

Lesson 6: Research Reading, Session 1: Pages 3–4 of *Beaks!*



- **RI.1.2:** Identify the main topic and retell key details of a text.
- **RI.1.4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- **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.
- **RI.1.6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RI.1.7:** Use the illustrations and details in a text to describe its key ideas.
- **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.
- **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.1.5d:** 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 research information about different types of bird beaks using the text *Beaks!* (RI.1.2, RI.1.5, RI.1.6, RI.1.7, W.1.7)
- I can collaborate with classmates to discuss evidence we’ve gathered about the Unit 2 guiding question. (SL.1.1, SL.1.2)

Ongoing Assessment

- During the Opening, observe students as they begin to distinguish shades of meaning among verbs and gather data on their progress toward L.1.5d.
- During the reading aloud to research in Work Time A, use the Reading Informational Text Checklist to track students’ progress toward RI.1.2, RI.1.5, RI.1.6, and RI.1.7 (see Assessment Overview and Resources).
- During Work Times A and B, use the Speaking and Listening Checklist to monitor students’ progress toward SL.1.1 and SL.1.2 (see Assessment Overview and Resources).

Agenda

1. Opening

A. Developing Language: Volley for Vocabulary (10 minutes)

2. Work Time

A. Reading Aloud to Research and Take Notes: *Beaks!*, Pages 3–4 (25 minutes)

B. Shared Discussion: Reflecting on Unit 2 Guiding Question (10 minutes)

C. Movement: Bird Simon Says (5 minutes)

3. Closing and Assessment

A. Reflecting on Learning (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson connects to Next Generation Science Standard 1-LS1-1. During Work Time A, students continue to focus on the following disciplinary core idea: All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air. As students research different types of bird beaks, help them begin to notice the different ways birds use their beaks to survive.
- During the Opening, students practice acting out different verbs during the Volley for Vocabulary protocol. This lesson is the first of four that teaches students how to distinguish and use verbs based on the shades of meaning (L.1.5d).
- The pages of *Beaks!* are not numbered. For instructional purposes, the page that begins with “Birds have no teeth ...” should be considered page 1 and all pages thereafter numbered accordingly.
- During the reading aloud to research and take notes in Work Time B, students continue to build their research skills around informational texts while working in small research groups to help build their understanding of the research question “How do birds use their beaks to survive?”
- Students continue to use the Unit 2 Learning Plan to discuss their character goals in this unit. The habit of character that students focus on in the next several lessons is compassion. Using the Working to Become Ethical People anchor chart, students begin to unpack this habit of character and think of ways to show compassion when collaborating with their research groups.

How this lesson builds on previous work:

- In Lessons 2–5, students practiced their research skills as a whole class as they researched feathers. In this lesson, they further refine these skills by researching in small groups about bird beaks.
- Similar to Lessons 2–5, students work together to create class notes to record their thinking around the research question.

- In Lessons 2–4, students used the Unit 2 Learning Plan to discuss academic goals for the unit. Beginning in Lesson 5, students began to think about character goals for this unit. In this lesson, students continue to discuss character goals and begin to become acquainted with the habit of character of compassion.

Areas in which students may need additional support:

- Some students may find it challenging to read and understand the verbs used during the Volley for Vocabulary protocol in the Opening. Consider previewing and defining the words with students before playing the game.
- Some students will find it challenging to reread the selected pages from *Beaks!* during the group research portion of Work Time A. Strategically group students so they can support one another well as they read and research this complex text, ensuring that proficient readers are grouped with readers who need support. Additionally, think about reading aloud selected pages to the whole class and pausing between every sentence or two to allow research groups to record their findings on the group notes sheet.
- Some groups may need additional support to record their group notes. Encourage students to use pictures and words to capture their group thinking.

Down the road:

- In Lesson 7, students will engage in the Volley for Vocabulary protocol with new verbs that are similar to yet different from the verbs in Lesson 6.
- In Lessons 8–9, students will learn a new Vocabulary game to teach them about different shades of verbs (L.1.5d).
- In Work Time A, students use *Beaks!* to participate in group research sessions. Students continue to participate in group research sessions with this text in Lessons 6–10.

In advance:

- Prepare:
 - Bird Word Wall card for the word *bill*.
 - Materials for Volley for Vocabulary by cutting apart and taping the Volley for Vocabulary Verb Cards 1 to a beach ball (see supporting Materials).
- Strategically create research groups of three to four students for Work Time A. Pairs of students will share a text when working in their research group. Consider keeping these groups across Lessons 6–9.
- Review the Volley for Vocabulary protocol. (Refer to the Classroom Protocols document for the full version of the protocol.)
- 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 1–2 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.
- Opening: Record students as they participate in the Volley for Vocabulary protocol to listen to later to discuss strengths and what they could improve on, or to use as models for the group. Most devices (cellphones, tablets, laptop computers) come equipped with free video and audio recording apps or software.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 1.I.A.1, 1.I.B.5, 1.I.B.6, 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 process content orally and to capture it in notes written in collaboration with others.
- ELLs may find it challenging to use the information in the bullets of the Habits of Character Goals column of the Unit 2 Learning Plan anchor chart, because the wording of the chart can pose an extra demand for them (see “Levels of support” and Meeting Students’ Needs).

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:
 - “Birds use their beaks to _____.”
 - “Birds use their feathers to _____.”

For heavier support:

- To provide language support for reading during group research in Work Time A, consider enlarging page 3 of the text *Beaks!* and posting it in a central location for students to reference. While reading this page out loud during Work Time A, annotate the enlarged text using pictures and words. (Example: Underline the word *bill* and write the word *beak* under it, or draw a picture of a seed by the word *seed*.)
- Annotate and add visuals to the bullets of the Habits of Character Goals column of the Unit 2 Learning Plan anchor chart.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Similar to Unit 1, this lesson offers a variety of visual anchors to cue students’ thinking. Continue to support students by creating additional

or individual anchor charts for reference and charting student responses during whole class discussions to aid in comprehension.

- **Multiple Means of Action & Expression (MMAE):** Continue to support a range of fine motor abilities and writing need by offering students options for writing utensils. Also consider supporting students' expressive skills by offering partial dictation of student responses.
- **Multiple Means of Engagement (MME):** During the Closing, students reflect on how they showed collaboration and compassion. With several opportunities to review these terms in this unit, students can begin to apply them to their own lives. Optimize relevance and motivation by asking students to reflect on one way they might show compassion outside of school.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- verb (L)
- peck, crack, husk, bill, flesh, nutritious (T)

Review:

- structure (L)

Materials

- ✓ Word ball (one; used by students during the Volley for Vocabulary protocol in the Opening)
- ✓ Volley for Vocabulary Verb Cards 1 (for teacher reference)
- ✓ *Beaks!* (one per pair and one to display; for teacher read-aloud)
- ✓ Bird Word Wall card (new; teacher-created; one)
- ✓ Bird Word Wall (begun in Lesson 2; added to during Work Time A; see Teaching Notes)
- ✓ Bird Experiences anchor chart (begun in Unit 1, Lesson 1; added to during Work Time A)
- ✓ Beaks: Class Notes (new; co-created with students during Work Time A; see supporting Materials)
- ✓ Beaks: Class Notes (example, for teacher reference)
- ✓ Beaks: Group Notes, Day 1 (one per small group)
- ✓ Beaks: Group Notes, Day 1 (example, for teacher reference)
- ✓ Observations about Beaks and Feathers anchor chart (begun in Lesson 1)
- ✓ Pinky Partners Protocol anchor chart (begun in Module 1)
- ✓ Unit 2 Learning Plan anchor chart (begun in Lesson 2)

- ✓ 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)

Opening

A. Developing Language: Volley for Vocabulary (10 minutes)

- Gather students whole group and invite them to stand around the edge of the whole group meeting area. As needed, remind them to move safely and make space for everyone.
- Tell students that you have a Vocabulary game to share with them and teach them. They will learn the first part of the game today and the rest in the next lesson.
- Tell students that this Vocabulary game will introduce them to several verbs that describe various actions of birds. They will read more about these verbs in upcoming lessons.
- Define the word *verb* (a word that shows an action).
- Tell students that often it is possible to act out verbs. Invite students to jump quickly, quietly, and safely in their spot. Tell them that *jump* is a verb.
- In today's Vocabulary game, students will pass around a beach ball covered with verbs that describe the actions of birds. When a classmate catches the ball, they will read aloud and act out the verb that their thumbs point to.
- Direct students' attention to the **word ball** and read aloud the verbs from the **Volley for Vocabulary Verb Cards 1**. When reading the verbs, invite students to repeat and gauge their understanding of the words. Clarify definitions as needed.
- Explain and model the expectations for the game:
 - Choose one student to start by handing the ball to that student (student A).
 - Invite student A to say a classmate's name (student B). Have student A wait until student B makes eye contact with him or her. Then have him or her roll or toss the ball gently to student B.
 - Have student B catch or stop the ball and see which word is covered by his or her thumb, and read it aloud.
 - Invite student B to act out the verb.
 - Invite student B to say a classmate's name (student C) and continue the process as time allows.
- Using a total participation technique, invite responses from the group:

“How can we show respect to one another when playing?” (passing the ball safely; not leaving anyone out; controlling our bodies)
- Invite students to give you a thumbs-up, thumbs to the side, or thumbs-down to show you how well they understand the directions.
- Depending on students' level of understanding, do a more guided practice with all students.
- Begin the game by tossing the ball to a student.
- Tell students that in the next lesson they will continue to act out the verbs from today and will also use and act out new verbs that will be added to the beach ball.

Meeting Students' Needs

- For ELLs and students who may need additional support with Vocabulary: (Previewing Words) Some students would benefit from previewing the meaning and pronunciation of all the words on the beach ball. (MMR)
- For ELLs: (Communication Moves; Asking for Help) Encourage students to ask for help while playing the game by asking questions. (Examples: "What does this say?" "What does this mean?")
- For students who may need additional support with organizing their thinking for verbal expression: Consider providing the word ball to students ahead of time so they can prepare actions for use during the Volley for Vocabulary protocol. (MMAE, MME)

Work Time

A. Reading Aloud to Research and Take Notes: *Beaks!*, Pages 3–4 (25 minutes)

- Refocus students whole group and give them specific, positive feedback on their work with acting out verbs during Vocabulary volleyball.
- Direct students' attention to the posted learning targets and read the first one aloud:
"I can research information about different types of bird beaks using the text *Beaks!*"
- Display *Beaks!* Tell students that they will use this text over the next several lessons as they begin researching different types of bird beaks using the research question:
 - "How do birds use their beaks to survive?"
- While displaying the text, read page 1 aloud.
- Point to the illustration and ask:
"What do birds have instead of teeth?" (beaks)
"What is the bird doing with its beak in the illustration? (carrying a stick)
"What are some things that you think birds do with their beaks?" (pick up things; eat)
- Tell students that before you read two more pages, you want to focus them on a new word. Show the **Bird Word Wall card** for *bill* (another word for beak, the hard part of a bird's mouth) and follow the same process established in Lesson 1: 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**.
- Display and read pages 3–4 aloud, pointing to the heading and subheading on each page as you read.
- Using a total participation technique, invite responses from the group:
"What text features did you notice on these two pages?" (illustrations, headings)
- Tell students that the structure of this text is different from the structure of the text *Feathers: Not Just for Flying*.
- Briefly review the definition of *structure* (how the words and pictures are organized in a text) and ask:
"How is the structure of this text different from the structure of the text *Feathers: Not Just for Flying*?" (There aren't text boxes or captions, and there are more words on each page.)

“Which text features will be most helpful when reading this text?” (illustrations and headings)

- Tell students that as they begin researching bird beaks, they should use the illustrations and headings to help them read each page.
- Explain that the headings on each page describe a type of beak and tell us what it does. For example, the heading on page 3 says, “Small beaks peck” and the heading on page 4 says, “Heavy beaks crush.” This means that this text is organized by type of beak and what it does.
- After reading pages 3–4 aloud, ask:

“What are their names in your home language?” (Responses will vary.)

“Has anyone in your family had experiences with these birds?” (Responses will vary.)

- As students share out, capture their responses on the **Bird Experiences anchor chart**.
- Remind students about the routine they used as a class in previous lessons to research bird feathers. Tell them that they will follow a similar routine as they begin to research bird beaks in small groups.
- Tell students that they will now split up into research groups to further research a beak on page 3 or 4.
- Direct students’ attention to the **Beaks: Class Notes** and focus them on the research question:
 - “How do birds use their beaks to survive?”
- Continue to read each column heading, and using a total participation technique, invite responses from the group:

“What is your research question?” (How do birds use their beaks to survive?)

“What information do you need?” (Description of the beak. How does the beak help the bird survive? What type of bird has this beak?)

- Display the **Beaks: Group Notes, Day 1** sheet and point to and read the research question and column headings. Tell students that their group will use this sheet to capture their research for the day. They should capture their group’s thinking using pictures and words and will add this information to the class notes.
 - Reread pages 3–4 aloud and invite students to follow along as you do.
 - Move students into pre-determined groups.
 - Distribute *Beaks!* to pre-determined groups and tell each group which beak they will research: page 3 or 4. Direct groups to the Birds: Groups Notes, Day 1 sheet at their workspaces and invite groups to quietly begin researching.
 - Remind students to use the illustrations and headings when researching, and tell them to work together to reread the text on the page and to record their group notes.
 - Circulate to support students and help groups by rereading their page aloud as they follow along, if necessary.
 - As you circulate, prompt their discussion by asking: “How would you describe the beak?” “How does the beak help the bird survive?” “What does it look like?”
 - After 12–15 minutes, refocus students whole group.
 - Invite each group to share the information that they found. Refer to **Beaks: Group Notes, Day 1 (example, for teacher reference)** as necessary.
 - As groups share out, clarify and capture the information for each bird beak on the Beaks: Class Notes. Refer to **Beaks: Class Notes (example, for teacher reference)** as necessary.

- Read aloud the information captured on the class notes. Tell students that over the next several lessons they will continue to work with their research groups to find more information about different types of bird beaks.

Meeting Students' Needs

- For ELLs: Mini Language Dive. "When they find a seed, / the sparrows use / their short, cone-shaped beaks / **to crack the husk and swallow the seed.**"
 - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - *to crack*: "What?" / Meaning: This chunk is about what sparrows do with their beaks when they find a seed. They crack the husk to get to the seed. (verb)
 - *the husk*: The husk is the dry outer covering of the seed that sparrows crack open with their beaks in order to reach the seed inside. (noun)
 - *and swallow the seed*: Sparrows swallow the seed they find inside the husk after cracking it (conjunction; verb; noun)
 - Practice: To _____ and _____.
 - Reconstruct: Reread the sentence. Ask:
 - "Now what do you think the sentence means?"***
 - "How does your understanding of this sentence add to your understanding of how birds use their beaks to survive?"***
 - Practice: To get food, _____ use their _____ to _____.
 - "Can we divide this sentence into two or more sentences? How?"***
- For students who may need additional support with reading: Offer choice by providing a recording of pages 3–4 as an alternative to a visual display of information. (MMR)

Work Time

B. Shared Discussion: Reflecting on Unit 2 Guiding Question (10 minutes)

- Refocus students whole group.
- Direct students' attention to the posted learning targets and read the second one aloud:
 - "I can collaborate with classmates to discuss evidence we've gathered about the Unit 2 guiding question."***
- Direct students' attention to the **Observations about Beaks and Feathers anchor chart** and read aloud the Unit 2 guiding question:
 - "How do birds use their body parts to survive?"
- Tell students that they are going to discuss the Unit 2 guiding question 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.)

- Guide students through the protocol using the following prompt:
“How do birds use their body parts to survive?”
- Remind students to make a bridge with their arms after both partners have shared.
- Tell students that they will continue to add to their thinking as they research more about different types of bird beaks.

Meeting Students' Needs

- For ELLs and students who may need additional support with planning: (Providing Think Time) Before beginning the Pinky Partners protocol, allow time for students to think about their research about feathers and beaks using charts displayed in the room. (MMAE, MME)
- For ELLs: (Using Sentence Frames) Use sentence frames to prompt sharing and discussing and to model standard syntax during the Pinky Partners protocol. Examples:
 - “Birds use their beaks to _____.”
 - “Birds use their feathers to _____.”

Work Time

C. Movement: Bird Simon Says (5 minutes)

- Refocus students whole group and give specific, positive feedback on their work researching bird beaks with a group.
- Tell students that now they will learn a new activity to get them moving. This activity is called Bird Simon Says and is very similar to Simon Says.
 - Ask students to put their thumb up and to place it in the middle of their chest if they’ve ever played Simon Says.
 - Ask:
“What is the name for Simon Says in your home language?” (Responses will vary.)
 - Tell students that for Bird Simon Says, they will listen as the teacher calls out certain bird movements for them to follow. Remind students that they should perform each movement only if it is preceded by the words “Bird Simon says ...” (Example: “Bird Simon says, flap your wings like a hummingbird.”)
 - If they do not hear the words “Bird Simon says,” they should stand quietly in their spot without moving. If they move without hearing the words “Bird Simon says,” they are out of the game and should quietly sit down in their spot.
 - Invite students to join you in playing.
 - Repeat the game two or three times as time permits.

Meeting Students' Needs

- For students who may need additional support with self-regulation: To facilitate personal coping skills, model socially appropriate ways to respond when you are "out" of the game. (Example: "Wow, that was a tricky one! I'll sit down and watch the rest of this round, then listen even better next time!") (MME)

Closing and Assessment

A. Reflecting on Learning (10 minutes)

- Gather students whole group.
- Direct their attention to the **Unit 2 Learning Plan anchor chart** and briefly review the bullets from the Habits of Character Goals column.
- Turn and Talk:
 - "What does successful collaboration look like and sound like?" (looks like working with a group to get work done; sounds like group members are talking respectfully to each other)*
 - "Why was collaboration important during your research today?" (We could ask one another for help; some members of our group could help us read things.)*
- Select a few volunteers to share out.
- Point to and reread the last bullet aloud in the Habits of Character Goals column:
 - "Show compassion when collaborating with classmates"
- Direct students' attention to the **Working to Become Ethical People anchor chart**.
- Invite students to help you read the definition for *compassion* (I notice when people are sad or upset, and I reach out to help them). Refer to **Working to Become Ethical People anchor chart (example, for teacher reference)** as necessary.
- Using a total participation technique, invite responses from the group:
 - "How does showing compassion help when collaborating with classmates?" (It shows that you care about others in your group and that you want to help the whole group.)*
- Cue 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."*
- Think-Pair-Share:
 - "What did collaboration look like/sound like today during our group research?" (Responses will vary.)*
 - "What is an example of a time you witnessed a classmate showing compassion?" (Responses will vary.)*
 - "What is one goal that you want to think about when collaborating with your group tomorrow?" (Responses will vary.)*
- As students talk, circulate and listen in. Take note of the ideas students are sharing and target a few students to share out with the whole group.
- If productive, cue students to compare ideas:
 - "How is what ____ said the same as/different from what ____ said? I'll give you time to think." (Responses will vary.)*

- Refocus students whole group and tell them that they will continue to reflect on collaboration and compassion as they research in groups.

Meeting Students' Needs

- For ELLs: (Student Modeling) Before students share, consider inviting an ELL to model using the Habits of Character Goals column of the Unit 2 Learning Plan anchor chart to answer the questions "What does successful collaboration look like and sound like?" and "Why was collaboration important during your research today?"
- For students who may need additional support with memory: Consider displaying a list of the activities in this lesson for students to use as a reference in preparation for the discussion. (MMAE)