

Lesson 12: Research Writing: Drafting the Focus Statement and Detail Sentences of My Beaks Informative Paragraph



CCSS

- **W.1.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **W.1.7:** Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- **W.1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **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 draft the focus statement and detail sentences of my beaks informative paragraph using evidence from my research. (W.1.2, W.1.7, W.1.8)
- I can use evidence to explain the type of beak that is best for crushing seeds. (W.1.8)

Ongoing Assessment

- During the Opening, continue to use the Language Checklist to monitor students' progress toward L.1.5d (see Assessment Overview and Resources).
- During Work Times A and B, circulate during writing time to reinforce the idea of using concrete evidence from the text and their experience to explain their thinking. (W.1.7, W.1.8)

Agenda

1. Opening

A. Song and Movement: “Birds in the Wilderness” (5 minutes)

2. Work Time

A. Research Writing: Drafting the Focus Statement and Detail Sentences (25 minutes)

B. Engaging the Scientist: Beaks That Crush Challenge (25 minutes)

3. Closing and Assessment

A. Reflecting on Learning (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- The Opening and Closing contain repeated routines from previous lessons in this unit. Refer to those lessons for more detail.

- In Work Time A, students begin to draft their informative paragraph on how birds use their beaks to survive. This scaffolded experience uses the Shared Writing: Feathers paragraph as a model and their Beaks: Individual Notes as research to draft the focus statement and first two detail sentences. This lesson is the first of two lessons to complete the paragraph. The entire Beaks Informative Booklet is included in the supporting Materials for this lesson, but only the pages used in this lesson should be distributed. Collect the pages written during this lesson and staple them to the completed pages in Lesson 13 to create the final booklet.
- In Work Time B, students take part in an experiment using tools as beaks to crush seeds. Students will not only get hands-on experience to understand how different forms of a beak are specialized for different functions but will also get practice using evidence in their writing to explain which “beak” was best for the job. This activity reinforces the work they have done with adjectives and verbs to describe birds and their actions.

How this lesson builds on previous work:

- Students use the Shared Writing: Feathers paragraph as a model of an informative paragraph to help them begin to draft a new informative paragraph.
- The challenge in Work Time B relies on information students have gained from the reading they have done on beaks in previous lessons. Students will use the information from their Beaks: Class Notes to support their understanding.

Areas in which students may need additional support:

- For writing support, offer students more opportunities to orally process their notes by prompting them to change them into full sentences before writing. If students become frustrated, offer a few examples of a sentence using the topic of feathers to give students options of sentence structures to choose from.
- Encourage students who become frustrated with writing to use resources and their developmental spelling. Assure any students who could benefit from more time that they may complete their writing later in the day.
- During the beak challenge, consider wrapping the tools’ handles with thick tape to help students hold them.
- If students need help focusing while waiting for their turn during the beak challenge, consider assigning students additional jobs during the experiment (for example: seed counter, station tidier).

Down the road:

- Students practice the zipper song for several lessons with different birds and verb pairs. These lessons provide multiple opportunities to assess mastery on L.1.5d.
- Students begin their informative paragraph by writing the focus statement and detail sentences in this lesson. In Lesson 13, students will finish their paragraph by writing their second two detail sentences and conclusion statement. This is in preparation for them to write an informative paragraph independently in Lessons 15–16 for their Unit 2 Assessment.
- Students repeat the beak challenge with different tasks in Lessons 13–14.

In advance:

- Pre-distribute Materials for Work Time A to student workspaces.

Birds' Amazing Bodies

- Create challenge stations by placing a pan or plate with a few handfuls of sunflower seeds, an empty pan or plate, a pair of tweezers, a pair of pliers, and a pasta server in each designated area.
- Strategically create groups of three for the beak challenge in Work Time B.

Technology & Multimedia

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

- Continue to use the technology tools recommended throughout Modules 1–2 to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.
- If time allows, consider showing the birds video at the beginning of Work Time B to introduce the beak challenges (https://www.youtube.com/watch%3Fv%3DGS_SWxGP-1jE).

Supporting English Language Learners

Supports guided in part by CA ELD Standards 1.I.B.8 and 1.I.C.10

Important points in the lesson itself

- The basic design of this lesson supports ELLs through opportunities to write an effective paragraph about beaks. This lesson scaffolds to the Unit 2 Assessment on W.1.2.
- ELLs may find it challenging to come up with a focus statement for their informational piece and to stay focused throughout the steps for writing the piece of evidence (see “Levels of support” and Meeting Students’ Needs).

Levels of support

For lighter support:

- Invite a student to explain the parts of an effective informational paragraph by pointing to the color-coded paragraph and the Parts of an Informative Paragraph anchor chart.

For heavier support:

- If students have a hard time moving from orally processing their focus statement and first detail to writing, invite them to notice how another student has made the transition to writing by looking at that student’s work so far and have that student verbalize what he or she did.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support students by offering options for perception (e.g., displaying the text on a document camera or an enlarged copy of the text). Pausing for clarification of new Vocabulary will also help students who may need additional support with comprehension.

- **Multiple Means of Action & Expression (MMAE):** Continue to support students in setting appropriate goals for their effort and the level of difficulty expected during the beak challenge.
- **Multiple Means of Engagement (MME):** Continue to offer support in linking the lesson’s activities back to the learning target. Invite students to make this connection by explicitly highlighting the utility and relevance of the activity to the learning target. Continue to include opportunities to refocus students’ attention on the learning target throughout the lesson, and invite students to share how each learning activity supports their instructional goal.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

Review:

- evidence

Materials

- ✓ “Birds in the Wilderness” (from Lesson 10; one to display)
- ✓ Verbs Shades of Meaning anchor chart (begun in Lesson 8)
- ✓ Language Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ Beaks: Individual Notes (completed; from Lesson 10; one per student)
- ✓ Parts of an Informative Paragraph anchor chart (begun in Lesson 4)
- ✓ Annotated Shared Writing: Feathers (from Lesson 11; one to display)
- ✓ Beaks Informative Booklet (one per student and one for teacher modeling)
 - Focus Statement (page 1 of the Beaks Informative Booklet)
 - Beaks Details #1 (page 2 of the Beaks Informative Booklet)
- ✓ Beaks That Crush Challenge prompt (one to display)
- ✓ Sunflower seeds (unshelled; several handfuls per group)
- ✓ Pans/plates (two per group)
- ✓ Tweezers (one per group)
- ✓ Pliers (one per group)
- ✓ Pasta server (one per group)
- ✓ Birds Research notebook, Part II (from Lesson 1; pages 8–9; one per student)

Opening

A. Song and Movement: “Birds in the Wilderness” (5 minutes)

- Gather students whole group.
- Display “**Birds in the Wilderness**” and the **Verbs Shades of Meaning anchor chart**.
- Tell students they will get to sing and act out the song again with a new bird and set of verbs to practice the different strengths of the verbs.
- Follow the routine from the Opening of Lesson 10 to sing the song, using a new bird and set of verbs.
 - Consider using the **Language Checklist** to collect data on students’ progress toward L.1.5d.
 - Repeat the process as time permits, using new or favorite birds and verbs from the Verbs Shades of Meaning anchor chart.

Meeting Students’ Needs

- For ELLs and students who need additional support with Vocabulary: (Reviewing Words) Some students would benefit from reviewing the meaning and pronunciation of the verbs in the Verbs Shades of Meaning anchor chart. (MMR)
- For students who may need additional support with executive strategies: Provide index cards of the verbs from the anchor chart for students to physically manipulate during the song. (MMAE, MME)

Work Time

A. Research Writing: Drafting the Focus Statement and Detail Sentences (25 minutes)

- Refocus whole group.
- Direct students’ attention to the posted learning targets and read the first one aloud:
I can draft the focus statement and detail sentences of my beaks informative paragraph using evidence from my research.
- Share with students that they will use their **Beaks: Individual Notes** to write an informative paragraph about how birds use their beaks to survive.
- Remind students that all informative paragraphs have several important parts, but that today they will focus only on writing the focus statement and the first set of detail sentences.
- Invite students to use a whisper response into their hands:
“What is an informative paragraph?” (paragraph that informs the reader using facts and details)
- Transition students back to their workspaces using the Bird Boogie transition routine.
- Tell students they will begin by writing the focus statement. Remind them that their paragraphs will be about beaks.
- Direct students’ attention to the **Parts of an Informative Paragraph anchor chart** and briefly review the focus statement’s job.

- Display the **Annotated Shared Writing: Feathers** paragraph and read aloud the focus statement:
 - “Birds’ feathers help them survive in many ways.”
- Turn and Talk:

“What is the big idea of YOUR paragraph?” (Birds’ beaks help them to survive.)

“Say the sentence you will write as your focus statement.” (Responses will vary, but may include: Birds’ beaks help them survive in many ways.)
- Point out the **Focus Statement** sheets already at their workspaces and invite students to use them to write their focus statement.
- Circulate to support students as they write.
- After a few minutes, refocus whole group.
- Tell students they will now revise their sentence to ensure it has:
 - A capital letter at the beginning
 - A period at the end
 - All words have letters to match their sounds, if they were unsure of the spelling
- Provide example revisions using the Shared Writing: Feathers paragraph by circling the capital letter and period in the focus statement.
- Invite students to revise their focus statement.
- Refocus whole group and follow the same process for students to write their first set of detail sentences. Briefly review the first detail sentences row on the Parts of an Informative Paragraph anchor chart.
 - Read aloud the second sentence on the Shared Writing: Feathers paragraph (“Some birds have thick feathers.”).
 - Invite students to read their notes in the first box under “Describe the Beak” on their Beaks: Individual Notes.
 - Invite students to orally process their first detail sentence with a partner.
 - Invite students to use the pre-distributed **Beaks Details #1** sheet to write their first detail sentence.
 - Circulate to support students as they write.
 - After a few minutes, refocus whole group and guide students to revise their sentence for a capital letter, end punctuation, and to ensure all words have letters that match their sounds, if they were unsure of the spelling.
- After a few minutes, refocus whole group and follow the same process for students to write their second detail sentence.
 - Briefly review the second job of the detail sentence’s job on the Parts of an Informative Paragraph anchor chart.
 - Read aloud the third sentence on the Shared Writing: Feathers paragraph (“These feathers protect them like sunscreen.”).
 - Invite students to read their notes in the first box under “How does this help a bird survive?” on their Beaks: Individual Notes.
 - Invite students to orally process their second detail sentence partner.
 - Invite students to continue writing on their Beaks Details #1 sheet to write their second sentence.

- Circulate to support students as they write.
- After a few minutes, refocus whole group and guide students to revise their sentence for a capital letter, end punctuation, and to ensure all words have been sounded out if they were unsure of the spelling.
- After students have finished revising, invite them to add quick sketches to their two sheets.
- Invite students to place their Beaks: Individual Notes, Focus Statement, and Details #1 pages in a pile at their workspace.

Meeting Students' Needs

- For ELLs and students who may need additional support with motivation: (Summarizing the Target) Ask students to summarize and then to personalize the second learning target. Ensure students name the Parts of an Informative Paragraph anchor chart as the tool to analyze the model. (MME)
- For ELLs: (Rereading) Ensure students can read and understand their Beaks: Individual Notes before inviting students to turn and talk.
- For ELLs and students who may need additional support with organizing ideas for verbal expression: (Providing Think Time) Ensure students have ample quiet time to think after the question "What is the big idea of YOUR paragraph?" is posed and before turning to talk to a partner. (MMAE)

Work Time

B. Engaging the Scientist: Beaks That Crush Challenge (25 minutes)

- Invite students to stand for a quick game of Bird Simon Says.
- Direct students' attention to the posted learning targets and read the second one aloud:
"I can use evidence to explain the type of beak that is best for crushing seeds."
- Remind students that *evidence* is proof.
- Tell students that today, they will do an experiment to find proof about which beak crushes seeds best.
- Display the **Beaks That Crush Challenge prompt** and read it aloud:
 - "Which beak is the best at crushing seeds? Using each tool like a bird would use its beak, try to crack open as many sunflower seeds as you can."
- Share that they will be in groups of three. Each partner will have a letter (A, B, or C) and will take a turn with a "beak" when the teacher says it is time to switch.
 - Invite two students to join you at a challenge station. Briefly demonstrate assigning each person as partner A, B, or C and then taking turns using one of the tools.
 - Briefly demonstrate using a tool to grab a **sunflower seed** from the **pan**, trying to crush it, and placing crushed seeds into a new pan or plate.
 - Show the class each tool (**tweezers**, **pliers**, and **pasta server**), naming each one at a time. Be sure to mention safety precautions for each tool.
- Using a total participation technique, invite responses from the group:
"Which 'beak' do you predict will be the best at crushing seeds?" (Responses will vary.)

- If productive, cue students to provide reasoning:
“Why do you think that?” (Responses will vary.)
- Tell students they will be in charge of keeping track of their evidence to prove which “beak” is the best.
- Distribute students’ **Birds Research notebooks, Part II.**
- Move students into pre-determined groups and assign them to (take their notebooks to) challenge stations around the room.
- Give students 30 seconds to decide on partners A, B, and C.
- Invite students to open to page 9 in their notebook and look at the first “beak.”
- Invite partner A to pick up the pliers and begin. After 30 seconds, invite partner B to take a turn. Repeat with partner C.
- Circulate to help students manipulate the tool when necessary.
- When each partner has had a turn, invite groups to count their team’s seeds and record their number next to the pliers on page 9 of their notebook.
- Repeat this process with all three students taking a turn with the remaining two “beaks.”
- Turn and Talk:
“Which beak was the best?” (Responses will vary.)
- Direct students’ attention to the bottom of page 9 and read the sentence stem aloud:
 - “I think the best tool for crushing seeds was the ___ because ___.”
- Reread the second learning target aloud.
- Tell students they will need to write which tool was the best and use evidence to explain why it was the best.
- Call on a few volunteers to share which tool they think is the best and what evidence they have to prove their answer.
- Invite students to complete their own sentence in their notebooks.
- Give students positive, specific feedback on their work during the challenge.

Meeting Students’ Needs

- For ELLs: (Defining words) Clarify the meaning of the word *challenge* as an invitation or dare to take part in a contest.
- For ELLs: (Using Home Language) Invite students to share, or bring from home, the translations of each tool (tweezers, pliers, and pasta server).
- For ELLs: (Strategic Grouping) Create groups with varying levels of language proficiency. The students with greater language proficiency can serve as models in the group, initiating discussions and providing implicit sentence frames. If possible, consider grouping students who speak the same home language together to help one another interpret and comprehend the conversation in their home languages.
- For students who may need additional support with self-regulation: Model appropriate ways to express enthusiasm about the challenge and appropriate interaction with Materials. (MME)

Closing and Assessment

A. Reflecting on Learning (5 minutes)

- Transition students to their workspaces, taking their notebooks with them, using the Bird Boogie transition routine.
- Invite students to open to their personal goal on page 8 and read it to themselves.
- Think-Pair-Share:
“How did you do with your goal today?” (Responses will vary.)
- Invite partners to give a handshake or a high-five for all their hard work.

Meeting Students' Needs

- For ELLs: (Providing Think Time) Ensure students have ample quiet time to reread their goal and to think after the question “How did you do with your goal today?” is posed.