

Lesson 6: Reading and Writing: Expert Birds, Day 3



CCSS

- **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.1.1a:** 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).
- **SL.1.1c:** Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.1.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.1.3:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.1.4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.1.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **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.



Daily Learning Targets

- I can research information about my expert bird using the text *Little Kids First Big Book of Birds*. (RI.1.6, RI.1.7, W.1.7, W.1.8)
- I can draw an accurate drawing of my expert bird on my Expert Bird Scientific Drawing card. (W.1.7)

Ongoing Assessment

- During the Opening, monitor students' ability to participate in the Interactive Word Wall protocol and as they work to connect bird-related words. (SL.1.4, L.1.1f)
- Continue to use the Reading Informational Text Checklist during the reading independently to research expert birds in Work Time A to track students' progress toward RI.1.5, RI.1.6, RI.1.7, W.1.7, and W.1.8 (see Assessment Overview and Resources).

Agenda

1. Opening

A. Building Vocabulary: Interactive Word Wall (10 minutes)

2. Work Time

A. Reading Independently to Research and Take Notes: *Little Kids First Big Book of Birds* (15 minutes)

B. Peer Feedback: Expert Bird Drawing, Draft 3 (10 minutes)

C. Making Observations: Expert Bird Scientific Drawing Card (15 minutes)

3. Closing and Assessment

A. Reflecting on Learning (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- In the Opening, students participate in a modified version of the Interactive Word Wall protocol as a whole group. This supports students' thinking about the relationships between words as they develop language skills and bolster their Vocabulary bank of bird-related words. The whole group instruction supports students in doing the Interactive Word Wall protocol in small groups in Lessons 6–8.
- Work Times A and B contain repeated routines from Lessons 3–5. Refer to those lessons for more detail as necessary.
- During Work Time C, students apply the last round of feedback from their partner to complete the final draft of their Expert Bird Scientific Drawing card. The final draft of their drawing will be used in upcoming lessons and for the performance task at the end of the unit. It is crucial that students complete this final drawing before moving on. If necessary, build in extra time in the day or consider adding another drawing lesson before Lesson 8.
- In the Closing, students begin to think about the habit of character of perseverance and reflect on their progress toward showing perseverance while completing their final draft of their Expert Bird Scientific Drawing card.

How this lesson builds on previous work:

- In Module 2, Unit 3, students were introduced to the Interactive Word Wall protocol. In this lesson, students use a modified version of the protocol with bird-related words from this unit.
- In Lesson 5, students participated in small group research to answer three questions about their bird on page 2 of the Expert Birds Research notebook. In this lesson, students add to their research facts by adding illustrations to page 2 of their notebook.

Areas in which students may need additional support:

- This is the first lesson of this unit in which students review and take part in the Interactive Word Wall protocol. Encourage all students to interact with their classmates and the Vocabulary, and assure them that this routine will be practiced again and again.

- Some students may find it challenging to reread the words used in the Interactive Word Wall protocol. Consider previewing the words by reading them aloud and directing students' attention to any charts where they might have seen the words in the classroom during previous units. Also consider adding visuals to the word cards (e.g., a picture of a talon on the *talon* word card).
- During the Interactive Word Wall protocol, students may continue to find it challenging to make connections between various bird-related words. Verbalizing the reason for a connection also may be challenging. If needed, provide additional scaffolding by limiting the number of words or choosing the word for the student and asking the student to think about how the two words are connected.

Down the road:

- Students will continue using the Interactive Word Wall protocol to reinforce their understanding of bird-related Vocabulary, along with their understanding of adjectives and verbs used to describe the appearance and function of the different bird body parts. Students will use this knowledge to complete their Expert Bird Riddle card.
- In Lesson 7, students will continue to research information about their expert birds using a new text. This will be their last chance to collect information about their expert birds, in order to make sure they have collected enough information to be able to write their Expert Bird Riddle card.
- Students will use the final draft of their Expert Bird Scientific Drawing card to make a puppet during Lesson 8 and when they complete the performance task in Lesson 10.
- Consider copying students' final Expert Bird Scientific Drawing cards onto cardstock and laminate if possible, in preparation for sharing in Lesson 11.
- Shrink students' Expert Bird Scientific Drawing cards to a 4" x 4" size and copy onto cardstock if possible, in preparation for the riddle matching game in Lesson 11. Consider laminating final game pieces before Lesson 11.

In advance:

- Pre-determine triads for the Interactive Word Wall protocol in the Opening.
- 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.B.5, 1.I.B.6, 1.I.C.9, 1.I.C.10, and 1.II.A.1

Important points in the lesson itself

- The basic design of this lesson supports ELLs by providing opportunities to interact with their classmates and the Vocabulary of the module and by inviting students to apply what they have learned about giving and receiving feedback in previous lessons.
- ELLs may find making connections in the Interactive Word Wall to be challenging, because they may not know the meaning of the words to begin with (see “Levels of support” and Meeting Students’ Needs).

Levels of support

For lighter support:

- Consider inviting students to add sketches to represent the meaning of the Interactive Word Wall cards in Opening A.

For heavier support:

- Consider reviewing each Interactive Word Wall card by reading the word aloud and discussing the different bird body parts, what the parts look like, and the action that the parts make.
- Consider watching the “Austin’s Butterfly” video again to deepen students’ understanding of the revision process, particularly the idea of acting on feedback from others to improve one’s work.

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 a visual display of questions and student responses on a chart or the board during discussions.
- **Multiple Means of Action & Expression (MMAE):** Continue to offer scaffolds for students’ learning to set appropriate personal goals. Recall that appropriate goal-setting supports development of executive skills and strategies.
- **Multiple Means of Engagement (MME):** Continue to support sustained engagement and effort for students who benefit from consistent reminders of learning goals and their value or relevance. Recall that students who may struggle 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

Review:

- perseverance (L), critique (L)

Materials

- ✓ Interactive Word Wall Protocol anchor chart (begun in Module 2)
- ✓ Interactive Word Wall cards (new; one set per class)
- ✓ Arrow cards (new; one set per class)
- ✓ *Little Kids First Big Book of Birds* (from Lesson 1; one per pair and one to display; for teacher read-aloud)
- ✓ Expert Birds Research notebook (from Lesson 2; page 2; one per student and one for teacher modeling)
- ✓ Expert Birds Research notebook (example, for teacher reference)
- ✓ Pinky Partners Protocol anchor chart (begun in Module 1)
- ✓ Expert Bird Scientific Drawing Criteria anchor chart (begun in Lesson 3)
- ✓ Expert Bird Scientific Drawing card (blank; one per student)
- ✓ Expert Bird photographs (from Lesson 3; one per pair in each expert group and one to display)
 - Hummingbird photograph
 - Woodpecker photograph
 - Blue jay photograph
 - Pelican photograph
 - Penguin photograph
 - Wood duck photograph
- ✓ “To the Pond” (from Unit 1, Lesson 3; one to display)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Perseverance anchor chart (new; teacher-created; see supporting Materials)
- ✓ Perseverance anchor chart (example, for teacher reference)

Opening

A. Building Vocabulary: Interactive Word Wall (10 minutes)

- Gather students whole group.
- With excitement, tell them that today they will use the Interactive Word Wall protocol to practice using and connecting important Vocabulary about birds and their physical features. Remind them that they used this protocol in Module 2 and review as necessary using the **Interactive Word Wall Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Guide students through the protocol as a whole group using the **Interactive Word Wall cards** and **Arrow cards** and emphasizing that students should look to make connections among a body part, the description of the body part, and the function of the body part. Model making a connection between two cards (example: *beak* -> *long*) and explaining why the two cards connect together. (Example: The word *long* describes the beak of the hummingbird.)

- Tell students that tomorrow they will participate in the Interactive Word Wall protocol in small groups.

Meeting Students' Needs

- For ELLs: (Using Home Language) Consider inviting students to discuss the meaning of the Interactive Word Wall cards in home language groups before beginning the Interactive Word Wall protocol.
- For ELLs and students who may need additional support with comprehension: (Student Modeling) Challenge a student to think about how to connect words that describe body parts of his or her expert bird. Invite the student to model that thinking for the class. (MMR, MMAE)

Work Time

A. Reading Independently to Research and Take Notes: *Little Kids First Big Book of Birds* (15 minutes)

- Gather students whole group and offer specific, positive feedback on their work helping to model the Interactive Word Wall protocol.
- Direct students' attention to the posted learning targets and read the first one aloud:
"I can research information about my expert bird using the text Little Kids First Big Book of Birds."
- Remind students that in the previous lesson they began to research a new body part on their expert bird using the text *Little Kids First Big Book of Birds*.
- Display page 2 of the **Expert Birds Research notebook** and review with students the questions and answers for the cardinal:
"What is your expert bird?" (cardinal)
"What body part helps the bird survive?" (beak)
"How does this body part help the bird survive?" (The beak helps the cardinal eat seeds, fruit, and insects.)
- Remind students of the process they used in Lesson 4 to find this information.
- Focus students on the two boxes underneath the questions.
- Tell students that today, they will continue to research this body part and will add two illustrations to their notes from the previous lesson.
- Tell students that in the top box they should draw a labeled sketch of the body part that they have found information about. In the bottom box, they should draw a sketch of how that bird part helps the bird survive.
- Think aloud to model adding illustrations:
 - "I want to draw a sketch of the cardinal's beak. I know that the beak is short and wide and cone-shaped. I am going to draw a cone-shaped beak in the top box. I will use the photographs in *Little Kids First Big Book of Birds* as a model to help me draw the beak. After I sketch the beak, I will add the labels 'beak,' 'cone-shaped,' and 'short' to my drawing."

- “In the bottom box, I will sketch a picture of the cardinal cracking seeds with its beak.”
- Point out the Expert Birds Research notebooks and copies of *Little Kids First Big Book of Birds* already at students’ workspaces.
- Transition students to their workspaces and invite groups to quietly begin adding illustrations to page 2 of their notebooks.
- Circulate to support students as necessary. Encourage them to use classroom resources (Word Walls, high-frequency word lists, and alphabet or letter-sound combination charts). Refer to **Expert Birds Research notebook (example, reference)** as necessary.
- When 1 minute remains, signal all students to stop working and refocus whole group.
- Tell students to place their Expert Birds Research notebooks next to them.
- Offer students specific, positive feedback on their work on adding illustrations to their research notes and tell students that they will use these illustrations as evidence during a Science Talk in an upcoming lesson.

Meeting Students' Needs

- For ELLs: (Using the Expert Birds Research Notebook) As needed, provide extra time for students to orient themselves to the pages they need to complete today (where to add illustrations to their notes from the previous lesson, what kind of sketch to add to each box, etc.).
- For ELLs: (Using Text Features) Remind students how to use text features to find information for a new body part.
- For students who may need additional support with managing information: Provide sticky notes pre-written with the questions that students will use in recording their notes. (MMAE)

Work Time

B. Peer Feedback: Expert Bird Drawing, Draft 3 (10 minutes)

- Refocus whole group.
- Tell students that today they will share the third draft of their expert bird drawing and will receive their final round of feedback before working on the final draft.
- Use the same routine from the Closing of Lesson 3 to guide students through giving and receiving peer feedback using the Pinky Partners protocol. Review the **Pinky Partners Protocol anchor chart** as necessary.
- Refocus whole group and ask:
 - “*What is one piece of feedback that you received from a partner to make your drawing better?*” (My partner told me to think about including more details when drawing the wings.)
 - “*How will the feedback help you make your final draft?*” (I can apply all of the feedback I have received to my final draft.)
- Tell students that during the next part of the lesson, they will be able to apply all of the feedback they have received to draw one final draft of their expert bird drawing.

Meeting Students' Needs

- For ELLs: (Modeling: Giving Feedback) Consider inviting an ELL volunteer to help model giving kind, specific, and helpful feedback using a think-aloud, peer feedback sentence frames, and the Scientific Drawing Criteria Brainstorm anchor chart.
- For ELLs and students who may need additional support in planning: (Supporting Revision) Consider having students add a star to the part or parts of their draft they got feedback on to make their drawing better. This can help them remember what to work on in Work Time C. (MMAE, MME)

Work Time

C. Making Observations: Expert Bird Scientific Drawing Card (15 minutes)

- Invite students to stand up and quickly play a few rounds of Bird Simon Says to get them moving and ready to focus.
- After two or three rounds, refocus students whole group.
- Direct their attention to the posted learning targets and read the second one aloud:
“I can draw an accurate drawing of my expert bird on my Expert Bird Scientific Drawing card.”
- Remind students of the work that Austin did in the “Austin’s Butterfly” video as he completed the final draft of his drawing.
- Ask:
“Was the final draft of Austin’s butterfly drawing different from his first?” (yes)
“What was different about his final draft?” (It had a lot more details and looked more like the picture.)
“What helped Austin make his drawing better?” (He received lots of feedback and made lots of drafts.)
- If productive, cue students to think about their thinking:
“How does our discussion add to your understanding of the process of revision? I’ll give you time to think and discuss with a partner.” (Responses will vary.)
- Explain that today, students will work on their fourth and final draft of their expert bird drawing.
- Direct students’ attention to the **Expert Bird Scientific Drawing Criteria anchor chart** and review the criteria.
- Turn and Talk:
“Which criteria are easiest to follow?” (Responses will vary.)
“Which criteria are most challenging?” (Responses will vary.)
“What is one thing you want to pay attention to when creating your final drawing?” (Responses will vary.)
- 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.”
- Circulate as students talk and target a few students to share out with the whole group.

- Use the same routine from Work Time B of Lesson 3 to guide students through completing the final draft of their drawing on the **Expert Bird Scientific Drawing card** using the **Expert Bird photographs**.
- After 10 minutes, refocus whole group and tell students that they will use these final drawings to create a puppet in Lesson 8 and to include with their Expert Bird Riddle card.

Meeting Students' Needs

- For ELLs and students who may need additional support with Vocabulary: (Defining words) Remind students of the meaning of the word *accurate* as an adjective that means free of mistakes and correct.
- For ELLs and students who may need additional support with planning for revision: (Supporting Revision) Invite students to orally explain how they will incorporate the feedback they have received over the past several lessons. Remind them to refer back to the stars they drew on their drafts to signal what they could do to make their drawing better. (MMAE, MME)
- For ELLs: (Adding Visuals) Consider going over the Expert Bird Scientific Drawing Criteria anchor chart with students and adding visuals as necessary for students to use as a tool while revising their drawing.

Closing and Assessment

A. Reflecting on Learning (10 minutes)

- Display **“To the Pond”** and invite students to return to the whole group area while reciting it.
- Tell students that as they have worked this unit on researching their expert bird and creating a final Expert Bird Scientific Drawing card, they have had to show *perseverance*.
- Direct students' attention to the **Working to Become Effective Learners anchor chart** and read aloud the definition of *perseverance*. (This means I challenge myself. When something is hard, I keep trying and ask for help if I need it.)
- Using a total participation technique, invite responses from the group:
“Why is perseverance important when researching and drawing?” (because sometimes things are hard, and I need to keep trying to finish)
- 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.”
- Emphasize that showing perseverance is important when you are trying to do your best work, especially when the work is challenging or feels hard.
- Direct students' attention to the **Perseverance anchor chart**.
- Point to the corresponding icons on each row of the chart and read each row aloud. Tell students that these are all ways that they can show perseverance. Refer to **Perseverance anchor chart (example, for teacher reference)** as necessary.
- Tell students to think quietly for a few seconds about a time they showed perseverance over the past several days when completing drafts of their expert bird drawings. Prompt students to put their thumb on their knee when they have thought of an example.

- Invite a few students to share out.
- Tell students that they will now have a chance to discuss with a partner times when they showed perseverance.
- Think-Pair-Share:
 - “How did you show perseverance over the past several days when completing your expert bird drawing?” (Responses will vary.)*
 - “What is an example of a time you witnessed a classmate showing perseverance?” (Responses will vary.)*
 - “What is one thing that you will continue to work on to show perseverance?” (Responses will vary.)*
- If productive, cue students to explain why a classmate came up with a particular response:
 - “Who can explain why your classmate came up with that response?”*
- 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.
- Refocus whole group and tell students that they will continue to reflect on perseverance as they begin to write their Expert Bird Riddle card.

Meeting Students' Needs

- For ELLs and students who may need additional support with planning for verbal expression: (Previewing Questions) Consider going over the questions before the Think-Pair-Share and helping students find examples of how they showed perseverance. (MMR, MMAE, MME)
- For ELLs: (Celebrating Learning) Consider giving feedback on what an ELL did well in this lesson. This will help the student build his or her self-confidence and to identify and repeat that success next time.