

## Lesson 3: Close Read-aloud and Writing, Session 2: *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 and write about the solution in the text *The Lion and the Bird* using evidence from the text. (RI.1.1, RL.1.2, RL.1.3, RL.1.7, SL.1.2, W.1.8, L.1.1j)
- 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 describe the author's message in the text *The Lion and the Bird*. (RI.1.1, RL.1.2, SL.1.2)

### Ongoing Assessment

- During the Opening and Work Time A, use the Language Standards Checklist to track student progress toward L.1.1, L.1.1j, L.1.4a, L.1.4b, and L.1.4c (see Assessment Overview and Resources).

## Agenda

### 1. Opening

A. Developing Language: Simple Sentences (10 minutes)

### 2. Work Time

A. Close Read-aloud, Session 2: *The Lion and the Bird*, Pages 11–70 (20 minutes)

B. Independent Writing: Stories of Bird Helpers Response Journal (10 minutes)

### 3. Closing and Assessment

A. Close Read-Aloud, Culminating Task: *The Lion and the Bird* (10 minutes)

B. Icon Sentences Protocol: Compassion and Respect in *The Lion and the Bird* (10 minutes)

## Teaching Notes

### Purpose of lesson and alignment to standards:

- In the Opening, students practice using simple sentences with growing independence. Clarify misunderstandings to create a smooth transition in learning about compound sentences in Lesson 4.
- Work Time A and B in this lesson follow a similar structure to Lesson 2 with a close read-aloud of *The Lion and the Bird* and writing about the story's solution. However in Closing A, students complete the Culminating Task for the close read-aloud by discussing the author's message.
- In Closing B, students participate in the Icon Sentences protocol with partners. Recall that interacting with the icons provides a hands-on experience to discuss habits of character and is used throughout the unit.

### How this lesson builds on previous work:

- In Lesson 2, students began a close read-aloud of *The Lion and the Bird* and discussed story elements to start the Stories of Bird Helpers anchor chart. In this lesson, students read the second half of the text, practice vocabulary strategies, and complete the last two columns of the Stories of Bird Helpers anchor chart. Students also discuss the author's message for the text *The Lion and the Bird*.

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

- Students may need help creating a simple sentence to match a picture in the Opening. Consider breaking down the sentence into prompts to help them build a simple sentence (e.g., "Who or what do you see in the picture? What are they doing?").
- Students may want to write about the ending instead of the solution to the problem. Support them by reviewing the pages and the meaning of the word *solution*.
- Support students in the Closing by modeling creating a sentence with the new icon set. Invite students to touch each icon and repeat the word it represents, if necessary.

**Down the road:**

- In Lessons 4-5, students will engage in similar routines from the close read-aloud in Lessons 2-3, but with less scaffolded support when reading a new text.
- Continue to use Conversation Cues to promote productive and equitable conversation.

**In advance:**

- Prepare Lion and Bird Sentence card sets and place them in plastic sandwich bags for easier distribution and cleanup.
- Assemble materials for the Opening in a convenient location in the whole group meeting space and distribute materials for Work Time B at student workspaces.
- Review Session 2 and the culminating task in the Close Read-aloud Guide: *The Lion and the Bird* from Lesson 2) and write the Focus Question on the board or chart paper: What is the author's message in *The Lion and the Bird*?
- Preview page 2 of the Stories of Bird Helpers response journal to familiarize yourself with what will be required of students.

## Technology &amp; Multimedia

**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.

**Supporting English Language Learners**

Supports guided in part by CA ELD Standards 1.I.B.5, 1.I.B.6, 1.I.B.8, 1.I.C.10, and 1.II.C.6

**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 story elements 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 A, prompt students to use the words *characters*, *setting*, *problem*, and *solution* when recalling what happened in the first part of *The Lion and the Bird* from Lesson 2. This offers practice using the elements of story.

*For heavier support:*

- If productive, create a two-column chart titled Base Words and Word Parts 2. Add the headings “Base Word” and “re-.” Write the word *re-* and the part *-turn* in the corresponding column. Guide students to notice that *re-* in this word changes the meaning. Continue to add to the chart throughout the unit. This chart gives students a visual representation to track the meaning of words using base words and extra parts.
- Continue to write several familiar subjects and actions on index cards for students to practice making simple sentences in support of this lesson and making complex sentences throughout the unit.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students listen to a read-aloud of *The Lion and the Bird*. Some may need support in incorporating the most valuable information from the text into existing knowledge. Recall that providing explicit cues or prompts supports students in attending to the features that matter most as they follow along. Before reading the text, activate background knowledge by previewing the questions you will ask.
- **Multiple Means of Action and Expression (MMAE):** Continue to support a range of fine motor abilities and writing needs by offering students options for writing utensils. Also consider supporting students’ expressive skills by offering partial dictation of their responses.
- **Multiple Means of Engagement (MME):** Recall that sustained engagement and effort is essential for student achievement. Continue to support students with 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:

- return (T)

#### Review:

- solution, strategies, message (L)

## Materials

- ✓ Types of Sentences anchor chart (begun in Lesson 2)
- ✓ *The Lion and the Bird* (from Lesson 2; one to display; for teacher read-aloud)
- ✓ White boards (one per student)
- ✓ White board markers (one per student)
- ✓ White board erasers (one per student)
- ✓ Close Read-aloud Guide: *The Lion and the Bird* (Session 2 and Culminating Task; from Lesson 2; for teacher reference)
  - L.4 Vocabulary Strategies anchor chart (from Lesson 2; teacher-created; see supporting materials)
  - L.4 Vocabulary Strategies anchor chart (from Lesson 2; example, for teacher reference)
  - Stories of Bird Helpers anchor chart (begun in Lesson 2; added to during Work Time A; see supporting materials)
  - Stories of Bird Helpers anchor chart (begun in Lesson 2; example, for teacher reference)
  - Lion and Bird Icon Set, #1–8 (from Lesson 2; one to display)
  - Role-Play Protocol anchor chart (begun in Module 2)
- ✓ Stories of Bird Helpers response journal (from Lesson 2; added to during Work Time B; page 2; one per student and one to display)
- ✓ Stories of Bird Helpers response journal (from Lesson 2; example, for teacher reference)
- ✓ Icon Sentences Protocol anchor chart (begun in Lesson 2)
- ✓ Working to Become Ethical People anchor chart (begun in Module 2)
- ✓ Lion and Bird Icon Sentence card set (one set per pair)

## Opening

### A. Developing Language: Simple Sentences (10 minutes)

- Gather students whole group and remind them that they are working with sentences to become even better writers and speakers.
- Direct students' attention to the **Types of Sentences anchor chart**.
- Using a total participation technique, invite responses from the group:
 

***“What two parts do we need in a sentence?” (the who/what and what they are doing; subject and action)***

***Conversation Cue: “Do you agree or disagree with what your classmate said? Why? I’ll give you time to think.” (Responses will vary.)***
- Display pages 3–4 of *The Lion and the Bird*.
- Using a total participation technique, invite responses from the group:
 

***“What were some simple sentences you discussed yesterday to describe this picture?” (The lion is gardening. The log is rolling. The twigs are still. The birds are flying.)***
- Distribute **white boards, white board markers, and white board erasers**.
- Display pages 15–16 and point to the first picture.

- Invite students to whisper a response into their hand and ask:  
*“What simple sentence describes this picture?” (Lion and Bird eat.)*
- After students have whispered their answer, invite them to write it on their white board.
- Repeat this process with the remaining pictures on pages 15–16.
- As time permits, invite students to write a simple sentence about any one of the pictures and have the class guess which picture it was written about.

### Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Preview Pictures) Preview the pictures on pages 15–16 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. (MMR)
- For students who may need additional support with comprehension: Record a few student sentences and underline the subject in blue and the action in red. (MMR)

## Work Time

### A. Close Read-aloud, Session 2: *The Lion and the Bird*, Pages 11–70 (20 minutes)

- Direct students' attention to the posted learning targets and read the first one aloud:  
*“I can describe and write about the solution in the text *The Lion and the Bird* using evidence from the text.”*
- Turn and Talk:  
*“What happened in the story in Lesson 2? What was the problem?” (The lion found a hurt bird. He bandaged his wing and took him in to keep him warm.)*
- Tell students that during their read-aloud, they should listen for details about the *solution* (how the problem is solved) in *The Lion and the Bird*.
- 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.”*
- 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 2; from Lesson 2; for teacher reference)**. Consider using the **Reading Literature Checklist** during the close read-aloud (see Assessment Overview and Resources).
- During Session 2, refer to the guide for the use of:
  - **L.4 Vocabulary Strategies anchor chart**
  - **Stories of Bird Helpers anchor chart**
  - **Lion and Bird Icon Set, #1–8**
  - **Role Play Protocol anchor chart**
- Refocus whole group. Give students specific, positive feedback on their close reading skills. (Example: “I saw you using the illustrations to think about the solution in this story.”)



### Meeting Students' Needs

- For ELLs: (Annotating Text: Context Clues) Write this sentence on the board: "The snow is cold and icy, but you are snug and warm." Annotate the sentence while thinking aloud about clues in other words in the sentence to figure out the meaning of *snug*. (Example: Circle the word *snug*. Underline the two parts of the sentence in different colors. Draw a box around the word *but* and connect the words *icy* and *cold* with an arrow.)
- For ELLs: (Discussing Icons) Discuss what the picture from Lion and Bird Icon Set #8 represents.
- For ELLs: (Visual Cues) Consider enlarging or projecting each corresponding page that is read aloud to students. Students may benefit from the additional visual cues.
- For students who may need additional support with self-regulation: Invite students to share how they could handle disagreements that may arise as they plan the role-play with their partner. (MME)

## Work Time

### B. Independent Writing: Stories of Bird Helpers Response Journal (10 minutes)

- Direct students' attention to the posted learning targets and reread the first one aloud:  
*"I can describe and write about the solution in the text The Lion and the Bird using evidence from the text."*
- Explain that students have discussed the solution and now they will write about it. Remind students that they use evidence from the text when they write.
- Follow the same routine from Work Time B of Lesson 2 to guide students through completing page 2 of their **Stories of Bird Helpers response journal**.
  - Display page 2 of the journal and read the first prompt aloud.
  - Invite students to turn and talk with a partner about their answer.
  - Repeat this process for the second prompt.
  - Transition students to their workspaces and invite them to complete page 2.
  - Circulate to support students as they write. Refer to the **Stories of Bird Helpers response journal (example, for teacher reference)** as necessary.
  - When 1 minute remains, invite one or two pre-selected students to read their sentences aloud.

### Meeting Student 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 sustained effort: While circulating, support students in writing complete sentences by prompting them to reflect on their work. (Example: "Hmm, this just says *helped bird*. Can I learn what happened in the text by just reading those two words? What can you tell me about this? I want to hear more!") (MME)

## Closing and Assessment

### A. Culminating Task: Close Read-aloud *The Lion and the Bird* (10 minutes)

- Direct students' attention to the posted learning targets and third one aloud:  
*"I can describe the author's message in the text *The Lion and the Bird*." (RL.1.1, RL.1.2, SL.1.2)*
- Explain that the author's *message* is what the author wants readers to learn from the story.
- Guide students through the culminating task for close read-aloud for *The Lion and the Bird* using the Close Read-aloud Guide: *The Lion and the Bird* (Culminating Task; from Lesson 2; for teacher reference).

### Meeting Student Needs

- For ELLs: (Strategic Grouping) Consider pairing students with a partner who has more advanced or native language proficiency. After the protocol, invite a partnership in which there was an ELL to share their role-play with the class. Prompt the ELL to share what part of the text they acted out.
- Reduce barriers to comprehension by activating prior knowledge of the text. Invite students to recall the previous read-aloud session with *The Lion and the Bird*. (MMR)

## Closing and Assessment

### B. Icon Sentences Protocol: Compassion and Respect in *The Lion and the Bird* (10 minutes)

- Tell students they are now going to participate in the Icon Sentences protocol to look at how the characters in the story showed habits of character. Remind them that they used this protocol in Lesson 2 and review as necessary using the **Icon Sentences Protocol anchor chart**. Refer to the Classroom Protocols document for the full version of the protocol.
  - Move students into pairs and invite them to sit side by side.
  - Direct students' attention to the **Working to Become Ethical People anchor chart** and quickly review.
  - Read aloud the prompt:  
*"How did Lion show compassion and respect in the text *The Lion and the Bird*?"*
  - Distribute the **Lion and Bird Icon Sentence card sets** and invite pairs to lay out their icons in front of them.
  - Invite students to take turns answering the prompt by touching and moving icon cards to make a sentence.



- Give students specific, positive feedback on following specific steps of the Icon Sentences protocol.

### **Meeting Students' Needs**

- For ELLs: (Reviewing Icons) Quickly review the meaning of each picture from the Lion and Bird Icon Sentence card sets introduced in the Closing (compassion, respect, lion, bandage, fire, heart).
- Support communication and engagement by pairing students with strategic partners to ensure that they have a strong, politely helpful partner to support their efforts at making a sentence. (MME)