

Lesson 3: Reading and Writing: Group Research: *Birds* (Scholastic Discover More), Pages 4–5



- **RI.1.5:** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- **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.1.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **L.1.1f:** Use frequently occurring adjectives.
- **L.1.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- **L.1.5d:** Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.



Daily Learning Targets

- I can use text features in *Birds* (Scholastic Discover More) to learn about what a bird is. (RI.1.2, RI.1.5, RI.1.7, W.1.8)
- I can create and label an observational drawing of a green bee eater. (W.1.8)

Ongoing Assessment

- During the Opening, observe students as they begin to distinguish shades of meaning among adjectives and gather data on their progress toward L.1.5d.
- During the read-aloud in Work Time A, use the Reading Informational Text Checklist to track students' progress toward RI.1.2, RI.1.3, RI.1.5, and RI.1.7 (see Assessment Overview and Resources).
- During the Closing, circulate and observe students as they complete page 2 in their *Birds* Research notebook. Watch for students to draw and label what they observed about the green bee eater to gather data on their progress toward W.1.8.

Agenda

1. Opening

A. Poem and Movement: “Bird Walk” Poem (5 minutes)

2. Work Time

A. Reading Aloud to Research Birds: *Birds (Scholastic Discover More)*, Pages 4–5 (20 minutes)

B. Language Dive: *Birds (Scholastic Discover More)* (10 minutes)

C. Independent Writing: Birds Research Notebook (15 minutes)

3. Closing and Assessment

A. Working to Become Ethical People: Empathy (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 A, students continue to focus on the following disciplinary core idea: Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. As they listen to the read-aloud of pages 4–5 in *Birds (Scholastic Discover More)*, students learn about how all birds are similar.
- Students use adjectives and distinguish shades of meaning among adjectives using the poem “Bird Walk.” This lesson is the first of four that teaches students how to distinguish and use adjectives based on the shades of meaning L.1.5d.
- During the read-aloud in Work Time A, students build their research skills around informational text and practice using informational text features to help build their understanding of the Unit 1 guiding question, “What makes a bird a bird.”
- In Work Time B, students participate in a Language Dive that guides them through the meaning of a sentence from *Birds (Scholastic Discover More)*. The focus of this Language Dive is to explain the function of conjunctions in general and their function in particular sentences (L.1.1g). Students then apply their understanding of the meaning and structure of this sentence when writing their research piece in Unit 2. Refer to the Module 1 Appendix for additional information regarding a consistent Language Dive routine.
- In Modules 3 and 4, Language Dive goals remain the same: to empower students to analyze, understand, and use the language of compelling sentences. However, the Language Dive Guide format has been changed. The new format follows a *Deconstruct, Reconstruct, and Practice* routine, which should be familiar as a general process (see Language Dives in the Module 1 Appendix). Although students should briefly discuss all chunks in each Language Dive sentence, the new format invites students to slow down during one or two chunks to focus on a compelling language structure. Students should engage in extended conversation about this structure and practice it repeatedly.
- In Work Times A and C, students revisit the What Researchers Do anchor chart. In Work Time A, students read like researchers by gathering evidence from texts. In Work Time C, students continue to practice their research skills by completing an observational drawing

of a bird. Both of these experiences provide students opportunities to enrich their schema of the things researchers do to learn about a topic.

- In the Closing, students transition back to their workspaces using the feathered friends routine. If students' uniforms do not contain the colors in the routine, consider having students select one of the three colors before the transition.

How this lesson builds on previous work:

- In Lesson 2, students were introduced to the “Bird Walk” poem to review adjectives. In this lesson, students will begin to distinguish and sort adjectives from the poem based on their shade of meaning.
- In Lesson 2, students were introduced to the Birds Research notebook. In this lesson and throughout the rest of Unit 1, students use this notebook to capture observational drawings and to track their learning and work as researchers.

Areas in which students may need additional support:

- In Work Time C, students may need additional support with creating an accurate observational drawing of a bird. To minimize frustration, consider providing additional copies of page 2 of the 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.
- Some students may need additional support with adding labels to their observational drawing. Consider having pre-labeled copies of a model observational drawing for students to reference as they complete their drawing.

Down the road:

- In Work Time A, students use *Birds (Scholastic Discover More)* to participate in a reading aloud to research session. Students continue to use this text to research in Lessons 3–8.
- Students will remain in their book buddy partnerships from the remainder of the unit.
- Students continue to use the feathered friends routine throughout Unit 1 to transition students back to the group meeting area.

In advance:

- Strategically partner students as book buddies for Work Time A. Keep these book buddies for the remainder of the unit.
- Preview:
 - Language Dive Guide and consider how to invite conversation among students to address the language goals suggested under each sentence strip chunk (optional; see supporting Materials).
 - Page 2 of the Birds Research notebook to familiarize yourself with what will be required of students.
- Cut out the Language Dive Chunk Pictures I: *Birds (Scholastic Discover More)* for use during the Language Dive (see supporting Materials).
- Prepare the green bee eater photograph in color, if possible.
- Pre-distribute Materials for Work Time C at student workspaces.
- Post: Learning targets, poems, and applicable anchor charts (see Materials list).

- This lesson is the third in a series of three that include built-out instruction for the use of Goal 4 Conversation Cues 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.

Technology & Multimedia

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.II.A.1, 1.I.C.10, 1.I.A.1, 1.I.A.3, 1.II.B.4, and 1.I.B.8

Important points in the lesson itself

- The basic design of this lesson supports ELLs through opportunities to learn language through poetry and movement and to build their research skills around informational text.
- ELLs may find it challenging to understand how two words can mean almost the same but have small differences in meaning in the “Bird Walk” poem (see Meeting Students’ Needs column).

Levels of support

For lighter support:

- If students received heavier support capturing their learning about birds in their Birds Research notebook during Lesson 2, encourage them to try the task independently during this lesson. Provide support accordingly once they have grappled with the task (review the Ideas about Birds anchor chart, have them talk about what they want to write about, and/or provide sentence frames for them).

For heavier support:

- Consider using the photos of birds from Lessons 1 and 2 to support understanding of shades of meaning (e.g., a green bee eater is little and hummingbird is minuscule).
- To help students think about questions to ask during a Language Dive, show the last Language Dive sentence from Module 2, Unit 3. Display the sentence chunks and use them to review some of the questions that were asked at the word, chunk, and sentence level during that Language Dive.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students engage with the text *Birds (Scholastic Discover More)* and then use this information to create an observational drawing. This transfer of information into knowledge requires metacognitive skills and strategies. Some students may need support in connecting and remembering the information presented. Provide scaffolds to students to support diverse abilities in using these strategies, such as manipulatives to guide students in new understandings.
- **Multiple Means of Action & Expression (MMAE):** Continue to support a range of fine motor abilities and writing needs by offering students options for writing utensils.
- **Multiple Means of Engagement (MME):** As students engage with the text 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. For example, provide an index card with the unpacked learning target for students to reference during the read-aloud and video. Include opportunities to refocus students' attention on the learning target throughout the lesson, and invite students to respond to how the text is supporting their instructional goal.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- text feature, heading, observational drawing, empathy (L)

Review:

- adjective (L)

Materials

- ✓ “Bird Walk” (from Lesson 2; one to display)
- ✓ Adjectives Shades of Meaning anchor chart (new; co-created with students during the Opening; see supporting Materials)
- ✓ Adjectives Shades of Meaning anchor chart (answers, for teacher reference)

- What Researchers Do anchor chart (begun in Lesson 1; added to in advance; see supporting Materials)
- What Researchers Do anchor chart (begun in Lesson; example, for teacher reference)
- Birds (Scholastic Discover More)* (one to display for teacher read-aloud, and one per pair)
- Language Dive Guide I: *Birds (Scholastic Discover More)*
 - Questions We Can Ask during a Language Dive anchor chart (new; co-created with students during Work Time B; see supporting Materials)
 - Questions We Can Ask during a Language Dive (example, for teacher reference)
 - Language Dive Chunk Chart I: *Birds (Scholastic Discover More)* (for teacher reference)
 - Language Dive Chunk Pictures I: *Birds (Scholastic Discover More)* (one per student and one to display)
 - Language Dive Sentence Strip Chunks I: *Birds (Scholastic Discover More)* (one to display)
- Birds Research notebook (from Lesson 2; page 2; one per student)
- Birds Research notebook (from Lesson 2; answers; for teacher reference)
- Bird Experiences anchor chart (begun in Lesson 1; added to during Work Time C)
- Green bee eater photograph (one to display)
- Pencils (one per student)
- “To the Pond” (for teacher read-aloud)
- Working to Become Ethical People anchor chart (begun in Module 2; added to in advance; see supporting Materials)
- Working to Become Ethical People anchor chart (example, for teacher reference)
- Empathy anchor chart (new; co-created with students during the Closing; see supporting Materials)
- Empathy anchor chart (example, for teacher reference)

Opening

A. Poem and Movement: “Bird Walk” Poem (5 minutes)

- Gather students whole group.
- Display “**Bird Walk.**” Remind students that this is an echo poem and that they should repeat each line you read.
- Invite students to chorally read the poem.
- Turn and Talk:
 - “*What types of words were circled yesterday?*” (adjectives)
- Point to the words *pretty* and *gorgeous*.
- Using a total participation technique, invite responses from the group:
 - “*What do you notice about these two words?*” (They describe something that looks nice. They mean something similar.)

- Display the **Adjectives Shades of Meaning anchor chart**.
- Tell students that there are adjectives that mean almost the same thing but have small differences. The adjectives can show us the strength of the word.
- Write *pretty* in the left-hand column of the anchor chart and *gorgeous* in the right-hand column.
- Think aloud: “I know that *pretty* and *gorgeous* both mean that something looks nice. *Gorgeous* is a word that has more strength than the word *pretty*.”
- Point to the next two adjectives, *big* and *humongous*.
- Turn and Talk:
“How are these two words connected?” (They both describe something’s size being large.)
- Write *big* in the left column and *humongous* in the right column.
- Continue with this routine for the next two stanzas. Refer to **Adjectives Shades of Meaning anchor chart (answers, for teacher reference)** as necessary.

Meeting Students’ Needs

- For ELLs: (Rereading) Invite students to reread the poem and clap their hands as they read the adjectives in the poem.
- For ELLs and students who may need additional support with comprehension: (Adding Visuals) Consider adding visuals to the Adjectives Shades of Meaning anchor chart. This will help students access the anchor chart as they try to use these adjectives throughout the unit. (MMR)
- For students who may need additional support with oral language and processing: Continue to allow ample wait time as students share their responses. (MMAE, MME)

Work Time

A. Reading Aloud to Research Birds: *Birds (Scholastic Discover More)*, Pages 4–5 (20 minutes)

- Refocus students whole group.
- Tell them that today they will begin researching the Unit 1 guiding question using the text *Birds (Scholastic Discover More)*:
 - “What makes a bird a bird?”
- Direct students’ attention to the posted learning targets and read the first one aloud:
“I can use text features in *Birds (Scholastic Discover More)* to learn about what a bird is.”
- While directing students’ attention to **What Researchers Do anchor chart**, point to the fourth row and read aloud:
 - “Gather evidence from texts”
- Tell students that another important thing that researchers do is gather information from texts.
- Distribute copies of *Birds (Scholastic Discover More)* to pre-determined pairs.

- Tell students that over the next several lessons, they will work with this partner, called a “book buddy,” to research information in this text.
- Display pages 4 and 5 in *Birds (Scholastic Discover More)* and point to the heading on the top of page 4:
 - “What is a bird?”
- Invite students to put their finger on the heading as you read it aloud.
- Define *heading* (a group of words at the top of a page of writing that tells you what the section is about).
- Tell students that a heading is an example of a text feature found in an informational text. Readers use *text features* when reading informational texts to help them read and understand the texts more clearly and efficiently.
- Define *text feature* (parts of the text that help the reader understand the text better).
- Direct students’ attention to the What Researchers Do anchor chart and read aloud the new information under “gather evidence from texts.” Refer to **What Researchers Do anchor chart (example, for teacher reference)** as necessary.
 - “Look for Titles and Headings”
- Using a total participation technique, invite responses from the group:
- “Why is the heading an important text feature?” (It tells us what the pages are about.)
- 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.”
- Turn and Talk:

“What do you think these two pages are about?” (They are about what a bird is.)
- Invite one or two students to share with the whole group.
- Display pages 4 and 5 and read the text on both pages, including the text in the captions and accompanying the illustrations/photographs.
- Think aloud to introduce students to several text features that they may encounter when reading an informational text:
 - “The heading is the first text feature that I notice on these two pages. I also notice that these pages have a lot of pictures or photographs.”
- Tell students that they will now have a chance to explore the text with their book buddy. As they explore the text, they should search for text features such as headings and pictures/photographs.
- Invite pairs to find a quiet location to begin exploring the text.
- Circulate to support them as they discuss and prompt them by asking:

“What is that heading on this page?”
“What are the pictures/photographs showing?”
- After 8–10 minutes, refocus students whole group and, using a total participation technique, invite responses from the group:

“What text features did you find?” (headings, photographs)
“How do these text features help readers? (They help readers understand the pages better.)

 - “Look for Titles and Headings”

- Using a total participation technique, invite responses from the group:
“Why is the heading an important text feature?” (It tells us what the pages are about.)
- 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.”
- Turn and Talk:
“What do you think these two pages are about?” (They are about what a bird is.)
- Invite one or two students to share with the whole group.
- Display pages 4 and 5 and read the text on both pages, including the text in the captions and accompanying the illustrations/photographs.
- Think aloud to introduce students to several text features that they may encounter when reading an informational text:
 - “The heading is the first text feature that I notice on these two pages. I also notice that these pages have a lot of pictures or photographs.”
- Tell students that they will now have a chance to explore the text with their book buddy. As they explore the text, they should search for text features such as headings and pictures/photographs.
- Invite pairs to find a quiet location to begin exploring the text.
- Circulate to support them as they discuss and prompt them by asking:
“What is that heading on this page?”
“What are the pictures/photographs showing?”
- After 8–10 minutes, refocus students whole group and, using a total participation technique, invite responses from the group:
“What text features did you find?” (headings, photographs)
“How do these text features help readers? (They help readers understand the pages better.)
“How do these text features help us answer our Unit 1 guiding question?” (They give us more information about birds.)
“What do all birds have?” (feathers, wings, two feet, beak)
- If productive, use a Goal 4 Conversation Cue to encourage 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 that during this first unit, they will continue to explore and examine text features as they research the physical characteristics of birds.

Meeting Students' Needs

- For ELLs: (Using Charts) In order for students to orient themselves, when telling students that researchers gather information from texts, consider adding a check mark or a star by the fourth behavior on the What Researchers Do anchor chart (gather evidence from texts).
- 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 read the text *Birds* and find information about birds.)*

- For ELLs: (Grouping Strategically) Create book buddies with varying levels of language proficiency.
- For students who may need additional support with reading: Pair students with strategic book buddies to ensure that they have a strong, politely helpful partner to support their efforts in reading the text. (MMAE, MME)

Work Time

B. Language Dive: *Birds* (Scholastic Discover More) (10 minutes)

- Tell students they will now participate in a Language Dive with a change in format.
- Turn and Talk:

“What do you remember about the most recent Language Dive from Module 2?” (It was teacher-led, with the teacher asking questions about the sentence strip chunks and the students responding.)
- Let students know that going forward they will be given more independence to think about and discuss the chunks in their groupings. Reassure students that the teacher will continue to monitor and guide their conversations.
- Using a total participation technique, invite responses from the group:

“Think about our work with Language Dives. What questions do we ask about the sentences? What questions do we ask about the chunks? What questions do we ask about the words?” Tell students you will give them time to think and discuss with their partner. (Responses will vary.)
- As students share out, capture their responses on the **Questions We Can Ask during a Language Dive anchor chart**. Refer to **Questions We Can Ask during a Language Dive anchor chart (example, for teacher reference)** as necessary. Ensure students understand how to use these questions, pointing out that the questions highlighted on the anchor chart are questions that students should always ask when they dive into a sentence.
- Ask:

“How will thinking of our own questions for a Language Dive help us during a Language Dive?” Tell students you will give them time to think and discuss with a partner. (The questions will help jog our thinking about important language features in the sentence.)
- Reread page 4 of *Birds* (Scholastic Discover More).
- Focus students on the sentence:
 - “All of them have wings, and some can fly.”
- Use the **Language Dive Guide I: *Birds* (Scholastic Discover More)** and **Chunk Chart I: *Birds* (Scholastic Discover More)** to guide students through a Language Dive of the sentence. Distribute and display the **Language Dive Chunk Pictures I: *Birds* (Scholastic Discover More)** and **Language Dive Sentence Strip Chunks I: *Birds* (Scholastic Discover More)**.
- Invite Students to Think-Pair-Share:

“Now that we have completed our first new Language Dive, what additional questions should we add to our Questions We Ask during a Language Dive anchor chart?” (Responses will vary.)

Meeting Students' Needs

- When using a total participation technique, minimize discomfort or perceived threats and distractions by alerting individual students that you are going to call on them next. (MME)

Work Time

C. Independent Writing: Birds Research Notebook (15 minutes)

- Gather students whole group.
- Offer specific, positive feedback on their work navigating text features in informational text.
- Remind students that in the previous lesson, they received their own **Birds Research notebook**.
- Tell students that today they will observe and sketch a bird in their Birds Research Notebook.
- Direct students' attention to What Researchers Do anchor chart and point to the fifth row:
 - “Record observations using drawings and labels”
- Tell students that another important thing that researchers do is record their thinking and research in pictures and words when gathering information from texts.
- Direct students' attention to the posted learning targets and read the second one aloud:

“I can create and label an observational drawing of a green bee eater.”
- Define the words *observational drawing* (a drawing of what you notice or see) and *label* (gives information about a picture).
- Using a total participation technique, invite responses from the group:

“What bird will we create an observational drawing of?” (green bee eater)

“What is the name for green bee eater in your home language?” (Responses will vary.)

“What do we need to add to our observational drawing?” (labels)
- Invite students to share the sounds a green bee eater makes.
- Follow the same routine from Work Time A of Lesson 1 to ask students what they think about green bee eaters and if anyone they know has had experiences with them and to capture their thinking on the **Bird Experiences anchor chart**.
- Display the **green bee eater photograph**. Ask:

“What shapes do you see in the photograph?” (circles, ovals, triangles)

“What body parts do you see on the bird?” (beak, feet, wings)
- Tell students that now they will get a chance to observe and create an observational drawing of the green bee eater.
- Display page 2 of the Birds Research notebook.
- Think aloud to model how to complete their first observational drawing of the green bee eater.
 - “I first want to observe the photograph of the green bee eater and notice shapes of the body and head. I then want to identify the main body parts in the photograph. My drawing should include all of these major body parts.”

- “I want to put my sketch in the large box in the center of the page. I need to make sure that my sketch fills up the entire box. I can begin drawing the basic body shape and head. After I have the basic shape of the body and head, I can then add specific body parts that I can observe (beak, feet, wings, eyes, tail).”
- “I want to remember that this is a rough sketch, and not a final sketch, so I won’t worry about it being perfect. I just want to make sure I get the basic shape of the bird and include all of the basic body parts that I can see.”
- “When I am done with my sketch, I need to make sure that I add labels for the feet, beak, and feathers. I can use the bank of words at the top to help me with spelling, and I should write the word next to the bird part and draw an arrow to show where the part is on the bird.”
- “Lastly, I should write the name of the bird, green bee eater, on the line under by sketch.”
- Direct students to their Birds Research notebook and **pencils** at their workspace. Remind students that it may be helpful to them as writers to draw first and then write.
- Transition students back to their workspaces using the following prompts. Say:
“All my feathered friends wearing red feathers today, please walk to your workspaces.”
“All my feathered friends wearing blue feathers today, please walk to your workspaces.”
“All my feathered friends wearing green feathers today, please walk to your workspaces.”
- Invite students to begin sketching and writing on page 2 of their notebooks.
- Circulate to support students as they write. Encourage them to use classroom resources (Word Walls, high-frequency word lists, and alphabet or letter sound combination charts). Refer to **Bird Research notebook (answers, for teacher reference)** as necessary.
- When 1 minute remains, signal all students to stop working through the use of a designated sound. Model cleanup, keeping directions clear and brief.
- Collect students’ notebooks and tell students that in the next lesson they will have a chance to add an observational drawing of a new bird in their Birds Research notebook.

Meeting Students' Needs

- For ELLs: (Using Charts) Consider reminding students of the What Researchers Do anchor chart: record observations using pictures and words.
- For ELLs and students who may need additional support with strategy development: (Modeling and Thinking Aloud: Drawing) Remind students that when you think aloud you are showing them what you are thinking so they can notice what they can do later as they create their own drawing. (MMAE)
- For ELLs and students who may need additional support with strategy development: (Modeling and Thinking Aloud: Drawing) Display the green bee eater photograph and point to the shapes and body parts while thinking aloud to model how to complete the observational drawing. (MMAE)
- For students who may need additional support with fine motor skills: Vary methods for responses by offering options for drawing utensils (e.g., thick markers or colored pencils) and writing tools (e.g., fine-tipped markers, pencil grips, slant boards). (MMAE, MME)

Closing and Assessment

A. Working to Become Ethical People: Empathy (10 minutes)

- Share with students that you will read a poem that asks them to pretend to be birds as they gather together.
- Gather students whole group by reciting **“To The Pond.”**
- Tell students that as they research more about birds, they will be sharing their work with a partner, a group or maybe even the whole class. When someone shares their ideas or work, it is important to show empathy.
- Display the **Working to Become Ethical People anchor chart** and read aloud the definition for *empathy*. Refer to **Working to Become Ethical People anchor chart (example, for teacher reference)** as necessary.
 - “This means I try to understand how others feel”
- Point out that there are many moments when it is important to try to understand how others feel so that you know how to respond.
- Give two examples of when you may want to show empathy (when someone is waiting a long time to be chosen for a team; when someone gets many answers wrong on a test) and invite students to suggest a few more.
- Tell students that one way they can understand how others are feeling is by looking at their face and their body.
- Direct students’ attention to the **Empathy anchor chart** and point to *sad*.
- Say:

“Let’s pretend I am feeling sad because I was not chosen for a team. Look at my face and my body.”
- Ask:

“What can you see that shows you I am sad?” (frown; eyes closed or facing down)
- As students share out, capture their responses on the “What I can see or hear” column of the Empathy anchor chart. Refer to **Empathy anchor chart (example, for teacher reference)** as necessary.
- Invite students to copy your facial expression and body language to help them identify clues that represent the emotion.
- Continue demonstrating each feeling and filling in the chart with student responses about body language.
- To understand how students from other cultures communicate through body language, encourage them to share how they show the feelings listed in the chart. Add their contributions to the chart.

Meeting Students’ Needs

- For ELLs: (Adding Visuals) As you add students’ responses to the “What I can see or hear” column on the Empathy anchor chart, help clarify Vocabulary by including photos or illustrations to represent each new term (tight, stiff, caved in).
- For students who may need additional support with comprehension: Invite them to recall one way they recently showed empathy outside the classroom. (MMR)