

Lesson 14: Research Writing: Preparing a Writing Organizer



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 plan my informative paragraph by choosing evidence from research to use in my writing. (W.1.2, W.1.7, W.1.8)
- I can use evidence to explain the type of beak that is best for digging for worms. (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 students' 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: Preparing a Writing Organizer (20 minutes)

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

3. Closing and Assessment

A. Reflecting on Learning (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- The Opening, Work Time B, and the Closing all contain routines from previous lessons in this unit. Refer to those lessons for more detail.

- Students use “Birds in the Wilderness” for the final time to practice the pairs of verbs from the Verbs Shades of Meaning anchor chart. Take time to celebrate their work by changing up the performance of the song: Assign small groups a set of verbs to act out during a certain time in the song (L.1.5d).
- In Work Time A, students prepare a writing organizer to help them with their Science Talk in Lesson 14 and their Unit 2 Assessment on informative writing in Lessons 14–15. The organizer helps students choose a bird’s body part and two pieces of evidence to help them answer the guiding question, “How do birds use their body parts to survive?”
- In Work Time B, students complete their final experiment with beaks. This challenge helps students determine which beak is best for digging. Keep assigned groups the same as in previous lessons.

How this lesson builds on previous work:

- Students use a similar routine to Lesson 10 in which they choose pieces of evidence from class notes to create individual notes that will be used in their Science Talk as well as in their writing.

Areas in which students may need additional support:

- Students may be confused about how to fill in their own writing organizer using the class notes. Consider color-coding columns on the class notes and the organizers for students who need a visual correlation between the Materials. Invite students to orally process their ideas and point them to the places on the organizer to write or draw their information.
- Apply any supports from Lesson 12 to the beak challenge in Work Time B.

Down the road:

- In Lessons 15–17, students will participate in different Opening activities to reinforce their understanding of shades of meaning with verbs. These lessons provide multiple opportunities to assess mastery of L.1.5d.
- In this lesson, students complete their writing organizer. This is in preparation for them to participate in a Science Talk and to write an informative paragraph independently in Lessons 15–16 for their Unit 2 Assessment.

In advance:

- Using chart paper or sticky notes, cover the facts on Feathers: Class Notes that were used to write the shared writing informative paragraph.
- Pre-distribute Materials for Work Time A at students’ workspaces.
- Prepare each challenge station by filling large bins with several handfuls of rubber bands buried under dirt and placing a paper towel, a pair of tweezers, a pair of pliers, and a pasta server in each designated area.

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.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 write a conclusion 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 what bird’s body part they have chosen and one way it helps the bird survive to writing the information in their writing organizer, invite them to notice how another student has made the transition to writing by looking at that student’s work so far and having that student verbalize what he or she did.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support comprehension by activating prior knowledge and scaffold connections for students. Continue to provide visual display of questions and student responses on a chart or the board during discussions.
- **Multiple Means of Action & Expression (MMAE):** Continue to support students in setting appropriate personal goals.
- **Multiple Means of Engagement (MME):** Continue to support sustained engagement and effort for students who benefit from consistent reminders of learning goals and their value or relevance.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- N/A

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; Assessment Overview and Resources)
- Feathers: Class Notes (from Lesson 3; one to display)
- Beaks: Class Notes (from Lesson 6; one to display)
- Writing organizer (one per student and one for teacher modeling)
- Writing organizer (example, for teacher reference)
- Beaks That Dig Challenge prompt (one to display)
- Rubber bands (several handfuls per group)
- Bin of dirt (one per group)
- Paper towel (one per group)
- Tweezers (from Lesson 12; one per group)
- Pliers (from Lesson 12; one per group)
- Pasta server (from Lesson 12; one per group)
- Birds Research notebooks, Part II (from Lesson 1; page 11; one per student and one for teacher modeling)

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 or specific verbs for review.
- Consider using the **Language Checklist** to collect data on students’ progress. 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 may 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)

Work Time

A. Research Writing: Preparing a Writing Organizer (20 minutes)

- Give students specific, positive feedback for the work they have done in previous lessons as they have learned to put their research into writing.
- Direct students' attention to the posted learning targets and read the first one aloud.
"I can plan my informative paragraph by choosing evidence from research to use in my writing."
- Tell students that they have gotten to research how feathers and beaks help birds survive and that today, they will get to choose which body part they will write about.
- Give students 30 seconds to consider which body part they will choose.
- Display the **Feathers: Class Notes** and **Beaks: Class Notes**.
- Tell students that if they choose to write about feathers, they will use the Feathers: Class Notes and if they choose to write about beaks, they will use the Beaks: Class Notes.
- Turn and Talk:
"Choose a bird's body part and use the notes to explain one way it helps the bird survive." (Responses will vary, but may include: Long beaks help birds get nectar in flowers; fluffy feathers help keep birds warm.)
- If productive, cue students to listen carefully:
"Who can repeat what your classmate said?" (Responses will vary.)
- Invite one or two students to share.
- Tell students that today they will create an individual notes sheet to use during the Science Talk in Lesson 15 and to help them write a new informative paragraph on their own.
- Display the **writing organizer**.
 - Point out that the layout of the individual notes sheet matches the layout of the class notes chart.
 - Briefly model how to choose one body part to write about.
 - Model how to complete each column by referring to the class notes chart that matches the body part they chose. Note: Remind students to choose new facts to use in their writing that are different from the facts they chose for their last informative paragraph. Refer to the writing organizer (example, for teacher reference) as necessary.
- Demonstrate drawing a quick sketch of the body part in the third column.
- Transition students to their workspaces and point out the writing organizers already at their workspaces.
- Invite students to begin writing and drawing.

- Circulate to support students as necessary. Encourage them to use the Feathers: Class Notes and Beaks: Class Notes as well as classroom resources (Word Walls, high-frequency word lists, and alphabet or letter sound combination charts).
- When 1 minute remains, give students a warning to finish up their writing and drawing.
- Collect students' writing organizers and save them for the Science Talk and writing in Lesson 15.

Meeting Students' Needs

- For ELLs and students who may need additional support with organizing ideas for verbal expression: (Rereading) Ensure students can read and understand their Beaks: Individual Notes before inviting students to turn and talk. (MMAE)
- For ELLs and students who may need additional time with organizing ideas for verbal expression: (Providing Think Time) Ensure students have ample quiet time to think after inviting them to turn and talk about what bird's body part they have chosen and explain one way it helps the bird survive before turning to talk to a partner. (MMAE)
- For ELLs and students who may need additional support with organizing ideas for written expression: (Verbal Writing Practice) Allow students to discuss and rehearse their sentences before writing. (MMAE)

Work Time

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

- Refocus students.
- Invite them to participate in a quick game of Bird Simon Says as a movement break.
- Tell them that they are going to do a beak challenge like the one they completed in Lessons 12–13.
- Follow the same routine from Work Time B of Lesson 12 to complete the beak challenge:
 - Display and read the **Beaks That Dig Challenge prompt**.
 - Briefly demonstrate using a tool to dig for a **rubber band** from the **bin of dirt**, and placing it onto a **paper towel**.
 - Show and name the other tools (**tweezers**, **pliers**, and **pasta server**) as needed.
 - Ask students to predict which tool will work best.
 - Distribute students' **Birds Research notebooks, Part II** and dismiss students to their group's assigned challenge station.
 - Invite students to open to page 11 in their notebook and look at the first "beak."
 - Lead partners A, B, and C through 30 seconds of practice time with the first tool.
 - When each partner has had a turn, invite groups to count their team's cubes and record their number next to the pliers on page 11 of their Birds Research notebook.
 - Repeat this process with all three students taking a turn with the remaining two "beaks."

- Invite students to discuss with their group about which beak was the best.
- Read the sentence stem at the bottom of page 10:
- “I think the best tool for digging for worms was the ___ because___.”
 - Read the second learning target aloud:
“I can use evidence to explain the type of beak that is best for digging for worms.”
 - Select 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 for their work during the challenge. If productive, cue students to think about their thinking:
“How does our Beaks That Dig Challenge add to your understanding of how birds use their beaks? I’ll give you time to think and discuss with a partner.” (Responses will vary.)

Meeting Students' Needs

- For ELLs: (Providing Think Time) Before inviting students to turn and talk, consider giving them time to think and process the question of which beak was the best.
- For ELLs: (Verbal Writing Practice) Allow students to discuss and rehearse their sentence before writing.
- For students who may need additional support with activating prior knowledge: Invite students to share one thing they learned from Lessons 12–13 that would be helpful to know as they do another beak challenge. (MMR, MME)

Closing and Assessment

A. Reflecting on Learning (10 minutes)

- Follow the routine from the Closing of Lesson 12 to guide students through checking in on their personal goals with a partner.
- Remind all students that you will help them achieve their class goals as they work together to learn more in tomorrow’s lesson.

Meeting Students' Needs

- For ELLs: (Using Anchor Charts: Setting Goals) Note how those students who had a thumbs down in response to any of the questions in Lesson 5 are sharing, and find an opportunity to encourage them as they progress toward the goals they set yesterday referring to the Empathy anchor chart.