

Lesson 1: Speaking and Listening: Noticing and Wondering about Birds



CCSS

- **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.
- **W.1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.



Daily Learning Targets

- I can gather facts from different resources to explain what I know about birds. (W.1.8)
- I can participate in a conversation about what I notice and wonder about birds. (SL.1.1, SL.1.1a, SL.1.1b)

Ongoing Assessment

- During Work Time B, use the Writing Checklist to track students' progress toward W.1.8 (see Assessment Overview and Resources).
- During the Closing and Assessment A, 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. Engaging the Learner: Mystery Riddle (10 minutes)

2. Work Time

A. Reading Aloud: *Birds* (10 minutes)

B. Making Observations: Birds (20 minutes)

3. Closing and Assessment

A. Structured Discussion: Sharing Our Notices and Wonders (10 minutes)

B. Shared Writing: Notices and Wonders about Birds (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson connects to Next Generation Science Standard 1-LS3-1. During Work Time B, students focus on the following science and engineering practice: Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.

Encourage students to use evidence from the videos and photographs as they share their observations.

- To allow for a volume of reading on the topic of birds for this module, see the K–5 Recommended Text List. Ensure that a variety of informational and narratives texts below, on, and above grade level for this topic are available during independent reading in the Labs and Reading Foundations Skills Block.
- During the observation stations in Work Time B, students begin to build their basic research skills as they start to answer the Unit 1 guiding question: “What makes a bird a bird?”
- In Work Time B, students watch several different videos entitled “Cornell Lab Feeder Watch.” These videos are used to help introduce students to the topic of birds.
- Continue to nurture an inquiry-rich classroom environment by inviting students to observe and ask questions about birds as they look at photographs and watch videos during Work Time B.
- Consider how this lesson might build on instructional routines already introduced to students (e.g., learning targets, drawing to communicate ideas, transitions, use of Materials). Make modifications to this lesson based on what students have experienced to this point in the school year.
- This lesson is the first in a series of three that include built out instruction for the use of Goal 4 Conversation Cues. Conversation Cues are questions teachers can ask students to promote productive and equitable conversation (adapted from Michaels, Sarah and O’Connor, Cathy. *Talk Science Primer*. Cambridge, MA: TERC, 2012. http://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf. Based on Chapin, S., O’Connor, C., and Anderson, N. [2009]. *Classroom Discussions: Using Math Talk to Help Students Learn, Grades K–6*. Second Edition. Sausalito, CA: Math Solutions Publications). Goal 4 Conversation Cues encourage students to think with other students to expand the conversation. Continue drawing on Goal 1–3 Conversation Cues, introduced in Modules 1–2, and add Goal 4 Conversation Cues throughout Modules 3–4 to more strategically promote productive and equitable conversation. Refer to the Module 1 Appendix for additional information on Conversation Cues. Consider providing students with a thinking journal or scrap paper. Examples of the Goal 4 Conversation Cues you will see in the remaining modules are (with expected responses):
 - To encourage students to compare ideas:

“How is what ____ said the same as/different from what ____ said? I’ll give you time to think and write.”

Student: “____ said _____. That’s different from what ____ said because _____.”
 - To encourage students to agree, disagree, and explain why:

“Do you agree or disagree with what your classmate said? Why? I’ll give you time to think and write.”

Student: “I agree/disagree because _____.”
 - To encourage students to add on to others’ ideas:

“Who can add on to what your classmate said? I’ll give you time to think and write.”

Student: “I think that _____.”

- To encourage students to explain others' ideas.

“Who can explain why your classmate came up with that response? I’ll give you time to think and write.”

Student: “I think what she’s saying is ____.”

- Note that Goal 4 Conversation Cues are not built into the Discussion Norms anchor chart, because these cues are best suited for teachers facilitating student conversations.

How this lesson builds on previous work:

- This lesson is the first of two with opportunities to continue to collect data on students’ progress toward SL.1.1a and SL.1.1b.
- This lesson also builds on a few routines established in Module 2. Students continue to practice noticing and wonder while observing bird artifacts.

Areas in which students may need additional support:

- Students may need additional support as they try to draw a picture that shows their emerging knowledge of birds. Encourage students to try their best and tell them that they will have a lot of practice learning how to draw birds throughout their study.

Down the road:

- Throughout this module, students build their skills and knowledge as researchers. This lesson lays the foundation for this as students are introduced to the concept of research and begin to practice a few of the research skills on the What Researchers Do anchor chart.
- At this point in the unit, students may have misconceptions about birds, but they will refine and add to the Ideas about Birds anchor chart throughout this unit as they gain more knowledge.

In advance:

- Prepare:
 - Bird Word Wall card for the words *bird*.
 - The technology necessary to play the bird video links in Work Time B. If possible, set up three or four computers with the videos so students may watch them in small groups. If multiple computers are not available, set up one computer with a projector to show the videos to half the class. (See Technology and Multimedia Notes)
- Pre-distribute Materials for Work Time B at workspaces.
- Strategically group students for small group work during Work Time B. Divide the class in half (one group will visit the Bird Photographs observation station and the other half will visit the Bird Videos station). Consider breaking these larger groups into groups of four to five students each.
- 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.
- Work Time B: Set up: “Cornell Lab FeederWatch”:
- “Cornell Lab FeederWatch. *“All About Birds.”* The Cornell Lab of Ornithology. <cams.allaboutbirds.org/channel/40/Cornell_Lab_FeederWatch/> 28 Nov. 2016

Supporting English Language Learners

Supports guided in part by CA ELD Standards 1.I.A.1, 1.I.A.3, 1.I.B.5, 1.I.C.9, 1.I.C.10, and 1.I.C.11

Important points in the lesson itself

- The basic design of this lesson supports ELLs by creating excitement for learning via a Mystery Riddle, providing opportunities to engage in activities that foster inquiry, and through participating in structured discussions.
- ELLs may find it challenging to listen to *Birds* without stopping, especially if they do not understand some of the figurative language used in the text. See “Levels of support” and the Meeting Students’ Needs column for specific supports.

Levels of support

For lighter support:

- Invite students to create sentence frames to support sharing orally. Invite students who need heavier support to use the frames. Examples:
 - “I observed birds can_____.”
 - “I observed birds have _____.”
 - “I wonder if birds _____.”
 - “I wonder why birds _____.”

For heavier support:

- Consider rereading the text *Birds* by Kevin Henkes. Students may also benefit from discussing the text after reading it. Make sure students understand the figurative language in the text (e.g., “If clouds were birds ...” and “It looks like the tree yelled surprise!).

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students listen to a read-aloud of *Birds*. Some students may need support in incorporating the most valuable information from the text into existing knowledge. Providing explicit cues or prompts supports students in attending to the features that matter most as they follow along. Before reading the text,

activate background knowledge by previewing the question you will ask. (Examples: “After I read the text, I will ask you what you think it is about” and “When I finish reading, I will ask you to share the connections you made to the text.”)

- **Multiple Means of Action & Expression (MMAE):** Some students may need support in setting appropriate goals for their effort and the level of difficulty expected. Continue to support students in setting appropriate goals for their effort and the level of difficulty expected.
- **Multiple Means of Engagement (MME):** As students make observations from the photographs and videos during this lesson, some may need additional support in linking the information presented back to the learning target. Invite students to make this connection by explicitly highlighting the utility and relevance of the text to the learning target. (Example: Provide an index card with the unpacked learning target for students to reference as they make observations.) Include opportunities to refocus students’ attention on the learning target throughout the lesson, and invite students to respond to how the observations are supporting their instructional goal.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New

- gather, resources, researcher (L)

Review

- riddle, observe, notice, wonder, norms (L)

Materials

- Mystery Riddle (one to display; for teacher read-aloud)
- Bird Word Wall cards (new; teacher-created; one)
- Bird Word Wall (new; teacher-created; see Teaching Notes)
- Birds* (one to display; for teacher read-aloud)
- Bird Experiences anchor chart (new; co-created with students during Work Time A; see supporting Materials)
- Bird Experiences anchor chart (example, for teacher reference)
- Ideas about Birds anchor chart (new; co-created with students during Closing B; see supporting Materials)
- Ideas about Birds anchor chart (example, for teacher reference)
- What Researchers Do anchor chart (new; teacher-created; see supporting Materials)
- What Researchers Do anchor chart (example, for teacher reference)

- ✓ “Cornell Lab FeederWatch” (video; play in entirety; see Technology and Multimedia)
- ✓ Bird photographs (one of each per small group)
- ✓ Index card (one per student)
- ✓ Pencil (one per student)
- ✓ Classroom Discussion Norms anchor chart (begun in Module 1)
- ✓ Pinky Partners Protocol anchor chart (begun in Module 2)

Opening

A. Engaging the Learner: Mystery Riddle (10 minutes)

- Gather students whole group.
- Share that the class has received a mysterious riddle, or written puzzle, that they will have to work together to solve. Just like detectives, they have to listen closely for clues in the riddle to help them solve the mystery.
- Invite students to share the word for riddle in their home language.
- Think-Pair-Share:
 - “*What do you think about riddles?*” (*Responses will vary.*)
- Display only the first sentence of the **Mystery Riddle**. Invite students to listen closely to the riddle as you reveal and read aloud each sentence. Tell students that at certain points during the reading, they will act out parts of the riddle with their bodies.
 - Slowly reveal and read the first two sentences. Invite students to show *big* and *small* with their hands.
 - Read the next two sentences. After the word *plain*, stop reading and ask students to whisper share with a shoulder partner what they think the riddle is about and why. Call on a couple of students to share out.
 - Invite students to stand up so they may act out the next sentence (“Some of us fly ...”).
 - Ask students to sit down again. Read Lines 6–8 again, and ask students to share their ideas about the riddle topic with a shoulder buddy. If time permits, call on students to share out.
 - Read the remainder of the riddle and ask students to quietly put their thumb at their chest if they think they know the type of animal being described.
- Tell students that on the count of three, they will do a microphone share; anyone can shout out his or her answer to the riddle.
- Students are likely to guess that birds are the mystery animal. Ask a few students to share specific clues from the riddle that helped them solve it.
- Show students the **Bird Word Wall card** for *bird* and follow the same process established in Modules 1 and 2: provide its definition, clap out its syllables, use it in a sentence, and place the word wall card and picture for it on the **Bird Word Wall**.
- Tell students that throughout this module they are going to learn so much about birds!

Meeting Students' Needs

- For ELLs: (Solving Riddles) To explain what a riddle is, consider asking a simple riddle before introducing the mysterious riddle the class received. (Example: What goes down but never comes up? Rain.)
- For students who may need additional support with oral language and processing: Allow ample wait time as students share their responses. (MMAE, MME)

Work Time

A. Reading Aloud: Birds (10 minutes)

- Refocus students whole group.
- Display *Birds*. Share with students that they can begin to learn about birds by reading this book. Draw students' attention to the title of the book and read the title aloud.
- While still displaying the text, complete a first read of the text, reading slowly, fluently, with expression, and without interruption.
- Using a total participation technique, invite responses from the group:
 - *“What was this book mostly about?” (birds)*
 - *“Has anyone ever seen a bird? What did it look like? What was it doing?” (Responses will vary.)*
 - *“What is the name for bird in your home language?” (Responses will vary.)*
- Think-Pair-Share:
 - *“What do you think about birds?” (Responses will vary.)*
 - *“Has anyone in your family had experiences with birds?” (Responses will vary.)*
- As students share out, capture their responses on the **Bird Experiences anchor chart**. Refer to **Bird Experiences anchor chart (example, for teacher reference)** as necessary.
- Tell students they are now going to have a chance to look at some pictures of birds and listen to some bird sounds so they can begin to learn more about them.

Meeting Students' Needs

- For ELLs and students who may need additional support with visual perception: (Displaying Text) During the read-aloud, display the text on a document camera or an enlarged copy of the text to help direct students to the appropriate sentences on each page.
- For ELLs: (Using Realia) Use realia as you explain to students that they are going to look at pictures of birds and watch videos of birds.
- Before reading, provide white boards and dry-erase markers as an option for students to record (in drawing or writing) their ideas. This helps scaffold active listening for key details. (MMR, MMAE)

Work Time

B. Making Observations: Birds (20 minutes)

- Direct students' attention to the learning targets and read the first one aloud:
 - ***“I can gather facts from different resources to explain what I know about birds.”***
- Invite students to act out the word *gather* from their seats. If students look unsure, tell them it means to collect.
- Point out the word *resources*. Tell students that resources are something that can help them. Today, they will need help learning more information about birds.
- Invite students to take out their imaginary bow and take aim at the learning target.
- Direct students' attention to the **Ideas about Birds anchor chart** and read aloud the unit guiding question at the top:
 - “What makes a bird a bird?”
- Invite students to take a couple of seconds to think about the question independently.
- Share with students that today they will become researchers in order to begin to answer this question.
- Define *researcher* (a person who carefully studies something to gain information about it).
- Draw students' attention to the **What Researchers Do anchor chart** and read aloud the module literacy guiding question. Refer to **What Research Do anchor chart** (example, for teacher reference) as necessary:
 - “How do we build our research skills and share our learning?”
- Share that they will practice building their research skills so they can share all their learning about birds.
- Using a total participation technique, ask:
 - ***“What is something you notice a researcher does?” (takes notes, reads books)***
- If productive, use a Goal 4 Conversation Cue to encourage 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.”***
- Tell students that there are many things a researcher does to learn about the world around them, and they are going to practice being a researcher of birds today in small groups.
- First they will practice observing closely. Remind students that *observe* means to watch with care.
- Tell students they are going to practice looking pictures and videos carefully so that they can begin to learn all about birds.
- Using a total participation technique, invite responses from the group:
 - ***“If I want to learn information from a picture or video, what might I need to do?” (look closely at the picture, look and listen for new information, talk to a buddy about what I’m seeing or hearing)***
- Preview the two observation stations with students by showing them:
 - **Bird video links** to click on while watching closely at the computer station
 - **Bird photographs** to look at while looking carefully at the picture station.

- Share that today half the class will do the computer station and the other half will visit the picture station. In the next lesson, they will visit the other one.
- Announce students' assigned small groups and direct them to quietly fly like birds to the designated workspace.
- Tell them that you are going to use a bird call to get their attention. When they hear that bird call, they should mimic it back. Consider using a bird call such as a crow (caw caw), an owl (hoo hoo), or a duck (quack quack).
- Guide students through the observation stations, providing prompts and time checks to keep them moving along:
 - Tell students to begin looking at a picture or watching a video.
 - After 3 minutes, get students' attention with a bird call.
 - Turn and Talk using the sentence frame, "I observe_____":
"What did you observe at your station?" (Responses will vary.)
 - Focus students' attention with a bird call. Invite them to select a new picture or click on a new video to look at closely.
 - After 3 minutes, complete another Turn and Talk.
 - Distribute **index cards** and **pencils**.
 - Focus students' attention with a bird call. Invite them to take a couple of silent minutes to draw a picture or write a sentence about something they observed from their bird research.
- Invite students to give a partner a fist bump to acknowledge their hard work.

Meeting Students' Needs

- For ELLs: (Owning Learning Targets) Check for comprehension by asking students to personalize the learning target. Ask:
"Can you put the learning target in your own words?" (I can collect information to tell what I know about birds.)
- For ELLs: (Clarifying Meaning) Consider giving examples of resources that can help them learn information about birds.
- For ELLs: (Using Charts) When telling students they are going to practice being a researcher of birds today, consider adding a check mark or a star by the first two behaviors at the top of the What Researchers Do anchor chart: ask questions and closely observe.
- For ELLs: (Strategic Grouping) Create groups with varying levels of language proficiency.
- For ELLs: (Correcting Errors) As students interact, jot down samples of effective communication. Also jot down one or two common language errors (pervasive, stigmatizing, critical). Share each of these with the class, allowing students to take pride in the effective communication and correct the errors. (It's not necessary to identify who communicated well or who made errors. However, consider pulling the student aside to make it clear.)

- For students who may need additional support with working memory: Invite students to record their observations (in drawing or writing) while they view the photographs and video. (MMAE)

Closing and Assessment

A. Structured Discussion: Sharing Our Notices and Wonders (10 minutes)

- Invite students to quietly fly back to the whole group meeting area and bring their index cards.
- Tell students that something researchers do is talk about what they are learning through observation and what questions they still have. Refer to the third item on the What Researchers Do anchor chart:
 - “share and discuss ideas”
- Direct students’ attention to the learning targets and read the second one aloud:

“I can participate in a conversation about what I observe and wonder about birds.”
- Direct students’ attention to the **Classroom Discussion Norms anchor chart** and briefly review it.
- Tell students that they are going to share what they observed about birds and questions they have using the Pinky Partners protocol. Remind them that they used this protocol in Module 2, and review as necessary using the **Pinky Partners Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Tell students that they might share the idea on their index card, or they may have something else from their research that they’d like to share.
- Guide students through two rounds of the protocol using the following questions:

“What is one thing you observed about birds?”

“What is one question you have about birds?”
- Invite students to shake hands with their partner and return to their space in the whole group meeting area.
- Refocus students and give them specific, positive feedback on how well they followed the discussion norms.

Meeting Students’ Needs

- For ELLs: (Using Charts) Consider adding a check mark or a star by the third item on the What Researchers Do anchor chart when referring to it: share and discuss ideas.
- For students who may need additional support with comprehension: Guide students’ information processing by inviting student volunteers to help model what this protocol looks like/sounds like. (MMR)

Closing and Assessment

B. Shared Writing: Notices and Wonders about Birds (10 minutes)

- Focus students' attention using a bird call.
- Direct them to the fourth item on the What Researchers Do anchor chart:
 - “record observations using pictures and words”
- Tell them that they will help add to the Ideas about Birds anchor chart by presenting their findings from the observation stations.
- Using a total participation technique, invite responses from the group:
“Based on the pictures and videos, what do you think makes a bird a bird?” (Responses will vary, but may include: long beaks, wings, feathers.)
- If productive, use a Goal 4 Conversation Cue to encourage students to compare their ideas:
“How is what ____ said the same as/different from what ____ said? I'll give you time to think.” (Responses will vary.)
- As students share out, clarify and capture their responses on the Ideas about Birds anchor chart under the heading “We observe that birds ...” Refer to **Ideas about Birds anchor chart (example, for teacher reference)** as necessary.
- Repeat this process with the second question:
“What do you wonder about birds?” (Responses will vary.)
- As students share out, clarify and capture their responses in the second column of the anchor chart.
- Tell students that they will have a chance to learn more about birds in the next lesson, and they will also read a book about a special kind of bird.

Meeting Students' Needs

- For ELLs: (Using Charts) Consider adding a check mark or a star by the fourth item on the What Researchers Do anchor chart when referring to it: record observations using pictures and words.
- For ELLs: (Providing Think Time) Before inviting responses from the group, consider giving students time to think and process the question. Say:
“I'll give you time to think and write or sketch.”