

**Lesson 8: Research Reading, Session 3: Pages 11–13 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.1.5d:** 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 my classmates to discuss a sentence from the text *Beaks!* (SL.1.1, SL.1.2)

**Ongoing Assessment**

- During the Shades of Meaning Charades 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 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).

## Agenda

### 1. Opening

A. Developing Language: Shades of Meaning Charades (10 minutes)

### 2. Work Time

A. Reading Aloud to Research and Take Notes: *Beaks!*, Pages 11–13 (25 minutes)

B. Language Dive: *Beaks!*, Page 13 (15 minutes)

### 3. Closing and Assessment

A. Reflecting on Learning (10 minutes)

## Teaching Notes

### Purpose of lesson and alignment to standards:

- Work Time A and the Closing both contain repeated routines from Lessons 6–7. Refer to those lessons for more detail.
- In Work Time B, students participate in a Language Dive that guides them through the meaning of a sentence from *Beaks!* The focus of this Language Dive is distinguishing shades of meaning among verbs and adjectives (L.1.5d). Students apply their understanding of the meaning and structure of this sentence when writing individual notes for the Science Talk in Lessons 10 and 15 and when they work on their informative writing piece in Lessons 12–16. Refer to the Module 1 Appendix for additional information regarding a consistent Language Dive routine.

### How this lesson builds on previous work:

- During the Opening, students practice acting out different verbs during Shades of Meaning Charades. This game is a follow-up to the Volley for Vocabulary protocol from Lessons 6–7 and continues to teach students how to distinguish and use verbs based on their shades of meaning (L.1.5d).
- The verbs used during the Volley for Vocabulary protocol in Lessons 6–7 are used to create the Verbs Shades of Meaning anchor chart in this lesson.

### 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.
- Some students may need additional support when reflecting on compassion and collaboration during the Closing. As students collaborate in their small groups, continue to name specific behaviors that show compassion and give concrete examples that help students articulate their own progress toward this habit of character. Example: “I saw Fatima show compassion toward Jamal today when she helped him reread the page about the skimmer.”

### Down the road:

- In Lesson 9, students will return to their Birds Research notebook, Part II and will add a new scientific drawing of a beak.

### In advance:

- Strategically create groups of four students for the Opening.
- Prepare the Bird Word Wall card for the word *strainer*.
- Preview the Language Dive Guide and consider how to invite conversation among students to address the language goals suggested under each sentence strip chunk (see supporting Materials). Select from the questions and goals provided to best meet your students' needs.
- 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.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:*

- Consider inviting a student to read aloud the information captured so far on the Beaks: Class Notes.

*For heavier support:*

- To provide language support for reading during group research, consider enlarging pages 11–13 of *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.
- Ensure students understand each bullet in the Unit 2 Learning Plan anchor chart that they will be using to reflect on their learning today. Provide opportunities to process in home languages.

## Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students engage with a text and photographs for gathering information, and then use this information to create a scientific drawing and informational sentence. This transfer of information into knowledge that students can use requires metacognitive skills and strategies. Some students may need support in connecting and remembering the information presented. Provide scaffolds to support diverse abilities in using these strategies.
- **Multiple Means of Action & Expression (MMAE):** Continue to support a range of fine motor abilities and writing need by offering students options for drawing utensils and writing tools.
- **Multiple Means of Engagement (MME):** Continue to support sustained engagement and effort because some students may need support to remember the goal for the work they are doing in this lesson. These students benefit from consistent reminders of learning goals and their value or relevance. Recall that students who may need additional support with sustained effort and concentration are supported when these reminders are built into the learning environment.

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

### New:

- wade, ridiculous, shallow, marsh, pump, filter, pigment, slicing, surface, strainer (T)

### Review:

- paddle, beak, bill (T)

## Materials

- ✓ Verbs Shades of Meaning anchor chart (new; teacher-created; see supporting Materials)
- ✓ Verbs Shades of Meaning anchor chart (example, for teacher reference)
- ✓ Verb Word Cards 1 (one set per group)
- ✓ 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!* (from Lesson 6; one per pair and one to display; for teacher read aloud)
- ✓ Bird Word Wall card (new; teacher-created; one)
- ✓ 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: Group Notes, Day 3 (one per small group)
- ✓ Beaks: Group Notes, Day 3 (example, for teacher reference)

- ✓ Language Dive Guide: *Beaks!* (for teacher reference)
  - Questions We Can Ask during a Language Dive anchor chart (begun in Unit 1, Lesson 3)
  - Language Dive Chunk Chart: *Beaks!* (for teacher reference)
  - Language Dive Sentence Strip Chunks: *Beaks!* (one to display)
  - Salad prongs, salad bowl with water, paper clip (for teacher demonstration)
- ✓ Working to Become Ethical People anchor chart (begun in Module 2)
- ✓ Unit 2 Learning Plan anchor chart (begun in Lesson 2)

## Opening

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### A. Developing Language: Shades of Meaning Charades (10 minutes)

- Gather students whole group.
- Remind them that in the previous lessons they played Volley for Vocabulary, where they acted out various verbs that differed in the level of strength.
- Direct students' attention to the **Verbs Shades of Meaning anchor chart**.
- Tell students that this chart contains the verbs that were written on the word ball. The two columns on the chart show us the strength of the verbs. Some verbs are strong and others are weak. The verbs in each row on the chart mean almost the same thing but have small differences.
- Point to the second row on the chart and read the words *chop* and *crack* aloud.
- Think aloud: "I know that *break* means to separate into two or more pieces. I know that *crack* means to break without splitting into pieces. They both have similar meanings, but *break* is a stronger verb than *crack*."
- Tell students that they will reference this chart today when playing a new game.
- In today's Vocabulary game, they will work in groups of four. Each group will be given a pair of verbs from the Verbs Shades of Meaning anchor chart. The pair of verbs will be similar but different in strength (e.g., *gulp* and *drink*).
- Groups will practice acting out the two verbs in a game of charades.
- Ask students to put their thumb up and to place it in the middle of their chest if they've ever played charades.
- Post and review the directions for playing Shades of Meaning Charades:
  1. Each group will receive two different cards from **Verb Word Cards 1**.
  2. Work with your group to decide how to act out the verbs. Remember, you cannot use words or sounds, only silent actions.
  3. Once you have decided how to act out both verbs, return to the whole group and wait until each group is ready.
  4. The teacher will select three or four groups to act out their verbs.
  5. The rest of the students will try to guess the verb that they are acting out, using the Verbs Shades of Meaning anchor chart as a reference.
- Answer clarifying questions.

- Move students into pre-determined groups, distribute Verb Word Cards 1, and invite groups to begin the game.
- After 3–5 minutes, refocus students whole group and select three or four groups to share. Invite the rest of the class to guess the verb after each group performs.
- After the last group has performed, offer specific, positive feedback to each group and to the audience on their engagement during the game. Tell students that they will play this game in tomorrow’s lesson, too, with three or four new groups getting a chance to perform for the class.

### Meeting Students’ Needs

- For ELLs: (Discussing Rationale: Shades of Meaning) Consider using several of the cards from the Shades of Meaning Charades to help students distinguish between shades of meaning and reinforce their Vocabulary. Have students discuss their rationale for pairing certain verbs together. Encourage a conversation about the subtle differences among the verbs.
- For students who may need additional support with comprehension: Activate prior knowledge by reviewing the verbs on the chart before charades. (MMR)

## Work Time

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### A. Reading Aloud to Research and Take Notes: *Beaks!*, Pages 11–13 (25 minutes)

- Refocus students whole group.
- Direct their 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 lessons they worked with their research groups to find information to add to the **Beaks: Class Notes** chart.
- Turn and Talk:  
*“What are a few different types of beaks, and how do they help birds?” (Long and pointy beaks help the hummingbird get nectar in flowers; a hooked, sharp beak helps the eagle tear flesh to eat.)*
- Circulate as students talk and select a few students to share out.
- Display pages 11–13 of *Beaks!* Point to the various beaks and ask:  
*“What does the beak look like?” (Responses will vary, but may include: long and pointy, flat, funny looking.)*
- Tell students that before you read these three pages, you want to focus them on a new word. Show the **Bird Word Wall card** for *strainer* (a sieve or other device often used to filter or separate solids and liquids) and follow the same process established in Modules 1–2: 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**.
- Use the same routine from Work Time A of Lesson 6 to guide students through their small group research:

- Read pages 11–13 aloud and ask:  
*“What types of beaks do the headings describe?” (upside-down beaks on page 11; a skimming beak on page 12; and a swishing beak on page 13)*
- Tell students that page 11 describes the beak of a flamingo, page 12 describes the beak of a skimmer, and page 13 describes the beak of a spoonbill.
- Invite students to share the sounds a flamingo, a skimmer, and a spoonbill make and their names in their home language.
- Invite students to share if anyone in their family has experiences with these birds. Add their responses to the **Bird Experiences anchor chart**.
- Direct students’ attention to the Beaks: Class Notes, 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?” (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 3** and remind groups to use this sheet to collect information about a new type of bird beak.
- Move students into their research groups from the previous lesson and tell each group which beak they will research: page 11, 12, or 13.
- After 12–15 minutes, refocus whole group.
- Invite each group to share out and capture their responses on the Beaks: Class Notes.
- Share with students that tomorrow’s lesson will be the last lesson to find information to add to the Beaks: Class Notes.

### Meeting Students' Needs

- 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 students who may need additional support with reading: Offer choice by providing a recording of pages 11–13 as an alternative to visual display of information. (MMR)

## Work Time

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### B. Language Dive: *Beaks!*, Page 13 (15 minutes)

- Invite students to stand up and quickly play a few rounds of Bird Simon Says from Lesson 6 to get students moving and ready to focus.
- After two or three rounds, refocus students whole group.
- Tell them they will now participate in a Language Dive using the same format from Unit 1.
- Focus students’ attention on the **Questions We Can Ask during a Language Dive anchor chart** and remind them that they thought of their own questions to ask during a Language Dive.
- Reread page 13 of *Beaks!*

- Focus on the sentence:
  - “To find food, / spoonbills / wade into shallow water / and swish their open beaks / back and forth.”
- Use the **Language Dive Guide: *Beaks!*** and **Chunk Chart: *Beaks!*** to guide students through a Language Dive of the sentence. Distribute and display the **Language Dive Note-catcher: *Beaks!*** and **sentence strip chunks**.

### Meeting Students' Needs

- For students who may need additional support with self-regulation: Facilitate personal coping skills by modeling socially appropriate ways to respond when classmates get “out” during the game. (MME)

## Closing and Assessment

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### 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:
  - Review the **Working to Become Ethical People anchor chart** as necessary.
  - 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 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.)
  - 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.)
- Tell students that in the next lesson, they will continue to reflect on collaboration and compassion, and begin to think about how to collaborate during a Science Talk.

### Meeting Students' Needs

- For ELLs: (Using Anchor Charts: Assessing Goals) Invite a student to share his or her goal using the Habits of Character Goals column of the Unit 2 Learning Plan anchor chart.
- To build an accepting and supportive environment, remind students that everyone is working toward individual goals and that learning is about continued growth and development. (MME)