

Lesson 2: Research and Note-taking: *A Place for Bats*



CCS Standards

- **RI.2.1:** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- **RI.2.2:** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- **RI.2.4:** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- **RI.2.8:** Describe how reasons support specific points the author makes in a text.



Daily Learning Target

- I can write notes about the dangers bats face after reading sections of *A Place for Bats*. (RI.2.1, RI.2.2, RI.2.4)

Ongoing Assessment

- During discussion and note-taking in Work Times A and B, consider using the Reading Informational Text Checklist to track students' progress toward RI.2.1, RI.2.2, RI.2.2, and RI.2.8 (see Assessment Overview and Resources).

Agenda

1. Opening

- A. Vote with Your Feet Protocol: Reviewing Learning Targets and Opinions (10 minutes)

2. Work Time

- A. Reading Aloud to Take Notes: Dangers That Bats Face (20 minutes)
- B. Reading Aloud to Take Notes: Reasons Bats Are Important (20 minutes)

3. Closing and Assessment

- A. Introducing Habits of Character: Working to Contribute to a Better World (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students work to apply research skills explicitly taught in Module 3 to identify the focus of informational paragraphs in *A Place for Bats*. Students will use the class notes later in the unit to support shared writing of a multi-paragraph opinion piece about why people should work to protect bats. Understanding the relationship between an author's main points and the reasons that support them sets the groundwork for deeper analysis of informational text as students describe the relationship between an author's argument and supporting details in subsequent grade levels. (RI.2.1, RI.2.2, RI.2.4, RI.2.8)

- In the Closing, students are introduced to the new aspect of their ongoing work with habits of character: Working to Contribute to a Better World. Throughout the unit, students focus specifically on how people can use their strengths to help others grow. In this lesson, students reflect on the skills used throughout the lessons and are introduced to the idea of having a growth mindset to purposefully strengthen one's skills. Promoting metacognition in young students supports goal setting, academic achievement, and overall well-being.

How this lesson builds on previous work:

- In this lesson, students apply and further develop research skills and knowledge about pollinators introduced during Module 3. Research skills applied in this lesson lay the groundwork for learning that opinions are supported by reasons based on knowledge. The context of pollinators is a topic about which all students have built background knowledge, allowing equitable access to new learning about opinion writing.
- Continue to use Goal 1–4 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- Throughout this unit, students work with the same research and writing partner. Consider strategic pairings as necessary to support students' social, reading, or writing development needs.
- For students who require significant support in the area of note-taking, consider seating them with their research partner in near you during the read-aloud and note-taking work times. This will allow you to more easily support and observe these students during partner discussion and note-taking.

Down the road:

- In Lessons 2–3, students contribute to class notes about the dangers that bats face and why they are important to plants and animals.
- In Lessons 4–5, students will use the class notes in shared writing to develop opinions supported by research-based reasons. Each part of the shared writing piece will be color-coded as a visual cue to support students as they analyze paragraph structure in subsequent lessons. Be sure to color-code the headings of the class notes chart used in Lesson 2 accordingly (see the “In advance” section and supporting materials).
- Lessons 2–5 serve as a complete cycle of research, note-taking, and writing to scaffold students toward writing an independent opinion piece about butterflies in the Unit 2 Assessment, Part II.
- In Lessons 6–7, students will repeat a similar cycle more independently as they research butterflies. Students will read about butterflies as the Unit 2 Assessment, Part I (in Lesson 6) and write about butterflies as the Unit 2 Assessment, Part II (in Lessons 8–10).

In advance:

- Select research/writing partners who will work together throughout the unit.
- Review the agenda steps for the Closing to familiarize yourself with the new Habits of Character focus for this unit.
- Prepare the Dangers That Bats Face and Reasons Bats Are Important: Class Notes chart by writing the headings on chart paper. Write “Dangers That Bats Face” in red, “Reasons Bats

Are Important to Plants” in yellow, and “Reasons Bats Are Important to Other Animals” in blue. The content of the chart is added during Work Times A and B.

- Review the Vote with Your Feet protocol, and determine a few opinion questions to ask your students. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Post: Learning targets and all applicable anchor charts (see materials list).

Technology & Multimedia

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

- Consider the use of an interactive white board to modify the shared writing of class notes into a sorting activity with the whole class. Allow students to add notes to the board without headings, then sort them into categories to co-construct the Dangers That Bats Face and Reasons Bats Are Important: Class Notes. Sorting to create the chart headings helps students synthesize and make meaning from their notes.

Supporting English Language Learners

Supports guided by in part by CA ELD Standards 2.I.B.6 and 2.I.B.7

Important points in the lesson itself

- The basic design of this lesson supports ELLs with the opportunity to participate in a shared writing experience during which the process of identifying the main ideas of text and writing notes is supportive and transparent.
- ELLs may find it challenging to keep pace with the class as they process the new language, ideas, and cognitive demands required for research reading. Frequently stop to synthesize information and to check for comprehension. Invite students to summarize the note-taking process and its purpose to ensure comprehension.

Levels of support

For lighter support

- During Work Times A and B, invite a few confident students to serve as models for others. They can offer ideas for class notes and work in writing partnerships with students who need heavier support.

For heavier support

- During Work Times A and B, pause to allow students to discuss the content of the read-aloud in their home languages.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support comprehension by activating prior knowledge and scaffold connections for students. Continue to provide visual display of questions and student responses on a chart or the board during discussions.
- **Multiple Means of Action and Expression (MMAE):** Continue to support students in **setting** appropriate goals for their effort and the level of difficulty expected.
- **Multiple Means of Engagement (MME):** Continue to provide prompts and sentences frames for those students who require them to be successful in peer interactions and collaboration. Also support students in sustaining effort and/or attention by restating the goal of the activity.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- contribute, strengths, growth mindset (L)
- roost (T)

Review:

- research, opinion, danger, grow (L)

Materials

- ✓ Vote with Your Feet Protocol anchor chart (new; teacher-created; see supporting materials)
- ✓ Vote with Your Feet Protocol anchor chart (example, for teacher reference)
- ✓ *A Place for Bats* (from Lesson 1; one per pair and one to display; for teacher read-aloud)
- ✓ Dangers That Bats Face and Reasons Bats Are Important: Class Notes (new; co-created with students during Work Times A and B; see Teaching Notes)
- ✓ Dangers That Bats Face and Reasons Bats Are Important: Class Notes (example, for teacher reference)
- ✓ “We Do What We Can” (from Unit 1, Lesson 2; one to display)
- ✓ White boards (one per pair)
- ✓ White board markers (one per pair)
- ✓ White board erasers (one per pair)
- ✓ Working to Contribute to a Better World anchor chart (new; teacher-created; see supporting materials)
- ✓ Working to Contribute to a Better World anchor chart (example, for teacher reference)
- ✓ *The Little Hummingbird* (from Unit 1, Lesson 1; one to display)

Opening

A. Vote with Your Feet Protocol: Reviewing Learning Targets and Opinions

(10 minutes)

- Gather students whole group.
- Direct students' attention to the posted learning target and read it aloud:
"I can write notes about dangers that bats face after reading sections of A Place for Bats."
- Tell students that today they will hear more of *A Place for Bats* read aloud and listen for dangers that affect bats.
 - Remind students that they did their own research about pollinators in previous units.
 - Review the definition of *research* (to study and collect information about a topic).

Ask: "What do you know about how to write effective research notes?" (write important words and phrases)

- Tell students that during this unit, they will read and write opinions related to bats and the dangers they face. Review the definition of *opinion* (what you think about something).
- Direct students' attention to the **Vote with Your Feet Protocol anchor chart** and explain that they will practice stating their opinion and a reason for their opinion by answering questions about which they can form an opinion.
- Referring to the Vote with Your Feet Protocol anchor chart, explain the expectations to students:
 - Point to the first step on the Vote with Your Feet Protocol anchor chart. Tell students they will listen to a question and answer choices.
 - Point to the second step with a picture of a check mark in a box. Tell students they will choose their answer to the question.
 - Point to the third step with a picture of an ear. Tell students they will listen for directions about where to move to show their answer.
 - Point to the fourth step with a picture of an arrow pointing down and to the left. Tell students that, when directed, they will move calmly to the location that matches their answer.
 - Point to the final step with a picture of two speech bubbles. Tell students that, if asked, they will share a reason for their answer choice.
- Invite a student volunteer to demonstrate the Vote with Your Feet protocol. Answer clarifying questions.
- Guide students through the protocol using the following prompt or another one about which your students can easily form an opinion:
 - "In your opinion, should second-graders be allowed to drive cars?"
- After moving to indicate their answer, Turn and Talk:
"Share one reason for your answer." (Responses will vary.)
- If helpful, write this simple sentence frame on the board:
 - "I think ____ because ____."

Meeting Students' Needs

- For ELLs and students who may need additional support with engagement: (Providing Processing Time: Vote with Your Feet) To provide additional processing time during the Vote with Your Feet protocol, invite a few eager students to go first and to share reasons with the class supporting each response. Invite the remaining students to decide on their positions only after this model. (MME)
- For students who may need additional support with self-regulation: Invite students to share one way they will monitor their own progress toward the learning target. (MME)

Work Time

A. Reading Aloud to Take Notes: Dangers That Bats Face (20 minutes)

- Gather students in the whole group area, inviting them to sit with their pre-determined research and writing partners.
- Point out that the Vote with Your Feet protocol required students to support their opinion with a reason. Tell students that they will work with their partners during this unit to support written opinions with reasons based on research.
- Display ***A Place for Bats***. Remind students that they will listen to write notes as a class about ways that bats are in danger. Review the definition of danger (something that may harm or injure someone).
- Direct students' attention to the top half of the **Dangers That Bats Face and Reasons Bats Are Important: Class Notes** and set the purpose for reading: to gather information about dangers that bats face.
- Remind students that when we read nonfiction texts for research, it is not always necessary to read the book from beginning to end.
- Display pages 3–4 of *A Place for Bats* and read the sentences at the top of the pages aloud.
 - Pause and say:

“Hmm.... This says that some people hurt bats because they are afraid of them, even though bats can’t hurt us. Bats even eat insects that bother us, which is helpful.”
 - Say:

“I remember that I am reading to find evidence of dangers that bats face. People hurting bats because they are afraid sounds like it is dangerous for bats. I’ll add a note to our chart. I’ll write just enough to remember this idea.”
 - Write “Some people fear bats, hurt them” under the heading “Dangers That Bats Face.”
- Read the text box on page 3 aloud without interruption, pausing to clarify vocabulary as needed. Say:

“Wow, people must have been really scared of bats to kill so many of them in their caves. Hmm.... I see that I already wrote ‘Some people fear bats, hurt them’ on our chart. I think the supporting details in this text box give an example of a time that people hurt bats out of fear. It helps me better understand the author’s point, but it does not require a new note.”

- Follow the same routine to read and think aloud pages 9–10:
 - Read the sentences at the top of the pages aloud, clarifying vocabulary with simple definitions, synonyms, or examples as needed.
 - Think aloud and add “Poisons cause disease (white nose syndrome)” to the class notes chart.
 - Say:

“I know that the text boxes in this book provide more detail about the sentences at the top of the page. I can read the information in the text box if I want more information about white nose syndrome.”
- Tell students that your think-aloud has ended and that it is their turn to help choose important notes to write about dangers that bats face.
- Read aloud the sentences at the top of pages 17–18 and ask:

“According to the book, when do some bats have trouble surviving?” (when their home habitats are destroyed)
- Turn and Talk:

“What words or short phrases will help us remember the main idea from these pages about a danger that bats face?” (trouble surviving when habitat destroyed)
- Write the note “Trouble surviving when habitat destroyed” underneath the previous note.
- Using a total participation technique, invite responses from the group:

“What do you expect the gist of the text box to be?” (details about dangers to bat habitats)
- Read pages 19–20 aloud, including the text box. Define *roost* (a place where bats rest or sleep) as it is encountered in the text. After reading, ask:

“What does the author tell us that forest rangers in the Western United States used to do with dead trees where bats live? (cut them down)

“What do the forest rangers do with dead trees now? Why?” (let many dead trees stand, because scientists discovered that bats roost there)
- Turn and Talk:

“What words or short phrases will help us remember the main idea from these pages about a danger that bats face?” (dead trees removed/bats lose homes)
- Point out that the note about removing dead trees where bats live is related to the previous note about bat *habitat*. Write the note “Dead trees removed/bats lose homes” as a sub-bullet to the previous note.
- Review the meaning of the word *roost* (a place where bats rest or sleep) and write it next to the word *homes* to indicate the related vocabulary.
- Draw students’ attention to the Dangers That Bats Face and Reasons Bats Are Important: Class Notes and read them aloud. Refer to **Dangers That Bats Face and Reasons Bats Are Important: Class Notes (example, for teacher reference)** as necessary:
 - “Some people fear them, hurt them”
 - “Poisons cause disease (white nose syndrome)”
 - “Trouble surviving when habitats/roosts destroyed”
 - “Dead trees removed, bats lose homes/roosts”

- Using a total participation technique, invite responses from the group:
“What do you notice is similar about all the notes we have added so far?” (They are all dangers that bats face; they are all connected to things that people can control.)
- Tell students that in this unit they will research, write notes, and write an opinion piece based on their knowledge about dangers that bats face.
 - Explain that people of all ages, not just adults and community leaders, can take action to make the world a better place. Remind students that our work in this unit will help us make the world a better place by preparing us to do what we can to help pollinators.
 - Invite students to stand, leading them in “Follow the Leader” around the room while chorally singing the chorus from **“We Do What We Can.”** Direct students to return to their spots next to their research partners by the end of the final chorus.

Meeting Students' Needs

- For ELLs and students who may need additional support with strategy development: (Choosing Important Words and Phrases) To support students in writing notes, write and display a complete thought. Invite students to cross out words and phrases that will not help them remember the idea, leaving only the most important words and phrases. (Example: Some people hurt bats because they are afraid of them, even though they can't hurt us.) (MMAE)
- For ELLs and students who may need additional support with comprehension: (Rephrasing: Writing Notes) Throughout the read-aloud, routinely invite students to rephrase the main ideas and notes from the text to check for comprehension. Use Conversation Cues to confirm or amend their thinking. (Example: “So, do you mean...?”) (MMR)

Work Time

B. Reading Aloud to Take Notes: Reasons Bats Are Important (20 minutes)

- Referring to the posted Dangers That Bats Face and Reasons Bats Are Important: Class Notes, draw students' attention to the bottom half of the chart. Read the headings aloud and establish a new purpose for reading and taking notes: reasons bats are important to plants and other animals.
- Distribute **white boards**, **white board markers**, and **white board erasers**, and direct pairs to keep the supplies behind them until it is time to write.
- Display pages 25–26 from *A Place for Bats*. Read the sentences at the top of the pages aloud and ask:
“How could bats' dying make it hard for other living things to survive?” (Responses will vary, but may include: Other animals might not be able to find food.)
Conversation Cue: “Can you add on to what your partner said?” (Responses will vary.)
- Read the title of the text box on page 25 aloud. Ask:
“Why do you think plants might need bats?” (Responses will vary, but may include: Bats need plants for food and shelter.)

- Remind students of the purpose for reading, and to listen for important words or short phrases that help them understand reasons why bats are important to plants.
- Pause after the first paragraph. Invite students to discuss with their partners before choosing important words or phrases to write on their white boards.
- Listen in as students discuss and write notes. Highlight student responses to add to the class notes chart, controlling for accuracy. Refer to Dangers That Bats Face and Reasons Bats Are Important: Class Notes (example, for teacher reference) for guidance about notes to add.
- Repeat the process by reading the title and text box on page 26 aloud: “Other Animals Need Bats.” Ask:

“Why do you think other animals might need bats?” (Responses will vary, but may include: Other animals need bats for food.)

- Pause after reading the first paragraph aloud for students to discuss and write notes.
- Listen in to highlight student responses to add to the class notes chart, controlling for accuracy.
- Reviewing the notes that have been added to the chart, say, with excitement:

“Wow, look what we have learned today! Bats are important to plants and animals. They also face some dangers that people can control.”

“Do you think people should take action to protect bats? Show your opinion with your body. If you think people should protect bats, stand up with your hands on your hips. If you think bats are fine and don’t need people to protect them, stand up and slowly flap your bat wings, or arms, up and down.”

Meeting Students’ Needs

- For ELLs: Mini Language Dive. “If too many bats disappear / their predators / **will have to work harder to find food.**”
 - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - “What will happen to animals that eat bats if too many bats disappear?” It will be harder for them to find food. They might not have enough food.
 - *to find food*: “What will bats have to work so hard to do?” Find food to eat because they eat bats. (prepositional phrase)
 - Reconstruct: Reread the sentence. Ask:

“Now what do you think the sentence means?”

“How does this sentence help us understand how bats help animals?”
 - Practice: “If too many bats disappear, plants _____.” (might not be able to spread pollen)
 - Can we use important words or phrases from this sentence to make a note that will help us remember the main idea?
- For students who may need additional support with sustained effort: Provide feedback that emphasizes students’ persistence during note-taking. (Example: “I can see that you are working hard at writing your notes, even when you get stuck on which words are important to your idea. You are showing perseverance!”) (MME)

Closing and Assessment

A. Introducing Habits of Character: Working to Contribute to a Better World (10 minutes)

- Refocus whole group and refer to the Dangers That Bats Face and Reasons Bats Are Important: Class Notes.
- Point out that even though some people are afraid of them, bats contribute to a better world by doing important things that help plants and other animals.
- Tell students that we will spend some time in this unit thinking about how we, as learners, can contribute to a better world, too.
- Direct students' attention to the **Working to Contribute to a Better World anchor chart** and read the title aloud.
 - Define *contribute* (doing something to help).
 - Explain “contributing to a better world” as “taking action to help improve a problem or challenge.”
- Refer to the first bullet, “Caring for shared spaces,” and identify the classroom as a shared space.
 - Emphasize that students have helped care for the shared classroom space all year long; they have contributed to making our learning community a better place.
 - Tell students that we have also read stories about characters who contribute to a better world by taking care of shared spaces.
 - Show the cover of *The Little Hummingbird*, and remind students that the hummingbird did what she could to put out the fire in the forest by carrying one drop of water at a time.
 - Turn and Talk:

“How do you help take care of shared spaces where you live?” (Responses will vary, based on personal connections.)
- Refocus whole group.
- Refer to the second bullet point on the anchor chart and read it aloud:
 - “I use my strengths to help others grow.”
- Underline the words *strength* and *grow*.
- Ask students to stand and silently show what “strong/strength” looks like to them.
 - Explain that many people think of “strength” as relating to their bodies—for example, that effort and exercise can make muscles stronger.
 - Tell students that another way to have strength is to be strong as thinkers and learners.
 - Confirm that people have to put effort into this type of strength, too.
 - Say:

“People can practice the skills it takes to have strength as readers, writers, and collaborators. Just as we can work to build strong muscles, we can work to build strong thinking skills and habits.”
- Ask students to silently show what it means to grow.

- Say:

“Instead of growth in plants, like we’ve learned about related to pollination, we can also show growth in our thinking skills. We can grow, or improve, our skills by practicing them.”
- Tell students that when we think positively about our ability to strengthen our minds, it is called having a *growth mindset*.
- Say:

“Having a growth mindset means we have set our minds to the idea that we can work to improve our skills. We can make our minds strong.”
- Invite students to show a physical signal for strength (flex muscles with both arms) and then point their index fingers to their heads while repeating with you, “We can make our minds strong.”
- Explain that in order to strengthen our skills to help us grow, we need to be aware of the skills we use while working.
 - Briefly recap today’s lesson agenda. Turn and Talk:

“What skills did you need to use today?” (listen and follow directions; support an opinion with reasons; write notes; share ideas)

Conversation Cue: “Who can tell us what your partner said in your own words?” (Responses will vary.)
- Refocus whole group. Write the skills used today on the Working to Contribute to a Better World anchor chart, highlighting related student responses as you write. Refer to **Working to Contribute to a Better World anchor chart (example, for teacher reference)** as necessary:
 - Listen to and follow directions.
 - Support an opinion with reasons.
 - Collaborate with partners.
 - Write notes as words and phrases.
 - Share ideas.
- Offer students specific, positive feedback on their efforts to grow as learners. Lead the students in a favorite class cheer in recognition of their many strengths.
- Preview tomorrow’s work: more research about bats and the dangers they face.

Meeting Students’ Needs

- For ELLs and students who may need additional support with comprehension: (Identifying Skills and Strengths) If some students have trouble recounting activities from the lesson and connecting them to skills, provide specific examples of how they embodied these skills. (Example: “Raina, during the Vote with Your Feet protocol, you told me you didn’t think second-graders should drive cars because second-graders are too short to reach the pedals. You supported your opinion with a reason because you told me what you thought and why you thought that.”) (MMR)