

Lesson 10: Using Feedback to Revise: Expert Bird Riddles



CCSS

- **W.1.5:** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- **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).
- **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.1.1a:** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **L.1.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.1.1f:** Use frequently occurring adjectives.
- **L.1.1g:** Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- **L.1.2b:** Use end punctuation for sentences.
- **L.1.2d:** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- **L.1.2e:** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.



Daily Learning Targets

- I can give kind, specific, and helpful feedback to help my classmates to strengthen their writing. (SL.1.1a)
- I can use feedback from my teacher and classmates to strengthen my own writing. (W.1.5, L.1.1f)

Ongoing Assessment

- During Work Time A, listen as students give feedback to their peers and use the Speaking and Listening Checklist to track their progress toward SL.1.1a (see Assessment Overview and Resources).
- During Work Time B, use the Informational Writing Checklist to track students’ ability to use feedback to revise their Expert Bird Riddles (see Assessment Overview and Resources).

Agenda

1. Opening

- A. Song and Movement: “Amazing Birds” (10 minutes)

2. Work Time

- A. Peer Feedback: Expert Bird Riddles (15 minutes)
- B. Independent Writing: Using Feedback to Edit and Revise Expert Bird Riddles (30 minutes)

3. Closing and Assessment

- A. Reflecting on Learning (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students give and receive peer feedback on their Expert Bird Riddles (SL.1.1a). They then use that feedback to revise and strengthen their riddles (W.1.5, L.1.1f).

How this lesson builds on previous work:

- Students give, receive, and apply feedback on the Expert Bird Riddles they wrote during Lesson 9.

Areas in which students may need additional support:

- During Work Time A, students may need additional support when giving feedback to peers on their use of adjectives. Support them by pulling a small group of students together to guide through the process.
- Students may also find it challenging to apply teacher and peer feedback as they revise their writing during Work Time B. Consider providing small group support for these students as well.

Down the road:

- Students will share their final Expert Bird Riddles during the Celebration of Learning in Lesson 12.
- In Lesson 11, students will practice sharing their Expert Bird Riddle cards and Expert Bird Scientific Drawing cards in preparation for the Celebration of Learning in Lesson 12.
- As mentioned in the Unit 3 Overview, the knowledge that students build in Module 3 lays the foundation for its application in Module 4. So even though students are working hard on their Module 3 performance task, continue to reinforce that “we will go even deeper with this topic in our next module!”
- In Lesson 11, students will practice playing the riddle matching game in preparation for the Celebration of Learning in Lesson 12.

In advance:

- Gather examples of students showing perseverance throughout the lesson to share during the Closing.

- Provide feedback on students' Expert Bird Riddle cards using the Expert Bird Riddle Checklist in preparation for returning them in Work Time B.
- If you have not already done so, consider extending invitations to the principal, families, community members, and other teachers and their classes to attend the Celebration of Learning.
- Post: Learning targets, "Amazing Birds," 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 1–2 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.
- Consider recording students singing "Amazing Birds" so that they can replay the track to practice and sing along to in future lessons.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 1.I.B.5, 1.II.B.3, 1.II.B.4, and 1.II.C.6

Important points in the lesson itself

- The basic design of this lesson supports ELLs by inviting them to apply what they have learned about giving and receiving feedback in previous lessons.
- ELLs may find the feedback and revision process challenging, because they will need to navigate reading work that is not theirs and attend to revisions based on the teacher feedback of others. Make sure ELLs understand the feedback and how to act on it (see "Levels of support" and Meeting Students' Needs).

Levels of support

For lighter support:

- Invite students to reread the Adjectives Shades of Meaning anchor charts beforehand and ensure they know the meaning of all words in the charts.
- Consider allowing additional time for students to revise and edit their riddle during Work Time B.

For heavier support:

- Consider sending home the expert bird verse that students will sing so they can practice at home.
- Support students as they read the teacher feedback on the riddle using the Expert Bird Riddle Checklist.

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 displays of questions and student responses.
- **Multiple Means of Action & Expression (MMAE):** Continue to support students in setting appropriate goals for their effort and the level of difficulty expected during the lesson.
- **Multiple Means of Engagement (MME):** Continue to offer support in linking the lesson's activities back to the learning target to explicitly highlight the utility and relevance of the activity to the learning target.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- strengthen (L)

Review:

- adjective (L)

Materials

- ✓ "Amazing Birds" (from Lesson 9; one to display)
- ✓ Expert Bird Riddle Checklist (from Lesson 9; one to display)
- ✓ Expert Bird Riddle Checklist (from Lesson 9; one to display; example, for teacher reference)
- ✓ Expert Bird Riddle Checklist (one per student; completed with teacher feedback)
- ✓ Pinky Partners Protocol anchor chart (begun in Module 1)
- ✓ Expert Bird Riddle Template (from Lesson 9; one per student)
- ✓ Expert Bird Riddle Template (from Lesson 9; example, for teacher reference)
- ✓ Purple colored pencils (one per student)

Opening

A. Song and Movement: "Amazing Birds" (10 minutes)

- Gather students whole group.
- Briefly remind them that they began to learn a new song about their expert birds in the previous lesson and that they will share this song with visitors at the Celebration of Learning.
- Display "Amazing Birds."

- Invite the whole class to join in and sing the chorus. Next, practice the first two lines of each expert group verse with the corresponding small group of students, as in Lesson 9.
- Sing the second two lines of each expert bird verse and invite students in each group to sing with you.
- Sing the entire song at least once.
- Tell students that in the next lesson, they will get a chance to use their puppets as they sing the song.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Previewing) Review the sketches of key words and concepts added to the display of the "Amazing Birds" song. Ask students to preview the content of the second two lines of each expert bird verse by looking at the illustrations. (MMR)
- For ELLs: (Pronouncing Correctly) Invite students to practice pronouncing some word combinations that might be challenging to enunciate clearly (examples: flippers glide, webbed feet, warm eggs, fast wings, help them hover).

Work Time

A. Peer Feedback: Expert Bird Riddles (15 minutes)

- Refocus whole group.
- Tell students that today they will share their riddle from the previous lesson with a partner and will give and receive a bit of feedback before revising their writing.
- Direct students' attention to the posted learning targets and read the first one aloud:
"I can give kind, specific, and helpful feedback to help my classmates to strengthen their writing."
- Define *strengthen* (to make stronger).
- Explain that students will follow a routine similar to what they did when they gave feedback on their scientific drawings, except this time they will help their partner improve his or her writing.
- Display the **Expert Bird Riddle Checklist** and read aloud the second criteria:
 - "Adjectives help the reader understand the body part."
- Using a total participation technique, invite responses from the group:
"What is an adjective?" (a word that describes something)
- If productive, cue students to add on to what a classmate said:
"Who can add on to what your classmate said? I'll give you time to think."
- Briefly explain that they will give feedback to their partner on the use of adjectives in his or her writing.
- Tell students that before they give feedback to a partner, they will practice giving feedback on the cardinal riddle that the class created in the previous lesson.

- Display **Expert Bird Riddle Template (example, for teacher reference)**. Tell students that as they listen, they should think about where they hear adjectives and also where you could add adjectives to help the reader understand the cardinal's body parts even better.
- Read the riddle aloud.
- Think-Pair-Share, providing the following sentence frames:

“Where did you hear an adjective that helped you understand a body part of a cardinal?”
(Responses will vary, depending on the writing from Lesson 9)

“I heard the adjective _____. It helped me learn more about the bird’s _____.”
- Read the riddle once again and ask:

“Where could we include an adjective to make the writing stronger?” *(Responses will vary, depending on the writing from Lesson 9)*
- If productive, 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.”
- Repeat the Think-Pair-Share with the following sentence frame:
 - “I think you could describe the bird’s _____ better.”
- Model putting a finger by that body part and saying aloud one or two adjectives that you could add.
- Tell students they will now use the Pinky Partners protocol to give feedback to a partner. Remind them that they used this protocol in Lesson 6 and review as necessary using the **Pinky Partners Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Remind students that the feedback should only be about adjectives that describe the body parts.
- Distribute students’ **Expert Bird Riddle Templates**.
- Post and review the following sentence frames:
 - “I heard the adjective _____. It helped me learn more about the bird’s _____.”
 - “I think you could describe the bird’s _____ better.”
- Guide students through the protocol.
- After both partners have shared and offered feedback, refocus whole group.
- Invite students to whisper what they will do to improve their writing into their arm.
- With their Expert Bird Riddle Templates, transition students back to workspaces.
- Invite students to take a **purple colored pencil** and touch the place on their riddle that needs revision.
- Once all students have found the place in their riddle to revise, remind them to use the open spaces on their paper to write their revision.
- Invite students to begin writing.
- Circulate to support students as necessary.
- After students have completed their revision, tell them they will make one more revision based on feedback from the teacher.

Meeting Students' Needs

- For ELLs: (Sentence Frames: Individual Copies) Consider giving students a copy of the sentence frames to have with them as they participate in the Pinky Partners protocol.
- For ELLs and students who may need additional support in planning for revision: (Supporting Revision) Consider having students add a star at the place of their draft where they got feedback to add an adjective. This can help them remember what to work on during Work Time B. (MMAE)
- For students who may need additional support with sustained effort: Invite students to share what their partners said to promote attentive listening, retelling, paraphrasing, and peer language modeling. (MME)

Work Time

B. Independent Writing: Using Feedback to Edit and Revise Expert Bird Riddles (30 minutes)

- Direct students' attention to the posted learning targets and read the second one aloud:
"I can use feedback from my teacher and classmates to strengthen my own writing."
- Tell students:
 - This is the final step in preparing the Expert Bird Riddle cards for the Celebration of Learning!
 - You have read through their work and have found one thing they can improve and have put that feedback on an Expert Bird Riddle Checklist.
- Display **Expert Bird Riddle Checklist (example, for teacher reference)** and remind students that this checklist provides feedback to the writer about a revision or edit that needs to be made.
- Focus students on the "Yes!" column on the checklist and explain that this tells them all the parts they have worked hard to include in their writing.
- Using the Expert Bird Riddle Checklist (example, for teacher reference), model the following:
 - Read through the checklist. Look carefully at what is marked "Not there yet."
 - Go to the bottom of the checklist. Read the suggestion on how to improve your writing.
 - Go back to your writing and find the spot to improve.
 - Use the purple pencil to make the correction.
- Distribute students' individual **Expert Bird Riddle Checklists (completed with teacher feedback)**.
- Give students a few moments to look over their checklist and ask any questions about their feedback.
- Invite students to whisper what they will do to improve their writing into their arm.
- Invite students to take a purple colored pencil and touch the place on their riddle that needs revision.
- Once all students have found the place in their riddle to revise, remind them to use the open spaces on their paper to write their revision.

- Invite students to begin writing.
- Circulate to support students and gather evidence of students showing perseverance to use during the Closing.
- When 3 minutes remain, Turn and Talk:
“How well were you able to implement feedback from the teacher and your partner?”
(Responses will vary.)
- Invite students to transition back to the whole group area by singing “Amazing Birds.”

Meeting Students' Needs

- For ELLs and students who may need additional support with sustained effort and motivation: (Supporting Revision) Some students might perceive the feedback to mean their writing is bad and needs correction. Consider reassuring all students again that the feedback will help them make their writing even better so it is the best it can be for the end of module celebration. (MME)
- For ELLs and students who may need additional support in planning for revision (Supporting Revision) Some students might need support with deciding what to revise based on the feedback. Consider reading the feedback if needed and helping these students verbalize what the next steps are to revise their work. (MMAE)
- For students who may need additional support with fine motor skills: Vary methods for responses by offering options for drawing utensils and writing tools. (MMAE, MME)

Closing and Assessment

A. Reflecting on Learning (5 minutes)

- Tell students that for today’s reflection, you will share out examples of perseverance that you observed as they worked today.
- After you share an example, they should stand up and give a “round” of applause (clap hands in a circle in front of their body).
- Model giving a round of applause.
- Share two or three examples of perseverance, allowing time for applause after each one.
- As time permits, invite students to share additional examples they saw or showed themselves as they worked to strengthen their writing today.
- Preview tomorrow’s work: Practice presenting riddles and reflecting on their work as bird researchers in preparation for the end of module Celebration of Learning!

Meeting Students' Needs

- For ELLs and students who may need additional support with motivation: (Celebrating Learning) Consider inviting an ELL to act out how he or she showed perseverance today. This will help the student build his or her self-confidence and identify and repeat that success next time. (MME)

There are no new supporting materials for this lesson.