

## Lesson 7: Research Reading, Session 2: Pages 5, 6, and 9 of *Beaks!*



CCSS

- **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.1.1.g:** Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- **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 explain the purpose of a hummingbird’s beak using pictures and words. (W.1.8, L.1.1g)

### Ongoing Assessment

- During the Volley for Vocabulary protocol in the Opening, continue to gather data on students’ progress toward L.1.5d as they distinguish shades of meaning among verbs.
- During the reading aloud to research bird beaks in Work Time A, continue to 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 Time B, circulate to observe students as they draw and write about hummingbirds’ beaks. (W.1.8, L.1.1g)

## Agenda

### 1. Opening

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

### 2. Work Time

A. Reading Aloud to Research and Take Notes: *Beaks!*, Pages 5, 6, and 9 (25 minutes)

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

### 3. Closing and Assessment

A. Reflecting on Learning (10 minutes)

## Teaching Notes

### Purpose of lesson and alignment to standards:

- In this lesson, students continue to work in small research groups to find information to answer the research question “How do birds use their beaks to survive?” During this group research, students use various text features to gain information from the text efficiently while creating group notes that they will share with the large group to add to the class notes.
- During Work Time B, students add a scientific drawing of a hummingbird’s beak in their Birds Research notebook, Part II. They are also asked to add a compound sentence using the conjunction *so* to describe how the hummingbird’s beak helps it survive (L.1.1g).

### How this lesson builds on previous work:

- Similar to Lesson 6, students play the Volley for Vocabulary protocol as they learn how to distinguish and use verbs based on their shades of meaning (L.1.5d).
- In Lessons 3–5, students created a scientific drawing of a feather and wrote a compound sentence using the conjunction *so* to describe how the feather helps the bird survive. In this lesson, they continue to refine these skills by creating a scientific drawing of a beak and writing a compound sentence that describes how the beak helps the bird survive.

### Areas in which students may need additional support:

- Some students will find it challenging to reread the selected pages from *Beaks!* during the group research portion of Work Time A. Strategically create groups of students so they can support one another well as they read and research this complex text. 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 students may need additional support to transition to writing more independently. Remind students to use the tools around the room such as the Beak: Group Notes, Day 1; the Bird Word Wall; and the High Frequency Word Wall.
- During Work Time B, some students may need additional support to write a compound sentence using the conjunction *so*. Consider providing a written sentence frame for students to refer to and use. (Example: Some birds have \_\_\_\_ beaks, so they can \_\_\_\_\_.)

### Down the road:

- In Lessons 8–9, students will learn a new Vocabulary game to help teach them about different shades of verbs (L.1.5d).
- Consider keeping the same research groups for Lessons 8–9.

### In advance:

- Prepare:
  - Bird Word Wall cards for the words *talon* and *perch*.
  - Volley for Vocabulary Verb Cards 2
  - Add Volley for Vocabulary Verb Cards 2 to the word ball from Lesson 6.
  - Hummingbird beak photograph in color, if possible.
- Preview page 5 of the Birds Research notebook, Part II to familiarize yourself with what will be required of students.
- Post: Learning targets and applicable anchor charts (see Materials list).

### 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.IA.1, 1.IB.5, 1.IB.6, 1.IB.8, and 1.IC.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 Meeting Students' Needs).

### Levels of support

*For lighter support:*

- Before providing sentence frames or additional modeling during Work Time, observe student interaction and allow students to grapple. Provide supportive frames and demonstrations only after students have grappled with the task. Observe the areas in which they struggle to target appropriate support.

*For heavier support:*

- Assign students to the hummingbird group so they can benefit from the background knowledge and understanding gained from the Mini Language Dive on a sentence in that section of text.
- To provide language support during group research, consider enlarging pages 5, 6, and 9 of the text *Beaks!* and posting them in a central location for students to reference. While reading this page out loud during Work Time A, annotate 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*.)

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to embed support for unfamiliar Vocabulary by providing explanation and visual examples. This will help students make connections and support comprehension.
- **Multiple Means of Action & Expression (MMAE):** Continue to support strategy during independent writing by modeling how to physically touch the words/spaces on the sentence frame and draw lines for additional words you intend to write. This will help students recall their original ideas later in the writing process.
- **Multiple Means of Engagement (MME):** Continue to foster collaboration and community by providing prompts that guide students in knowing when and how to ask classmates or teachers for help.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

#### New:

- energy, syrup, zoom, insert, snatch, talon, perch, strip, scaly, reinforce (T)

#### Review:

- prey, beak, bill (T)

### Materials

- ✓ Word ball (from Lesson 6; one for the class)
- ✓ Volley for Vocabulary Verb Cards 2 (for teacher reference)
- ✓ *Beaks!* (from Lesson 6; one per pair and one to display; for teacher read-aloud)
- ✓ Bird Word Wall cards (new; teacher created; two)
- ✓ Bird Word Wall (begun in Unit 1, Lesson 1; 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 (from Lesson 6; added to during Work Time A; see supporting Materials)
- ✓ Beaks: Class Notes (from Lesson 6; example, for teacher reference)
- ✓ Beaks: Group Notes, Day 2 (one per small group)
- ✓ Beaks: Group Notes, Day 2 (example, for teacher reference)
- ✓ Hummingbird beak photograph (one per pair and one to display)
- ✓ Birds Research notebook, Part II (from Lesson 1; page 5; one per student and one for teacher modeling)
- ✓ Birds Research notebook, Part II (from Lesson 1; example, for teacher reference)
- ✓ Working to Become Ethical People anchor chart (begun in Module 2)
- ✓ Unit 2 Learning Plan anchor chart (begun in Lesson 2)

### 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.
- Tell them that today they will again engage in the Volley for Vocabulary protocol. Remind them that they used this protocol in the previous lesson and review the definition for *verb* (a word that shows an action) as needed.
- Ask:  
*“Can anyone act out a verb from yesterday?”*
- Select one or two volunteers to act out a verb.
- Tell students that today, they will play with the same verbs introduced yesterday, but they will also play with several new verbs.
- Remind students that in the previous module they learned about adjectives that mean almost the same thing but have small differences. Explain that some verbs do the same thing. Verbs can also show us the strength of the word.
- Direct students’ attention to the **word ball**. Point to and read aloud the verbs *jump* and *hop*.
- Think aloud: “Both of these verbs almost mean the same thing. I know a jump is when you spring off the ground using both legs. I know that a hop is a light and small jump.”
- Ask for a volunteer to model each verb.
- Tell students that today they should think about the strength of the verb when playing Vocabulary volleyball.
- Follow the same routine from the Opening in Lesson 6 to play **Volley for Vocabulary using the Volley for Vocabulary Verb Cards 2**.

#### 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 the new words on the word ball.

- For ELLs: (Using Shades of Meaning) After playing Vocabulary volleyball, invite students to name examples of pairs of strong and weak verbs.
- 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 5, 6, and 9 (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!*"***
- Remind students that in the previous lesson they began to research bird beaks in small groups. Today they will continue to research about different types of bird beaks using the research question: "How do birds use their beaks to survive?"
- Display pages 5, 6, and 9 of *Beaks!* Point to the various beaks and ask:  
***"What does the beak look like?" (Responses will vary, but may include: long and pointy, sharp, strong.)***
- Tell students that before you read these three pages, you want to focus them on two new words. Show **the Bird Word Wall cards** for *talon* (a sharp, curved claw of a bird or animal) and *perch* (to sit on a twig or branch) and follow the same process established in Modules 1–2: Provide their definitions, clap out their syllables, use them in a sentence, and place the Word Wall cards and pictures on the **Bird Word Wall**.
- Tell students they will follow the same routine from Work Time A of Lesson 6 to complete their small group research:
  - Read pages 5, 6, and 9 of *Beaks!* aloud, pointing to the heading and subheading on each page as you read.
  - Remind students that the headings on each page describe a type of beak and tell us what it does.
  - Using a total participation technique, invite responses from the group:  
***"What types of beaks do the headings describe?" (long beaks on page 5; hooked beaks on page 6; and a sturdy and strong beak on page 9)***
  - Tell students that page 5 describes the beak of a hummingbird, page 6 describes the beak of an eagle, and page 9 describes the beak of a woodpecker.
  - Ask:  
***"What are their names in your home language?" (Responses will vary.)***  
***"Has anyone in your family had experience with these birds?" (Responses will vary.)***
  - As students share out, capture their responses on the **Bird Experiences anchor chart**. Direct students' attention to the **Beaks: Class Notes**, and remind them that this is where the class has begun to record information about the different types of bird beaks.



- 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?” (How does the beak help the bird survive? Description of the beak. What type of bird has this beak?)*
- Display the **Beaks: Group Notes, Day 2** and tell students that they will now work with their group to collect information using this group notes sheet about a new type of bird beak. Students will then add this new information to the class notes.
- Reread pages 5, 6, and 9 aloud and invite students to follow along as you do.
- Move students into their research groups from the previous lesson.
- Distribute copies of *Beaks!* to pre-determined groups and tell each group which beak they will research: page 5, 6, or 9. Direct groups to the Beaks: Groups Notes, Day 2 sheet at their workspaces and invite groups to quietly begin researching.
- Remind students to use the illustrations and headings when researching, and tell students 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 discussion by asking: “How does the beak help the bird survive?” “How would you describe the beak?” “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 2 (example, for teacher reference)** as necessary.
- As groups share out, clarify and capture the information 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.
- Share with 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: (Repeating Instructions) After discussing the Bird Word Wall, consider asking an ELL to paraphrase the group research routine followed yesterday.
- For ELLs: Mini Language Dive. **“With its long, tubelike tongue, / the bird drinks up / the Heliconia’s sweet syrup / and then zooms away to the next flower.”**
  - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
    - *With its:* “Who?” / Meaning: Hummingbirds use their tongue to get food.
    - *long, tubelike tongue:* “What?” / Meaning: A hummingbird’s tongue is long and hollow like a tube, so it can suck nectar. (adjective; adjective; noun)
  - Practice: With its \_\_\_\_\_, \_\_\_\_\_ beak.
  - 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: With its \_\_\_\_, \_\_\_\_ beak, the {bird} \_\_\_\_\_. Ask:

*“Can we divide this sentence into two or more sentences? How?”*

- For ELLs: (Strategic Grouping: Presenter) Create groups with varying levels of language proficiency. Consider inviting an ELL to be the presenter in the group and share the information that his or her group found.
- For ELLs: (Rereading) Consider inviting students to read what is captured so far in the information on the Beaks: Class Notes.
- For students who may need additional support with reading: Offer choice by providing a recording of pages 5, 6, and 9 as an alternative to visual display of information. (MMR)

## Work Time

### B. Independent Writing: Birds Research Notebook (15 minutes)

- Gather students whole group.
- Offer them specific, positive feedback on their work collaborating with their research groups as they research bird beaks.
- Remind students that in previous lessons, they added a scientific drawing of a feather, along with a written description of the feather, to their Birds Research notebook, Part II.
- Direct students' attention to the posted learning targets and read the second one aloud:

*“I can explain the purpose of a hummingbird’s beak using pictures and words.”*

- Tell students that they will begin to observe, draw, and write about different bird beaks. Today, they will observe a photograph of a hummingbird’s beak, create a new drawing, and write about the purpose of the beak.
- Display the **hummingbird beak photograph** and ask:

*“What shape is the beak?” (long and pointy)*

- Follow the same routine from Work Time B of Lessons 3–4 to model and guide students through completing page 5 in their **Birds Research notebook, Part II**. Refer to **Birds Research notebook, Part II (example, for teacher reference)** as necessary.
  - Display page 5 of the Birds Research notebook, Part II and model drawing the shape of the lines (straight, curved, jagged) and the details of the hummingbird beak.
  - Distribute hummingbird beak photographs and transition students back to their workspaces using the following prompts. Say:

*“All my feathered friends wearing red feathers today, please waddle like a duck to your workspaces.”*

*“All my feathered friends wearing blue feathers today, flutter like a hummingbird to your workspaces.”*

*“All my feathered friends wearing green feathers today, soar like an eagle to your workspaces.”*

- Invite students to follow the same process to complete page 5 of their notebook.
- Refocus whole group and guide students through writing a sentence about the purpose of the beak using the conjunction *so* at the bottom of the page. (Example: Some birds



have long, curved beaks, so they can drive up nectar in flowers).

- Collect students' notebooks and tell students that in the next lesson they will have a chance to add a new scientific drawing of a beak to their Birds Research notebook, Part II.

### Meeting Students' Needs

- For ELLs: (Defining words) Clarify the meaning of the words *straight*, *curved*, and *jagged* by drawing lines that show what each kind of line looks like.
- For ELLs and students who may need additional support with written expression: (Sentence Frames: Heavier Support) Use sentence frames to prompt writing. (Example: Some birds have \_\_\_\_, \_\_\_\_ beaks, so they can \_\_\_\_.) Before providing sentence frames or additional modeling during writing, observe student interaction and allow students to grapple. Provide supportive frames and demonstrations only after students have grappled with the task. Observe the areas in which they struggle to target appropriate support. (MMAE, MME)

## Closing and Assessment

### A. Reflecting on Learning (10 minutes)

- Gather students whole group.
- Follow the same routine from the Closing in Lesson 6 to guide students through a reflection:
  - Direct students' attention to the **Working to Become Ethical People anchor chart** and review the definition of *compassion* (I notice when people are sad or upset, and I reach out to help them).
  - Direct students' attention to the **Unit 2 Learning Plan anchor chart** and briefly review the bullets from the Habits of Character Goals column.
  - 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 did you improve on from yesterday?” (Responses will vary.)
    - “What is one goal that you want to think about when collaborating with your group tomorrow?” (Responses will vary.)
  - Circulate to listen in and select a few students to share out.
  - 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.)
  - Offer students specific, positive feedback on their ability to reflect on their work collaborating with their research groups.
- Tell students that they will continue to reflect on collaboration and compassion during the upcoming lesson.

### Meeting Students' Needs

- For ELLs and students who may need additional support with monitoring progress: (Using Anchor Charts: Setting Goals) Notice if students find it challenging to set goals and support them by pointing them to the Habits of Character Goals column of the Unit 2 Learning Plan anchor chart and helping them choose a goal based on your observations of them during Work Time B. (MME)