

## Lesson 9: Research Reading, Session 4: Pages 14–16 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 spoonbill’s beak using pictures and words. (W.1.8, L.1.1g)

### 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).
- During Work Time B, circulate to observe students as they draw and write about the spoonbill’s beak. (W.1.8, L.1.1g)

## 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 14–16 (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:

- All Agenda items in this lesson repeat routines from Lessons 6–9. Refer to those lessons for more detail.
- During Work Time B, students add a scientific drawing of a spoonbill's beak in their Birds Research notebook, Part II. They also 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 8, students participate in the Shades of Meaning Charades game as they continue to distinguish and use verbs based on their shades of meaning.

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

- Some groups may need additional support with brainstorming ideas for how to act out particular verbs during Shades of Meaning Charades. Consider having examples available for students to reference.
- 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:

- Students will use all the knowledge they have gained while researching bird beaks in a Science Talk in Lesson 10.
- In Lesson 11, students will begin setting personal goals related to the Unit 2 Learning Plan anchor chart.

### In advance:

- Strategically create groups of four students for the Opening.
- Prepare:
  - Bird Word Wall card for the word *pouch*.
  - Copy of the spoonbill beak photograph in color, if possible.
- Preview page 6 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.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 to set goals for the Science Talk in the next lesson, 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.
- Consider inviting a more proficient student to read the information captured so far on the Beaks: Class Notes.

*For heavier support:*

- Assign students to the crossbill 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 for reading during group research, consider enlarging pages 14–16 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.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support comprehension by providing options for perception, such as visual supports for information presented orally.

As students encounter unfamiliar Vocabulary, offer an opportunity to draw or sketch definitions, act them out, or list synonyms for key terms.

- **Multiple Means of Action & Expression (MMAE):** Continue to support students in setting appropriate goals for their effort and the level of difficulty expected.
- **Multiple Means of Engagement (MME):** While holding high expectations is important, be aware that sometimes these expectations can raise student anxiety. Continue to emphasize the importance of process and effort by discussing how even when you try your best to write neatly, you can sometimes make a mistake and that is okay.

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

### New:

- seize, spectacle, pouch, drain, sneaky, starve, screwball, pry (T)

### Review:

- scales, beak, bill, wade (T)

## Materials

- ✓ Verbs Shades of Meaning anchor chart (begun in Lesson 8)
- ✓ Verb Word Cards 2 (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 4 (one per small group)
- ✓ Beaks: Group Notes, Day 4 (example, for teacher reference)
- ✓ Spoonbill beak photograph (one per pair and one to display)
- ✓ Birds Research notebook, Part II (from Lesson 1; page 6; 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: Shades of Meaning Charades (10 minutes)

- Gather students whole group.
- Remind them of the Shades of Meaning Charades they play yesterday and briefly review the **Verbs Shades of Meaning anchor chart** as necessary. Remind students that they will reference this chart as they play the game.
- Follow the same routine from the Opening of Lesson 8 to play Shades of Meaning Charades:
  - Review the Verbs Shades of Meaning anchor chart as necessary.
  - Move students into pre-determined groups of four.
  - Distribute two different **Verb Word Cards 2** to each group.
  - Invite groups to work together to decide how they will act out each of the verbs.
  - Remind students to return to the whole group area once they have finished planning.
  - Invite three or four groups to act out their verbs, while the remaining groups guess the verbs.
  - Offer specific, positive feedback to all groups on their collaboration.
- Tell students that in the next lesson, they will continue to work with the Verbs Shades of Meaning anchor chart as they learn a new song about birds.

### 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: Continue to activate prior knowledge by reviewing the verbs on the chart before charades. (MMR)

## Work Time

### A. Reading Aloud to Research and Take Notes: *Beaks!*, Pages 14–16 (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!*”***
- Invite students to take out their magical bows and take aim at the learning target.
- Direct students' attention to the **Beaks: Class Notes** chart and read it aloud.
- Using a total participation technique, invite responses from the group:
 

***“Describe a woodpecker's beak. How does it help it survive?” (A woodpecker's beak is sturdy and strong. It helps the bird survive by pounding holes in trees for food.)***

**“Describe a spoonbill’s beak. How does it help it survive?” (A spoonbill’s beak is flat and paddle-shaped. It helps the bird survive by stirring mud to find food.)**

- Tell students that today they will continue to add to these class notes as they research different types of bird beaks on pages 14, 15, and 16 of *Beaks!*
- 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 *pouch* (a sturdy bag or sack of any size that is used to carry things) 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**.
- Use the same routine from Work Time A of Lesson 6 to guide students through their small group research:
  - Read aloud pages 14–16 and discuss what the headings describe (a stabbing beak on page 14; a plunging beak on page 15; and a prying beak on page 16).
  - Tell students that page 14 describes the beak of a heron, page 12 describes the beak of a pelican, and page 13 describes the beak of a crossbill.
  - Invite students to share the sounds these birds make, their names in their home language, and if any family members have had experiences with these birds. Capture responses on the **Bird Experiences anchor chart**.
  - Review the research question on the Beaks: Class Notes.
  - Move students into their groups from Lesson 6.
  - Distribute copies of *Beaks!* and assign beaks.
  - Invite students to begin researching and filling out their **Beaks: Group Notes, Day 4**.
  - Circulate to support students as they research. Refer to **Beaks: Group Notes, Day 4 (example for teacher reference)** as necessary.
  - After 12–15 minutes, refocus students whole group and invite each group out. Capture the information on the Beak: Class Notes.
- Share with students that today is the last day for researching and adding information to the Beaks: Class Notes chart. In the next lesson, students will use the information on the chart as evidence for a Science Talk.

### Meeting Students' Needs

- For ELLs: Mini Language Dive. “However, / the crossed tips of its beak / allow the bird / **to pry apart / the scales** of pinecones and other cones.”
  - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
    - *to pry*: to signals the purpose of the crossbill’s beak is Opening or pulling apart the scales of the hard, oval fruit of an evergreen tree. (preposition; verb)
    - *apart*: the crossbill can reach the seed inside the cone after the scales are away from each other. (adverb)
  - Practice: To \_\_\_\_ of \_\_\_\_.
  - 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: The \_\_\_\_\_ allow the bird to \_\_\_\_\_. 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 and students who may need additional support with comprehension: (Rereading) Consider inviting students to read what is captured so far in the information on the Beaks: Class Notes. (MMR, MME)
- For students who may need additional support with reading: Offer choice by providing a recording of pages 14, 15, and 16 as an alternative to visual display of information. (MMR)

## Work Time

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

- Gather students whole group.
- Direct their attention to the posted learning targets and read the second one aloud.
- Tell students they will continue to observe, draw, and write about different bird beaks. Today, they will observe a photograph of a spoonbill, create a new drawing, and write a new sentence.
- Display the **spoonbill beak photograph** and ask:

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

- Follow the same routine from Work Time B of Lessons 3–4 to model and guide students through completing page 6 in their **Birds Research notebook, Part II**. Refer to **Birds Research notebook, Part II (example, for teacher reference)** as necessary.
  - Display page 6 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 spoonbill photographs and transition students back to their workspaces using the Bird Boogie routine. Say:

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

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

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

- Invite students to follow the same process to complete page 6 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 flat, paddle-shaped beaks, so they can stir mud to find food.)

- Collect students' notebooks and offer specific, positive feedback on their scientific drawing and on their sentence describing the purpose of the beak.

### Meeting Students' Needs

- For ELLs and students who may need additional support with organizing for written expression: (Verbal Writing Practice): Allow students to discuss and rehearse their sentences before writing. (MMAE)
- 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. (MMAE, MME)

## Closing and Assessment

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

- Gather students whole group.
- Follow the same routine from the Closing in Lesson 6 to guide students through a reflection using the Working to Become Ethical People anchor chart and Unit 2 Learning Plan anchor chart.
- Offer specific, positive feedback on students' ability to collaborate during group research.

### Meeting Students' Needs

- For ELLs and students who may need additional support with monitoring progress: (Using Anchor Charts: Assessing Goals) Invite a student to share what he or she improved on from the previous lesson. (MME)