole group and ask:
  - “**What is one piece of feedback that you received from a partner to make your drawing better?**” (Responses will vary, but may include: *My partner told me to make the size of my bird's head smaller. My partner told me to check the shape of my bird's beak.*)
  - “**How will the feedback help you make your drawing better?**” (It will help me focus on areas to change.)
- Offer students specific, positive feedback on their work with providing feedback to their classmates. Tell them they will be able to apply this partner feedback during the next lesson when they draw the second draft of their expert bird drawing.

### Meeting Students' Needs

- For ELLs: (Reflecting on Learning) Note those students who answered that they did not feel ready to work like Austin in the previous lesson's Closing and find an opportunity to touch base with them again to discuss their concerns and to discuss the criteria and revision process.
- For ELLs: (Modeling: Giving Feedback) Consider inviting an ELL volunteer to help model giving kind, specific, and helpful feedback using a think-aloud, the peer feedback sentence frames, and the Expert Bird Scientific Drawing Criteria anchor chart.
- For ELLs and students who may need additional support with planning: (Supporting Revision) Consider having students add a star to the part(s) of their draft that they got feedback on to make their drawing better. This can help them remember what to work on in the next lesson. (MMAE)

- For ELLs and students who may need additional support with verbal expression: (Sentence Frames: Individual Copies) Consider giving students a copy of the sentence frames to have with them during the critique session. (MMAE, MME)