

Lesson 1: Reading, Speaking, and Listening: Discovering a New Research Topic



CCS Standards

- **SL.K1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **SL.K.1a:** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- **SL.K.4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **L.K.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.



Daily Learning Targets

- I can share my observations and questions about a new research topic. (SL.K.1a, SL.K.4)
- I can describe what makes something high quality. (SL.K.1a, SL.K.4)

Ongoing Assessment

- During the Opening and Work Time C, circulate as students discuss their observations and wonderings and use the Speaking and Listening Checklist to document progress toward SL.K.1a and SL.K.4 (see Assessment Overview and Resources).

Agenda

1. Opening

- A. Picture Tea Party Protocol: Mystery Images (10 minutes)

2. Work Time

- A. Reading Aloud: *Are Trees Alive?* (15 minutes)
- B. Language Dive: *Are Trees Alive?*, Page 11 (15 minutes)
- C. Engaging the Learner: Models of Performance Task (10 minutes)

3. Closing and Assessment

- A. Shared Writing: High-Quality Work Anchor Chart (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson invites students to synthesize their learning from the previous two units of this module.
- In Work Time B, students participate in Day 1 of a two-day Language Dive that guides them through the meaning of a sentence from *Are Trees Alive?* Day 2 is in Lesson 7. The focus of this Language Dive is using language to highlight the pattern that all living things breathe (L.K.6). Students then apply their understanding of the meaning and structure of this sentence when discussing how trees and people meet the same needs differently. Refer to the Module 1 Appendix for additional information regarding a consistent Language Dive routine.
- In the Closing, students are introduced to the concept of high-quality work as a particular focus for this unit. Students learn the definition of high quality and examine several models to determine what makes a piece of work high quality.

How this lesson builds on previous work:

- In Units 1–2, students were introduced to and studied the criteria for living things and how they depend on trees to meet their needs. This lesson invites students into the focus for this unit, which is a synthesis of all of this information through the study of patterns among living things.

Areas in which students may need additional support:

- During the read-aloud in Work Time A, students may need additional support in understanding new Vocabulary. Consider allocating additional time to introduce and review new Vocabulary as needed.

Down the road:

- In Lessons 2–4, students will engage in a cycle of shared reading, research, and writing. They engage in this cycle to gather information on, write about, and make a collage for the sugar maple tree. Later in the unit, during Lessons 5–8, students will apply a similar cycle of reading and research in small groups to gather information on a specific tree.
- In Lesson 7, students will participate in the second part of the two-day Language Dive on *Are Trees Alive?*
- In Lesson 15, students will participate in a Celebration of Learning. Consider extending invitations now to adults who will participate as classroom visitors.

In advance:

- Prepare the mystery photos in color, if possible, for the Picture Tea Party protocol by copying enough photos for each student to have one or two.
- Review the Questions We Can Ask during a Language Dive anchor chart as needed (begun in Unit 1, Lesson 5).
- Preview the Language Dive Guide and consider how to invite conversation among students to address the language goals suggested under each sentence strip chunk (see supporting Materials).
- 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 1–2 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 K.1.A.1, K.1.A.3, and K.1.B.6

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to interact with images and a complex text that uses figurative language. Gestures, visuals, structured discussion, and a Language Dive support Vocabulary and content knowledge acquisition. Students are invited to ask questions and unpack the meaning of a complex sentence.
- ELLs may find it challenging to grasp some of the Vocabulary in the learning targets and read-aloud, even if they have heard or seen the words before. For a quick review, see the Meeting Students' Needs column for suggestions on how to reinforce comprehension with visuals, gestures, and call and response.

Levels of support

For lighter support:

- Before modeling how to identify similarities and differences during the read-aloud, consider pausing after the first two pages and asking students what they notice about the trees and how they could express those observations in a complete sentence. Note how the students are able to apply what they did in the Picture Tea Party protocol to the read-aloud.

For heavier support:

- Provide a brief reminder of sentence frames that are useful during a Picture Tea Party protocol and encourage students to use a full sentence when they are responding to questions about what they observed.
- Before the read-aloud, activate prior knowledge and build schemata by asking the students to share what things they have in common with a tree and what things are different.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Similar to Units 1–2, offer options for perception by displaying the text used in this lesson on a document camera or by using an

enlarged copy of the text to help direct students to the appropriate sentences on each page as they follow along.

- **Multiple Means of Action & Expression (MMAE):** In this lesson, individual students are asked to share ideas with the whole group. As students share out, provide options for expression and communication by offering and modeling sentence frames.
- **Multiple Means of Engagement (MME):** As students engage with the texts during this lesson, continue to support them in linking the information presented back to the learning target to emphasize and remind them of the instructional goal.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- collage (L)

Review:

- pattern, high quality, (L)

Materials

- ✓ Picture Tea Party protocol anchor chart (begun in Module 2)
- ✓ Mystery photos (one or two per student)
- ✓ Living Things Word Wall (begun in Unit 1, Lesson 1)
- ✓ Unit 3 Guiding Question anchor chart (new; teacher-created; see supporting Materials)
- ✓ *Are Trees Alive?* (one to display; for teacher read-aloud)
- ✓ Language Dive Guide: *Are Trees Alive?* (for teacher reference)
 - Questions We Can Ask during a Language Dive anchor chart (begun in Unit 1, Lesson 5)
 - Language Dive Chunk Chart: *Are Trees Alive?* (for teacher reference)
 - Language Dive Note-catcher: *Are Trees Alive?* (one per student and one to display)
 - Language Dive Sentence Strip Chunks: *Are Trees Alive?* (one to display)
- ✓ Model of Informational Collage (one to display)
- ✓ Non-model of Informational Collage (one to display)
- ✓ High-Quality Work anchor chart (new; co-created with students during the Closing; see supporting Materials)
- ✓ High-Quality Work anchor chart (example; for teacher reference)

Opening

A. Picture Tea Party Protocol: Mystery Images (10 minutes)

- Gather students whole group.
- Tell students they have done excellent work becoming researchers to learn about what makes something living and how living things depend on trees.
- Tell them that today is an exciting day because you have some mystery pictures to show them that will give them a clue about what they will learn next.
- Direct students' attention to the posted learning targets and read the first one aloud:

“I can share my observations and questions about a new research topic.”
- Tell students that they are going to use the Picture Tea Party protocol to view mystery images to give them a clue about what they will be learning next and that they will discuss their observations and questions with partners during the protocol. Remind them that they used this protocol in Unit 2 and review as necessary using the **Picture Tea Party Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Distribute the **mystery photos** and guide students through the protocol.
- Invite students back to the whole group area and collect the mystery photos.
- Using a total participation technique, invite responses from the group:

“What did you notice in your pictures?” (Responses will vary depending on picture, but may include: I saw the leaves of a tree close-up; I saw a tree in the sunlight; I saw a deer eating leaves; I noticed bees close to flowers on trees; or I saw different animals getting food from trees.)

“Did you see some things that were the similar in the pictures you had and the pictures of your classmate?” (Responses will vary, but may include: We both had pictures of animals getting food from trees; we both had pictures of tree leaves; we both had pictures of the roots of trees.)

“Did you see some things that were different in the pictures you had and the pictures of your classmate?” (Responses will vary, but may include: The tree in my picture was very tall, and the tree in my partner’s picture had a fat trunk; we had pictures of different animals.)
- Focus students' attention on the word *pattern* on the **Living Things Word Wall** and briefly review the definition (something that is the same and repeats over and over again).
- Using a total participation technique, invite responses from the group:

“Did you notice any patterns in the pictures you had and the pictures of your classmates?” (Responses will vary, but may include: All of our pictures showed animals getting food from trees, and that is the same, so it is a pattern.)
- Inform students that the pictures they looked at have to do with a new question they will research and that the question has to do with patterns.
- Direct students' attention to the **Unit 3 Guiding Question anchor chart** and read it aloud:

“What patterns can we observe in how living things meet their needs to live and grow?”
- Inform students that during this unit, they will gather information that will help them answer the guiding question through reading texts, writing and drawing, and discussion.

- Using a total participation technique, invite responses from the group:
“Based on the pictures you saw, what do you think some of these patterns may be?” (different animals, different trees, animals that eat trees)
- Refocus students whole group and offer specific, positive feedback on the things students noticed in their mystery images.
- Tell students that before they get started on gathering information to answer the Unit 3 guiding question, you want to share a text with them that they have seen and heard before to help get them excited about their new topic of study!

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Word Meaning: Learning Target) In this and subsequent lessons, consider incorporating visuals, gestures, and call and response to reinforce the meaning of keywords in each learning target. (Example: In the Opening, sketch eyes/ears above *observations* and invite students to mimic you as you point to your eyes/ears when you say the word.) (MMR)
- For ELLs and students who may need additional support with comprehension: (Sentence Frames) Consider posting and reminding students to use the frames “I observed _____,” “I saw _____,” and “I noticed _____.” In each instance, consider incorporating visuals and gestures to reinforce meaning. (MMR)
- For students who may need additional support with comprehension and engagement: Invite students to share how they observed mystery photos in the previous unit. (MMR, MME)

Work Time

A. Reading Aloud: *Are Trees Alive?* (15 minutes)

- Display *Are Trees Alive?* and read the title aloud.
- Remind students that they listened to this text read aloud in Unit 1.
- Using a total participation technique, invite responses from the group:
“The title of this book is Are Trees Alive? What have we learned that helps us know that trees are living, or alive?” (Trees take in water and air like living things; trees move and grow on their own; trees need energy to grow.)
- Tell students that you are going to reread the book and that while you do, you will ask them to engage in some movements and actions to mimic the trees they are reading and hearing about.
- Tell students that while you read, you want them to pay close attention to any patterns they notice or anything that is the same about the trees they hear about.
- While still displaying the text, begin reading slowly, fluently, and with expression.
- Stop after reading page 9 and invite students to stand up and engage in the following actions to mimic a tree:
 - anchoring their feet in the ground like tree roots (page 2)

- using their arms like branches and swaying or holding a nest (page 5)
- touching the top of their head to show the crown of a tree (page 9)
- Invite students to be seated again.
- While still displaying the text, continue reading through page 15.
- Stop after reading page 15 and invite students to mimic an animal getting food, nectar, or pollen from a tree.
- While still displaying the text, continue reading through page 22.
- Stop after reading page 22 and invite students to mimic a tree resting in the winter.
- Continue reading through the end of the text.
- Using a total participation technique, invite responses from the group:

“What patterns with the living things in this text did you notice? What patterns in the trees did you notice?” (I saw trees that looked the same and different. I saw animals that ate the same things from trees.)
- Refocus students whole group and offer specific, positive feedback on their engagement during the read-aloud.

Meeting Students’ Needs

- For ELLs: (Reinforcing the Guiding Question) During and after the read-aloud, invite students to notice the similarities and differences among the trees pictured in *Are Trees Alive?*
- For ELLs and students who may need additional support with comprehension: (Reading Comprehension) After each page, consider pausing to reinforce the concept and Vocabulary described. Model aloud where you see it exemplified in the illustrations. Consider inviting students to assume the yoga Tree Pose and to demonstrate with their bodies the different parts of the tree that are referenced in each page. (MMR, MME)
- Before reading, provide white boards and dry-erase markers as an option for students to record (in drawing or writing) their ideas. This will also help scaffold active listening for key details. (MMR, MMAE)

Work Time

B. Language Dive: *Are Trees Alive?*, Page 11 (15 minutes)

- Tell students they will now participate in a Language Dive.
- Focus students’ attention on the **Questions We Can Ask during a Language Dive anchor chart** and remind them that they thought of their own questions to ask during a Language Dive.
- Think-Pair-Share:

“What is one question you can ask during a Language Dive?” (Responses will vary.)
- Reread page 11 in *Are Trees Alive?*

- Focus on the sentence:
 - “Instead of using noses and lungs, leaves breathe through thousands of tiny pores known as stomata.”
- Use the **Language Dive Guide: *Are Trees Alive?*** and **Chunk Chart: *Are Trees Alive?*** to guide students through Day 1 of a two-day Language Dive. Distribute the **Language Dive Note-catcher: *Are Trees Alive?*** and display the **Language Dive Sentence Strip Chunks: *Are Trees Alive?***
- Tell students that next they will learn about an exciting new project about trees.

Meeting Students' Needs

- For students who may need additional support with self-regulation: Provide scaffolds for managing frustration or anxiety by inviting students to share their idea before completing the note-catcher. After they share, provide reassuring feedback that their thinking matches what is being asked for on the note-catcher. (MME)

Work Time

C. Engaging the Learner: Models of Performance Task (10 minutes)

- With excitement, tell students that they will soon begin a new writing and art piece: an informational collage about a tree! Tell them they have learned so much about trees and they will use the informational collage to share their learning with others.
- Repeat the word *collage* for students and, using a total participation technique, invite responses from the group:
“What is a collage? When someone makes a collage, what do they do?”
- Confirm for students that a collage is a type of artwork in which different kinds of Materials are pasted onto a surface to make a picture. In a paper collage, the material that is pasted, or glued down, is paper.
- Share that to create their own informational collages, they need to think about what makes writing and art high quality, so today they will look at an example of an informational collage to determine what makes it high quality.
- Direct students' attention to the posted learning targets and read the second one aloud:
“I can describe what makes something high quality.”
- Underline the words *high quality* in the learning target and Turn and Talk:
“What does it mean if something is high quality?” (It is really good; it's the best.)
- Define *high quality* (something that is viewed as excellent).
- Display both the **Model of Informational Collage** and **Non-model of Informational Collage**. Point out the various parts of each collage and invite students to examine them closely: the roots, the trunk, the leaves, and the animal.
- Using a total participation technique, invite responses from the group:
“What do you notice that is different about these two informational collages?” (The first one is neat. The first one looks like a tree. The second one is sloppy. The second one has colors that don't look like a real tree.)

- Read aloud the writing from the Model of Informational Collage and the Non-model of Informational Collage slowly, fluently, and without interruption.
- Using a total participation technique, invite responses from the group:

“What do you notice that is different about the writing that is included with these two informational collages?” (The first one has neat writing; the first one has sentences that start with capital letters and end with periods; the first one includes true or correct information; the second is sloppy and doesn’t have capital letters; the second one includes information that is not about the tree.)

“Which one of these informational collages do you think is high quality? What makes it high quality?” (The first one because it is neat, has correct information, and looks like a tree.)
- Tell students that now they are going to look even more closely at the Model of Informational Collage to determine exactly what makes it high quality so that when they create their own informational collages they will know how to make them high quality too!

Meeting Students' Needs

- For ELLs: (Leadership) Consider inviting a few students to the front of the class to point to places on the Model of Informational Collage and Non-model of Informational Collage that do or do not exemplify high-quality work and explain why.
- For students who may need additional support with comprehension: As students share the differences between the two collages, capture their ideas on a T-chart to highlight the contrasts between the model and non-model. (MMR)

Closing and Assessment

A. Shared Writing: High-Quality Work Anchor Chart (10 minutes)

- Focus students’ attention on the trunk and roots of the Model of Informational Collage.
- Turn and Talk:

“What do you notice about the colors and the shapes in the trunk and roots of this informational collage? What do you think makes it high quality?” (The colors look like a real tree. The collage looks like a tree because of the shape. The collage is neat.)
- Focus students’ attention on the leaves of the Model of Informational Collage.
- Turn and Talk:

“What do you notice about the colors and shapes in the leaves of this informational collage? What do you think makes it high quality?” (The leaves look like real tree leaves. The leaves are the correct color. The leaves are collaged neatly.)
- Read aloud the writing from the Model of Informational Collage.
- Turn and Talk:

“What do you notice about this writing that makes it high quality? What do you notice about how the sentences start and end?” (It has complete sentences. The words explain the pictures. The words are written carefully.)

- Direct students' attention to the posted **High-Quality Work anchor chart** and tell them you want to capture their ideas of what makes an informational collage high quality so they can refer back to it as they work on their own collages.
- Using a total participation technique, invite responses from the group:
 - “*Looking at this informational collage, what makes the artwork high quality?*” (It is neat. It has details. The artist worked carefully.)
 - “*After looking at and listening to the writing that is included with the informational collage, what makes it high quality?*” (It is carefully written. The writing is neat. There are capital letters to start the sentences and periods to end the sentences. The information matches what is in the collage.)
- As students share out, clarify and capture their responses on the High-Quality Work anchor chart. Refer to the **High-Quality Work anchor chart (for teacher reference)** as necessary.
- Give students specific, positive feedback on their ability to notice and wonder about what makes the informational collage high quality.
- Tell students that now that they have a better understanding of what makes a piece of work high quality, they can apply it to their own work and create high-quality informational collages!

Meeting Students' Needs

- For ELLs and students who may need additional support with sustained effort: (Revisiting the Learning Targets) Revisit the learning targets introduced in the lesson. Invite students to rephrase them with specific examples. (MME)