

Lesson 2: Close Read-aloud and Writing, Session 1: *The Lion and the Bird*



CCS Standards

- **RL.1.1:** Ask and answer questions about key details in a text.
- **RL.1.2:** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **RL.1.3:** Describe characters, settings, and major events in a story, using key details.
- **RL.1.7:** Use illustrations and details in a story to describe its characters, setting, or events.
- **W.1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **SL.1.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **L.1.1j:** Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- **L.1.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- **L.1.4a:** Use sentence-level context as a clue to the meaning of a word or phrase.
- **L.1.4b:** Use frequently occurring affixes as a clue to the meaning of a word.
- **L.1.4c:** Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).



Daily Learning Targets

- I can describe the characters, setting, problem, and solution in the text *The Lion and the Bird*. (RL 1.1, RL 1.3, SL 1.2)
- I can use strategies to determine the meaning of an unknown word. (L.1.4, L.1.4a, L.1.4b, L.1.4c)
- I can write about the problem in *The Lion and the Bird* using evidence from the text. (W.1.8, L.1.1j)

Ongoing Assessment

- During the Opening and Work Time A, use the Language Standards Checklist to track student progress toward L.1.1 and L.1.4 (see Assessment Overview and Resources).
- During Work Time A, use the Reading Literature Checklist to track student progress towards RL.1.1, RL.1.2, RL.1.3, and RL.1.7 (see Assessment Overview and Resources).

Agenda

1. Opening

A. Developing Language: Simple Sentences (10 minutes)

2. Work Time

A. Close Read-aloud, Session 1: *The Lion and the Bird*, Pages 1–20 (25 minutes)

B. Independent Writing: Stories of Bird Helpers Response Journal (15 minutes)

3. Closing and Assessment

A. Icon Sentences Protocol: Working to Become Ethical People (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- The structure of subsequent lessons in this unit is similar to that of this lesson: language work, read-aloud, role-play, and independent writing. The predictability of the lessons helps students focus on the rigor of the work. Pay careful attention to the routines in this lesson to apply them in later lessons.
- This is the first lesson in a series of four in which students create and manipulate two types of sentences: simple and compound.
- In Work Time A, students are introduced to *The Lion and the Bird* and complete a close read-aloud. Students continue this close read-aloud in the next lesson. In this lesson, they discuss the story elements (character, setting, and problem) and begin creating the Stories of Bird Helpers anchor chart. This anchor chart represents story elements with icons, which students will use independently in the Icon Sentences protocol and in the Unit 1 Assessment in Lesson 9. The anchor chart develops students' understanding of characters' experiences within each text, which will help them compare and contrast the experiences between texts in the Unit 1 Assessment. Students develop similar anchor charts for each text read in this unit.
- The pages of *The Lion and the Bird* are not numbered. For instructional purposes, the page that begins with "Lion is working in his garden ..." should be considered page 4 and all pages before and after numbered accordingly.
- Encourage students to use their whole bodies to participate in the Role-Play protocol. Being fully engaged in the protocol will reinforce their understanding of the story. Use this activity to assess students' comprehension of the story elements they are role-playing.
- Students practice the skills learned in the Opening (simple sentences) while writing in response to the text during Work Time B. This independent writing develops the skill of using evidence from the text to support an answer—a skill heavily relied on in Units 2–3.
- In the Closing, students are introduced to the Icon Sentences protocol, which allows them to get more comfortable using the icons while discussing habits of character.

How this lesson builds on previous work:

- This lesson uses protocols, routines, and transitions taught and used in Modules 1–3.

Areas in which students may need additional support:

- Support students in the Opening by directing them to use items around them or things they do in the day to brainstorm subjects and actions.
- If students need help developing a plan for the role-play, briefly model planning a role-play with a student partner or reread a crucial part of the text.
- Support students' independent writing by displaying pages 8–10 in *The Lion and the Bird* as a visual cue to remind them of the story.

Down the road:

- Students add a final icon to the Lion and Bird row of the Stories of Bird Helpers anchor chart in Lesson 3.
- Students continue to add to the Stories about Bird Helpers anchor chart with each new text read in this unit. Each book addresses different parts of the anchor chart on each day of the read-aloud.
- Students continue to practice simple sentences in Lesson 3 and then move to compound sentences in Lessons 4–5.
- Continue to use Conversation Cues to promote productive and equitable conversation.

In advance:

- Prepare:
 - Post the Close Readers Do These Things anchor chart (from Module 2)
 - Write the Focus Question for the Close Read-aloud of *The Lion and the Bird* on the board or chart paper: What is the author's message in *The Lion and the Bird*?
 - L.4 Vocabulary Strategies anchor chart
 - Lion and Bird icons to post on the Stories of Bird Helpers anchor chart.
 - Classroom icons to use as a model in the Closing. Consider using magnets or tape to stick the icons on the board.
- Distribute materials for Work Time C at workspaces.
- Strategically place students in partnerships with at least one strong reader per pair for the Role-Play protocol. Consider making this a “Unit 1 buddy” who students will work with in future lessons for multiple activities.
- Preview the Close Read-aloud Guide: *The Lion and the Bird* (session 1; for teacher reference)
- Preview page 1 of the Stories of Bird Helpers response journal to familiarize yourself with what will be required of students.
- Review the Icon Sentences protocol (see Classroom Protocols document).

Consider using an interactive whiteboard or document camera to display lesson materials.

- Continue to use the technology tools recommended throughout Modules 1–3 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.
- Make a video of the read-aloud of *The Lion and the Bird* during Work Time A and post it for families to watch at home to discuss vocabulary and practice reading fluently. Reference this video for the next lesson.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 1.I.B.5, 1.I.B.6, 1.II.C.6, and 1.I.C.10

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to engage in rigorous work with simple sentences and elements of story through reading quality literature and role-playing.
- ELLs may find representing story elements with icons and the work with simple sentences challenging (see levels of support and the Meeting Students' Needs column).

Levels of support

For lighter support:

- In Work Time C, invite students to refer to the Stories of Bird Helpers anchor chart to plan their simple sentences.

For heavier support:

- Write several subjects and actions familiar to students on index cards for students to practice making simple sentences in support of this lesson and Lesson 3 and to practice compound sentences throughout the unit.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Recall that some students may need additional support with visual perception. During the read-aloud, offer options for perception by displaying the text on a document camera or displaying an enlarged copy of the text to help direct students to the appropriate sentences on each page as they follow along. Pausing for clarification of new vocabulary will also support students who may need additional help with comprehension.
- **Multiple Means of Action and Expression (MMAE):** Continue to support students in setting appropriate goals for their effort and the level of difficulty expected.
- **Multiple Means of Engagement (MME):** Continue supporting students in linking the information presented in the text back to the learning target by explicitly highlighting the utility and relevance of the text to the learning target.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- subject, action, simple sentence, icon, strategies (L)
- snug (T)

Review:

- character, setting, problem, evidence, compassion, respect (L)

Materials

- ☑ Types of Sentences anchor chart (new; co-created with students during Opening; see supporting materials)
- ☑ Markers (blue, red; one of each color for teacher modeling)
- ☑ Types of Sentences anchor chart (example, for teacher reference)
- ☑ *The Lion and the Bird* (one to display; for teacher read-aloud)
- ☑ Close Readers Do These Things anchor chart (from Module 2)
- ☑ Close Read-aloud Guide: The Lion and the Bird (Session 1; for teacher reference)
 - L.4 Vocabulary Strategies anchor chart (new; teacher-created; see supporting materials)
 - L.4 Vocabulary Strategies anchor chart (example, for teacher reference)
 - Stories of Bird Helpers anchor chart (new; co-created with students during Work Time A; see supporting materials)
 - Lion and Bird Icon Set, #1–8 (one set to display)
 - Stories of Bird Helpers anchor chart (example, for teacher reference)
 - Role-Play Protocol anchor chart (begun in Module 2)
- ☑ Stories of Bird Helpers response journal (page 1; one per student and one to display)
- ☑ Stories of Bird Helpers response journal (example, for teacher reference)
- ☑ Working to Become Ethical People anchor chart (begun in Module 2)
- ☑ Classroom Icon Set (one set for teacher modeling)
- ☑ Icon Sentences Protocol anchor chart (new; teacher-created; see supporting materials)
- ☑ Icon Sentences Protocol anchor chart (example, for teacher reference)

Opening

A. Developing Language: Simple Sentences (10 minutes)

- Gather students whole group.
- Tell students that you have been rereading their Bird Riddle Cards from Module 3 and are impressed by their writing skills.
- Tell students you have something to teach them to help them become even better writers and speakers.
- Direct students' attention to the **Types of Sentences anchor chart**.
- Say:

"Every sentence has two parts. The first part tells who or what the sentence is about. This is called the subject."
- Use a **blue marker** to write "The students" on the chart. Consider drawing a quick picture of students on top of the phrase. Refer to the **Types of Sentences anchor chart (example, for teacher reference)** while building out the anchor chart.
- Say:

"The second part tells what they are doing. This is called the action."
- Use a **red marker** to write "are learning" to finish the sentence on the chart. Consider drawing a quick picture of books or a brain on top of the phrase.
- Pointing to the sentence on the Types of Sentences anchor chart, say:

"One subject and one action make a simple sentence."
- Tell students that if either the subject or the action were missing, the sentence would not be complete and would not make sense.
- Using a total participation technique, invite responses from the group:

"What are some other examples of who or what a sentence could be about?" (Responses will vary, but should include nouns.)

"What are some examples of what the action could be?" (Responses will vary, but should include verbs.)
- Display page 1 of *The Lion and the Bird*.
- Model creating a simple sentence by thinking aloud. Say:

"I need a sentence that says who or what and then what they are doing. I see a lion. He is walking."
- Write "The Lion" in blue marker on the chart and "is walking" in red marker to finish the sentence.
- Display page 2 of *The Lion and the Bird*.
- Turn and Talk:

"Who or what do you see on the page?" (the tree, the leaves)

"You have found who or what. Now, what are they doing?" (growing, falling, swaying)
- Invite one or two students to say a complete simple sentence aloud. (Examples: The leaves are falling. The tree is growing.)
- Display pages 3–4 of *The Lion and the Bird*.

- Think-Pair-Share:

“What simple sentence can you make from this picture?” (Responses may vary.)

Conversation Cue: “Who can add on to what your classmate said? I’ll give you time to think.”

- Invite students to share out their sentences. Choose a few to write on the anchor chart. Clear up any misconceptions.
- Give students specific, positive feedback on their work with sentences.
- Tell students they will now get a chance to hear some of the sentences the author wrote in the book *The Lion and the Bird*.
- Invite students to stand for a quick game of Bird Simon Says.

Meeting Students’ Needs

- For ELLs: (Preview Pictures) Preview pictures on pages 1–4 of *The Lion and the Bird* to build vocabulary. Prompt students to think about who/what and what they are doing (subject and action) as they describe the pictures.
- For ELLs and students who may need additional support with comprehension: (Identifying Subject and Action) Write the sentences students share out on the board and invite volunteers to underline the subject in blue and the action in red. (MMR)

Work Time

A. Close Read-aloud, Session 1: *The Lion and the Bird*, Pages 1–20 (25 minutes)

- Direct students’ attention to the posted learning targets and read the first one aloud:
*“I can describe the characters, setting, and problem in the text *The Lion and the Bird*.”*
- Turn and Talk:
“What are characters?” (who the story is about)
“What is a setting?” (where the story takes place)
“What is a problem?” (something that is difficult; something that needs to be fixed)
- Tell students that they will closely read *The Lion and the Bird* to meet this learning target.
- Post the **Close Readers Do These Things anchor chart** (from Module 2) and briefly review the anchor chart.
- Tell them that as close readers they will also need to do some vocabulary work.
- Direct students’ attention to the posted learning targets and read the second one aloud:
“I can use strategies to determine the meaning of an unknown word.”
- Define *strategies* (plans to help you do something).
- Tell students they will use two plans, or strategies, to figure out what words in the book mean.
- Using a total participation technique, invite responses from the group:
“Why is it important for us to figure out what words mean as we are reading?” (to help us understand the text)

- Tell students that as they read the end of *The Lion and the Bird*, they will learn some strategies as a class when they come to tricky words.
- Guide students through the close read-aloud for *The Lion and the Bird* using **the Close Read-aloud Guide: *The Lion and the Bird* (Session 1; for teacher reference)**. Consider using the **Reading Literature Checklist** during the close read-aloud (see Assessment Overview and Resources).
- During Session 1, refer to the guide for the use of:
 - **Stories of Bird Helpers anchor chart**
 - **Lion and Bird Icon Set, #1–8**
- Refocus whole group. Give students specific, positive feedback on their close reading skills. (Example: “I saw you using the illustrations to think about the problem in this story.”)

Meeting Students' Needs

- For ELLs and students who may need additional support with activating prior knowledge: (Using a Familiar Example) To prepare students to identify story elements in *The Lion and the Bird*, briefly recount a familiar story to identify the main characters, setting, problem, and solution. (MMR)
- For ELLs: (Using Charts) Take time to read each heading and the questions in the Stories of Bird Helpers anchor chart before reading the story.
- For ELLs: (Discussing Icons) Discuss what each picture from Lion and Bird Icon Set, #1–8 represents.
- Before reading, provide white boards and dry-erase markers as an option for students to record (in drawing or writing) their ideas. This will also help scaffold active listening for key details. (MMR, MMAE)
- For students who may need additional support with motivation: Invite students to share how role-playing helped them better comprehend the information in a previous lesson. (MME)

Work Time

B. Independent Writing: Stories of Bird Helpers Response Journal (15 minutes)

- Direct students' attention to the posted learning targets and read the second one aloud:

“I can write about the problem in *The Lion and the Bird* using evidence from the text.”
- Remind students that *evidence* means proof.
- Display page 1 of the Stories of Bird Helpers response journal and read aloud the first prompt:
 - “What happens to the bird? Use evidence from the text to support your thinking.”
- Remind students to answer with a complete simple sentence that includes who or what and what happened.
- Turn and Talk:

“What will you write in response to the prompt?” (The bird injured its wing. In the picture, its wing is red or the bird is on the ground.)

- Refocus whole group and read aloud the second prompt:
 - “Why is this a problem? Use evidence from the text to support your thinking.”
- Turn and Talk:

“What will you write in response to the prompt?” (Bird couldn’t fly away with the other birds. In the picture, he pointed to the birds flying away.)
- Transition students to their workspaces and invite them to complete page 1 in their pre-distributed journals.
- Circulate to support students as they write. Refer to the Stories of Bird Helpers response journal (**example, for teacher reference**) as necessary. Pre-select one or two students to share their sentences with the class when finished.
- When 1 minute remains, invite the selected students to share their sentences. Tell students that in the next lesson they will write about the solution.

Meeting Students’ Needs

- For ELLs and students who may need additional support with organizing ideas for written expression: (Verbal Writing Practice) Allow students to discuss and rehearse their sentences before writing. Consider providing a sentence frame to ensure that students’ simple sentences include who or what and what happened. (MMAE)
- For students who may need additional support with self-regulation: When you give students a warning before the transition, provide a clear routine for what to do with unfinished work and use a visual timer. (MME)

Closing and Assessment

A. Icon Sentences Protocol: Working to Become Ethical People (10 minutes)

- Gather students whole group.
- Direct students’ attention to the **Working to Become Ethical People anchor chart**.
- Focus students on *compassion* and ask:

“What is compassion?” (noticing when people are sad/upset and reaching out)

Conversation Cue: “Do you agree or disagree with what your classmate said? Why? I’ll give you time to think.”
- Repeat with the habit of character of respect.
- Tell students they will talk about these habits of character as they read more stories about bird helpers.
- Share that they will learn a new protocol called the Icon Sentences protocol.
- Display the icons from the **Classroom Icon Set** and direct students’ attention to the **Icon Sentences Protocol anchor chart**.
- Referring to the Icon Sentences Protocol anchor chart, explain the steps:
 - Sit side by side with your partner.
 - Listen to the teacher read the prompt.
 - Look at all the icon cards and discuss them with your partner.
 - Take turns answering the prompt by touching and moving icon cards to make a sentence.

- Tell students that this time you'll do the protocol as a class. Refer to the Icon Sentences Protocol anchor chart (example, for teacher reference) as necessary.
- Model the protocol with the following prompt:
 - “Why is respect important?”
- Touch and move the respect card and the brain card. Say: “Respect is important because it helps you learn more from other people.”
- Turn and Talk:
“Why is compassion important?” (Responses will vary, but should include compassion and the heart or brain icon.)
- Invite one or two students to the front to touch and move icon cards while saying their sentence aloud.
- Tell students they will get to work with these icons and a partner to make their own sentences in the next lesson.

Meeting Students' Needs

- For ELLs: (Discussing Icons) Discuss what each picture from the Classroom Icon Set and the Icon Sentences Protocol anchor chart represents.
- For students who may need additional support with comprehension: Invite students to recall one way they recently showed compassion or respect outside of the classroom. (MMR, MME)