

Lesson 9: Independent Writing: Creating a Final Annotated Bird Drawing



CCSS

- **W.1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **SL.1.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.1.1a:** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.1.2:** 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.1.5d:** 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 Target

- I can create and label a final observational drawing of one of the birds in my Birds Research notebook. (W.1.8, L.1.1f, L.1.5d)
- I can use the classroom discussion norms to talk with a partner about my final observational drawing. (SL.1.1, SL.1.1a, SL.1.2)

Ongoing Assessment

- During the Opening, use the Language Checklist to gather data on students' progress toward L.1.1f and L.1.5d (see Assessment Overview and Resources).
- Monitor students' conversations by using the Classroom Discussion Norms anchor chart to support students who may need guidance or reminders. (SL.1.1, SL.1.1a, SL.1.2)

Agenda

1. Opening

A. Poem and Movement: "Wandering through the Zoo" Poem (10 minutes)

2. Work Time

A. Independent Writing: Birds Research Notebook (30 minutes)

B. Pinky Partners Protocol: Sharing Our Final Drawings (10 minutes)

3. Closing and Assessment

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

Teaching Notes

Purpose of lesson and alignment to standards:

- The Opening and Work Time A both contain repeated routines from Lessons 3–7. Refer to those lessons for more detail, as necessary.
- In Work Time A, students use what they have learned about drawing to create a new draft of a previous bird drawing. They then share this final draft with classmates in Work Time B and reflect on their use of empathy during this feedback process in the Closing.

How this lesson builds on previous work:

- In previous lessons, students added adjectives to the poem “Wandering through the Zoo” as a class or with a partner. In this lesson, they do so independently.

Areas in which students may need additional support:

- Refer to the supports suggested in Lessons 3–6 for Work Time A.
- For students who may need additional support during the Opening, encourage them to sound out adjectives that are more difficult to write.
- Refer students to the Pinky Partners Protocol anchor chart to support them through the steps of the protocol. Model steps for students who need additional help.

Down the road:

- Students will apply their knowledge of shades of meaning to verbs in Unit 2.
- Students will use their drawings and research knowledge to participate in a Science Talk in Lesson 10.
- Students begin to talk about what to do after showing empathy, setting the stage for them to learn about compassion in future units.

In advance:

- Pre-distribute white boards and markers in the whole group gathering area for the Opening.
- Consider arranging or pre-distributing Birds Research notebooks for easy access during Work Time A.
- 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.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 1.I.B.6, 1.II.A.1, 1.II.A.2, 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 apply their knowledge of adjectives and shades of meaning and to reflect on their learning through speaking, listening, and writing.
- Students may find it challenging to complete the last stanza of the poem (see “Levels of support” and the Meeting Students’ Needs column).

Levels of support

For lighter support:

- For ELLs: Guide students to read the Adjectives Shades of Meaning, Version 2 anchor chart. Ensure they understand the meanings of all the words.

For heavier support:

- Review the meaning of the word *rich* and how it is slightly different from the word *vibrant*. Consider doing the same for other words in the poem (e.g., *strong/mighty*; *light/fluffy*; *skinny/scrawny*).

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In Opening A, students again engage with “Wandering through the Zoo,” specifically focusing on the final stanza. Activate students’ prior knowledge before they complete the final stanza. Consider a brief review of the Adjectives Shades of Meaning, Version 2 anchor chart or reread the previous stanzas to highlight relevance and scaffold connections for students.
- **Multiple Means of Action & Expression (MMAE):** During independent writing, some students may benefit from sensory input and opportunities for movement while they are sitting. Consider providing options for differentiated seating or options for physical action during pre-determined breaks.
- **Multiple Means of Engagement (MME):** In this lesson, sustained engagement and effort is essential for student achievement. Continue to remind students of the goal for the work they are doing with the text. Returning to the learning goals lifts up their value and relevance to students.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

Review:

- empathy (L)

Materials

- ✓ White boards (one per student)
- ✓ White board markers (one per student)
- ✓ “Wandering through the Zoo” (from Lesson 7; one to display)
- ✓ “Wandering through the Zoo” (from Lesson 7; answers, for teacher reference)
- ✓ Green bee eater photograph (from Lesson 3; one to display)
- ✓ Language Standards Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ Birds Research notebook (from Lesson 2; page 7; one per student)
- ✓ Birds Research notebook (from Lesson 2; answers, for teacher reference)
- ✓ Sticky notes (one per student and one for teacher modeling)
- ✓ Classroom Discussion Norms anchor chart (begun in Module 1)
- ✓ Pinky Partners Protocol anchor chart (begun in Module 1)
- ✓ Working to Become Ethical People anchor chart (begun in Module 2)

Opening**A. Poem and Movement: “Wandering through the Zoo” Poem (10 minutes)**

- Distribute **white boards** and **white board markers**.
- Display “**Wandering through the Zoo**.”
- Tell students that they will now demonstrate their understanding of similar adjectives with different strengths by filling in the poem on their own.
- Follow the routine from the Opening of Lesson 7 to guide students through completing the final stanza of the poem with their partner. Display the **green bee eater photograph** and invite students to work individually to record their answers on white boards.
- Circulate to support students as they work and use the **Language Checklist** to collect data on students’ progress toward L.1.1f and L.1.5d. Refer to “**Wandering through the Zoo**” (**answers, for teacher reference**) as necessary.

Meeting Students’ Needs

- For ELLs and students who may need additional support with comprehension: (Rereading) Consider rereading the three first stanzas of the poem to ground students on the work to be completed today. (MMR)
- For students who may need additional support with expressive skills: Offer index cards preprinted with adjectives to select as students fill in the poem on their own. (MMAE)

Work Time

A. Independent Writing: Birds Research Notebook (30 minutes)

- Refocus students whole group
- Direct students' attention to the posted learning target and read it aloud:
"I can create and label a final observational drawing of one of the birds in my Birds Research notebook."
- Tell students that they will now review their **Birds Research notebook** and select one drawing to create a final draft.
- Using a total participation technique, invite responses from the group:
"What should you keep in mind while you are selecting which drawing to create a final draft of?" (I should choose a bird I am interested in observing more.)
"What changes should you make from your first draft to your final draft?" (I can add more detail and make sure I include all of the body parts.)
"What do you need to think about in order to make these changes?" (I need to take my time and think about craftsmanship.)
- Using **Birds Research notebook (answers for teacher reference)**, think aloud as you select a drawing and mark it with a **sticky note**:
 - Turn to page 6 in the notebook.
 - Say:
"I like the bald eagle and want to make a more detailed drawing. In my final draft I want to make sure my drawing fills the entire page and includes all of the body parts."
 - Mark the page with a sticky note.
- Distribute students' notebooks and sticky notes.
- Invite students to mark their selected drawing.
- After 1–2 minutes, refocus whole group.
- Tell students that they will now work with a partner who selected the same drawing to share ideas about how to revise their drawing to turn it into a final drawing.
- Call students to the whole group area by bird (e.g., "everyone who has chosen a peacock") and allow them 30 seconds to find a partner.
- Invite partners to take a seat together before calling the next group (i.e., green bee eater, mallard duck, bald eagle, woodpecker).
- When every student has a partner, prompt them to think about and discuss these questions:
"What is one thing you need to change from your first draft to your final draft?" (Responses will vary, but may include: details, body parts, body shape.)
"What do you need to think about as you draw your final drawing?" (Responses will vary, but may include: slowing down, showing more craftsmanship.)
- Circulate to support students as they discuss.
- After 3–5 minutes, refocus students whole group and using a total participation technique, invite responses from the group:
"How will you change your first draft?" (I want to include more details.)

“What do you need to think about as you create your final draft?” (taking my time; slowing down; focusing on the details)

- Follow the feathered friends routine from Work Time C of Lesson 3 to transition students back to their workspaces in the following order: blue feathers, green feathers, red feathers.
- Display and invite students to turn to page 7 of the Birds Research notebook.
- Follow the same routine from Work Time C of Lesson 3 to guide students through completing a final draft of their observational bird drawing.
- When 3 minutes remain, give students a warning to finish up their last details.
- Refocus whole group and invite students to give their book buddy a handshake for a job well done.

Meeting Students' Needs

- For ELLs: (Supporting Revision) While circulating, support students as they work on their observational drawings by prompting them to reflect on their work. (Example: “This final draft looks just like the first one. What changes did you plan to make?”)
- For ELLs: (Adding Visuals) Consider making a list of what they need to think about as they create their final draft. (Example: Taking my time. Slowing down. Focusing on the details: shape of the body and body parts.)
- For students who may need additional support with planning: Invite students to create a checklist for the ways they will revise their first draft. (MMAE)

Work Time

B. Pinky Partners Protocol: Sharing Our Final Drawing (10 minutes)

- Give students specific, positive feedback about their attention to detail in their drawings.
- Tell students that they will get a chance to celebrate their hard work by sharing it with their classmates!
- Display and read aloud the second learning target

“I can use the classroom discussion norms to talk with a partner about my final observational drawing.”
- Remind students to show empathy to their partners during their share by asking them how they feel about sharing or by paying attention to their body language.
- Display the **Classroom Discussion Norms anchor chart**. Remind students to refer to the chart to help them chat with their classmates.
- Tell students they are going to use the Pinky Partners protocol to share their work. 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.)
- Guide students through the protocol using the following question:

“What is one thing you are proud of about your picture?”
- When time is up, invite students to give the class a round of applause for their hard work and collect the notebooks.

Meeting Students' Needs

- For ELLs: (Setting a Purpose) Consider setting a purpose for using the Pinky Partners protocol (example: to reflect on the work we just finished).
- For ELLs: (Providing Think Time) Ensure students have ample quiet time to think after the discussion question is posed.
- To support communication and engagement, pair students with strategic partners to ensure they have a strong, politely helpful partner to support their efforts at sharing their drawing. (MME)

Closing and Assessment

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

- Gather students whole group.
- Direct students' attention to the **Working to Become Ethical People anchor chart** and ask:
“What do you know about empathy and understanding someone’s feelings?” (Sometimes you can pay attention to body language to understand how people are feeling.)
- Turn and Talk:
“How did it feel to share your drawing with partners?” (nervous; excited; scared)
“How did you show your partner empathy?” (I asked how they were feeling. I thought about the situation.)
“Why is it important to show empathy?” (to be nice; to know what to say; because you want to be treated that way)
- Invite several pairs to share out.
- Remind students that we show empathy because we know how we would want to be treated if we felt the same way.
- Think-Pair-Share:
“Once we know how someone is feeling, what should we do about it?” (use words and actions that help them)
- Share with students that as they do more research and share more of their ideas, they will have plenty of time to practice showing empathy.

Meeting Students' Needs

- For ELLs: (Reflecting on Learning) ELLs might have strong feelings about sharing their work or speaking in front of the class. To include their voice, consider asking ELLs why it is important to show empathy.
- For students who may need additional support with auditory perception: Offer alternatives for auditory information by providing discussion questions visually on the board or chart paper. (MMR)

There are no new supporting materials for this lesson.