

## Lesson 8: Focused Read-aloud and Writing, Session 2: *Maggie the One-Eyed Peregrine Falcon*



### CCS Standards

- **RL.1.1:** Ask and answer questions about key details in a text.
- **RL.1.3:** Describe characters, settings, and major events in a story, using key details.
- **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.1.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.1.1g:** Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- **L.1.1j:** Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- **L.1.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **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.



### Daily Learning Targets

- I can use the base word to help to determine the meaning of unknown words in a sentence. (L.1.4)
- I can describe the solution and ending in *Maggie the One-Eyed Peregrine Falcon*. (RL.1.1, RL.1.3, W.1.8, SL.1.2, L.1.1j, L.1.2)
- I can write about the solution and ending in *Maggie the One-Eyed Peregrine Falcon* using evidence from the text. (W.1.8, L.1.1 g, L.1.1j)

### Ongoing Assessment

- Continue to observe students during the Opening as they use clues from other words in a sentence to determine the meaning of unknown words and gather data on their progress toward L.1.4.
- Collect students' Stories of Bird Helpers response journals and continue to use the Reading Literature Checklist and Language Standards Checklist to track student progress toward RL 1.1, RL 1.3, and L.1.1j (see Assessment Overview and Resources).

## Agenda

### 1. Opening

A. Poem and Movement: “Bird Helpers” Two-Voice Poem (10 minutes)

### 2. Work Time

A. Focused Read-aloud, Session 2: *Maggie the One-Eyed Peregrine Falcon*, Pages 15–26 (15 minutes)

B. Language Dive: *Maggie the One-Eyed Peregrine Falcon* (15 minutes)

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

### 3. Closing and Assessment

A. Icon Sentences Protocol: Respect and Compassion in *Maggie the One-Eyed Peregrine Falcon* (10 minutes)

## Teaching Notes

### Purpose of lesson and alignment to standards:

- Work Times A, B, and C, as well as the Closing, contain repeated routines from Lessons 2–5 and Lesson 7. Refer to those lessons for more detail, as necessary.
- In Work Time B of this lesson, students participate in a Language Dive that guides them through the meaning of a sentence from *Maggie the One-Eyed Peregrine Falcon*. The focus of this Language Dive is producing and expanding complete compound sentences in response to prompts (L.1.1j). Students then apply their understanding of the meaning and structure of this sentence when writing their literature responses to prompts in this unit and as they write an opinion piece in Unit 2. Refer to the Module 1 Appendix for additional information regarding a consistent Language Dive routine.

### How this lesson builds on previous work:

- In Lesson 7, students practiced using clues from other words in a line to figure out unknown words in the “Bird Helpers” two-voice poem. In this lesson, they practice using base words to figure out unknown words in the same poem.
- In Lesson 7, students read the first half of the text *Maggie the One-Eyed Peregrine Falcon* and discussed specific story elements to add to the Stories of Bird Helpers anchor chart. In this lesson, students read the second half of the text to discuss the solution and ending and to fill in more of the chart, while also practicing vocabulary strategies.
- Continue to reinforce routines established in Lessons 2–7, including the Stories of Bird Helpers anchor chart, Stories of Bird Helpers response journal, and Icon Sentences protocol.

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

- During the Opening, some students may need additional support locating the base word in unknown words. Continue to consider having several printed-out copies available for students to follow along with if needed. Also consider having cards for the base words, along with cards for the beginnings (prefixes) and endings (suffixes) of the words. Consider printing or writing the base words and affixes in different colors.

- Continue to support students in the Closing by modeling and offering sentence frames as necessary. (Example: “The doctor’s actions showed compassion toward Maggie by \_\_\_\_\_ and showed respect toward Maggie by \_\_\_\_\_.”)

#### Down the road:

- In Lesson 9, students will split up into two groups to practice reciting the “Bird Helpers” two-voice poem for the whole class. Consider spending additional time to review the poem and to encourage students to create movements for each line, so that students will be comfortable to perform the poem in Lesson 9.
- Recall that in Lesson 9, students will use the Stories of Bird Helpers anchor chart to help them compare and contrast experiences between texts for the Unit 1 Assessment.

#### In advance:

- Strategically select a new student who is a strong reader to assist you with reading one of the parts of the “Bird Helpers” two-voice poem during the Opening. Consider previewing and perhaps practicing the poem with the student before the lesson.
- Distribute materials for Work Time C at student workspaces.
- Review the Questions We Can Ask during a Language Dive anchor chart as needed (begun in Module 3).
- Preview:
  - Language Dive Guide and consider how to invite conversation among students to address the language goals suggested under each sentence strip chunk (see supporting materials). Select from the language goals provided to best meet your students’ needs.
  - Page 7 of the Stories of Bird Helpers response journal to familiarize yourself with what will be required of students.
- Post: Learning targets, “Bird Helpers” two-voice poem, 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 1–3 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 vocabulary strategies through reading quality literature and role-playing.
- ELLs may find it challenging to stay focused during the vocabulary work with the “Bird Helpers” two-voice poem, as it is a long text with no illustrations and many new vocabulary words (see levels of support and the Meeting Students’ Needs column).

#### Levels of support

*For lighter support:*

- Invite the volunteer who was chosen in Lesson 7 to assist you in reading the part of the bird while you read the part of the bird helper.

*For heavier support:*

- In preparation for reading in the Opening of Lesson 9, assign lines to groups of students. Mark students’ lines in the individual student copies they got in Lesson 7 and practice reading the assigned lines with fluency.
- Consider sending home the annotated poem with the lines that students need to practice. Invite them to bring the poem back to use in the Opening of Lesson 9.
- Write the word *doctors* and the phrases *removed her injured eye* and *she healed* on cardstock to make sentence construction cards. Combine with the sentence construction cards from Work Time C in Lesson 7 to help students make compound sentences orally by manipulating the cards with these words and phrases. Remind them that instead of using the word Maggie twice, they can use the word she (see the Tactile Writing Practice in the Meeting Students’ Needs column in Work Time C).

#### Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support comprehension by activating prior knowledge and scaffolding connections for students. Continue to provide a visual display of questions and student responses on chart paper or the board during discussions.
- **Multiple Means of Action and Expression (MMAE):** This lesson offers several opportunities for students to engage in discussion with partners. Continue to support those who may struggle with expressive language by providing sentence frames to help them organize their thoughts.
- **Multiple Means of Engagement (MME):** Continue to remind students of the goal of the work they are doing with the poem and text in this lesson. Returning to the learning goals lifts up their value and relevance to students.

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

### New:

- peaceful, unsure, unwelcoming, damaged, remove (T)

### Review:

- solution (L)

## Materials

- ✓ “Bird Helpers” two-voice poem (from Lesson 6; one to display)
- ✓ L.4 Vocabulary Strategies anchor chart (begun in Lesson 3)
- ✓ Stories of Bird Helpers anchor chart (begun in Lesson 2; added to during Work Time A; see supporting materials)
- ✓ *Maggie the One-Eyed Peregrine Falcon* (from Lesson 7; one to display; for teacher read-aloud)
- ✓ *Maggie the One-Eyed Peregrine Falcon* Icon Set #1–7 (from Lesson 7; one to display)
- ✓ Stories of Bird Helpers anchor chart (begun in Lesson 2; example, for teacher reference)
- ✓ Language Dive Guide: *Maggie the One-Eyed Peregrine Falcon* (for teacher reference)
  - Questions We Can Ask during a Language Dive (begun in Module 3)
  - Chunk Chart: *Maggie the One-Eyed Peregrine Falcon* (for teacher reference)
  - Sentence Strip Chunks: *Maggie the One-Eyed Peregrine Falcon* (one to display)
- ✓ Stories of Bird Helpers response journal (from Lesson 2; added to during Work Time C; page 7; one per student)
- ✓ Stories of Bird Helpers response journal (from Lesson 2; example, for teacher reference)
- ✓ Icon Sentences Protocol anchor chart (begun in Lesson 2)
- ✓ *Maggie the One-Eyed Peregrine Falcon* Icon Sentence card set (one set per pair)

## Opening

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### A. Poem and Movement: “Bird Helpers” Two-Voice Poem (10 minutes)

- Display the **“Bird Helpers” two-voice poem** and follow the same routine from the Opening of Lesson 7 to reread the poem with a student volunteer.
- After an initial read of the poem with the volunteer, divide the class in half to have them echo-read the bird and helper lines, respectively, as you read the poem a second time.

- Direct students' attention to the posted learning targets and read the first one aloud:  
*"I can use the base word to help to determine the meaning of unknown words in a sentence."*
- Direct students' attention to the **L.4 Vocabulary Strategies Anchor Chart** and tell them that today they will use the second strategy on the chart (using the base word) to figure out the meaning of the bolded words in the poem.
- Point to the word *peaceful*.
- Using a total participation technique, invite responses from the group:  
*"What base word do you see in peaceful?" (peace)*
- Tell students that the ending -ful means full.
- Ask:  
*"What happens to the meaning of the word when you add the ending -ful to the base word peace?" (It means full of peace.)*
- Think aloud to confirm thinking. Say:  
*"If the ending -ful means full, then the word peaceful must mean full of peace. This makes sense because the line says that the breeze feels peaceful and free. It means full of calmness."*
- Point to the word *unsure*.
- Using a total participation technique, invite responses from the group:  
*"What base word do you see in unsure?" (sure)*
- Tell students that the beginning un- means not.
- Ask:  
*"What happens to the meaning of the word when you add the beginning un- to the base word sure?" (It means not sure or not certain.)*
- Think aloud to confirm thinking. Say:  
*"If the beginning un- means not, then the word unsure must mean not sure. This makes sense because the line says that the helper is unsure whether the bird will miss the windows."*
- Point to the word *unwelcoming* and follow the same routine described above to have students use the base word to help figure out the meaning of the word.  
*Conversation Cue: "How can the base word strategy help you understand words you don't know? I'll give you time to think and discuss with a partner." (Responses will vary.)*
- Give students specific, positive feedback on their work figuring out the meaning of unknown words in the poem.
- With excitement, tell students that in the next lesson they will help read and perform this two-voice poem for the class.

### Meeting Students' Needs

- For ELLs and students who may need additional support with reading fluency: (Reading with Fluency) Invite students to use their annotated copy of the poem from Lesson 7 to support reading with fluency. (MMAE)

- For ELLs: (Adding Visuals) As students discuss the meaning of the bolded words, write the words on the white board for students to see what the base words and beginning and ending parts are.
- For students who may need additional support with comprehension: Invite students to share familiar words containing the affixes -ful and un-. (MMR, MME)

## Work Time

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### A. Focused Read-aloud, Session 2: *Maggie the One-Eyed Peregrine Falcon*, Pages 15–26 (15 minutes)

- Refocus whole group.
- Direct students' attention to the posted learning targets and read the second aloud:
 

***“I can describe the solution and ending in Maggie the One-Eyed Peregrine Falcon.”***
- Direct students' attention to the **Stories of Bird Helpers anchor chart** and tell them that today they will complete the last three columns of the chart for this text. Review the chart as necessary.
- Direct students' attention to the L.4 Vocabulary Strategies anchor chart and tell them that they will continue to work on using these strategies to figure out the meaning of unknown words.
- Display pages 15–16 of *Maggie the One-Eyed Peregrine Falcon*.
- While referencing the L.4 Vocabulary Strategies anchor chart, tell students to use the first strategy on the chart (clues from other words) to figure out the meaning of the word *damaged* on page 15.
- Reread the second sentence on page 15 that begins “She learns that her ...,” prompting students to listen for the meaning of *damaged* in the text.
- Using a total participation technique, invite responses from the group:
 

***“What does the word damaged mean?” (broken or injured)***

***“How do you know?” (The text says, “... her left eye was damaged when she hit the building.”)***
- Think aloud to confirm thinking. Say:
 

***“Since Maggie damaged her eye when she hit the building, the word damaged must mean broken or injured.”***
- Define *damaged* (harmed from an injury).
- Direct students' attention back to the text and read pages 17–18 aloud.
- Point to the word *remove* on page 18 and tell students to use the second strategy on the chart (using the base word) to figure out the meaning of *remove* on page 18.
- Using a total participation technique, invite responses from the group:
 

***“What base word do you see in remove?” (move)***
- Tell students that the beginning *re-* means back.
- Ask:
 

***“What happens to the meaning of the word when you add the beginning re- to the base word move?” (It means to move back.)***

- Think aloud to confirm thinking. Say:  
*“If the beginning re- means back, then the word remove must mean to move back. This makes sense because the sentence says that the doctors carefully remove the injured eye. This means that the doctors are taking her eye out.”*
- Ask students to think about how the helpers helped solve Maggie’s problem and ask:  
*“Who helped Maggie?” (the doctors and special people at the wildlife hospital)*  
*“What did they do to help? What was the solution to Maggie’s problem?” (They removed her injured eye.)*
- Direct students’ attention back to the text and continue reading pages 19–26 aloud. Prompt students to listen for information about how the story ends.
- Using a total participation technique, invite responses from the group:  
*“What happens to Maggie?” (She begins to heal and learns she can never return to the wild without her left eye.)*  
*“How does the story end?” (Maggie becomes an education bird, which makes her happy.)*
- Invite a student volunteer to come up and place icons #5–7 from **Maggie the One-Eyed Peregrine Falcon Icon Set #1–7** in the appropriate columns of the anchor chart. Refer to the **Stories of Bird Helpers anchor chart (example, for teacher reference)** as necessary.  
*Conversation Cue: “What strategies/habits helped you succeed in this task? I’ll give you time to think and discuss with a partner.” (Responses will vary.)*
- Review the final three columns once completed. Tell students that they will use information from this chart when they write in their Stories of Bird Helpers response journal.

### Meeting Students’ Needs

- For ELLs (Discussing Icons) Discuss what each picture from the *Maggie the One-Eyed Peregrine Falcon Icon Set #1–7* represents.
- For students who may need additional support with comprehension by activating prior knowledge of the text: Invite students to summarize pages 1–14 of *Maggie the One-Eyed Peregrine Falcon* in 30 seconds with a partner. (MMR)

## Work Time

### B. Language Dive: *Maggie the One-Eyed Peregrine Falcon* (15 minutes)

- Invite students to play a couple of rounds of Bird Simon Says.
- Tell students they will now participate in a Language Dive.
- Direct students’ attention to the **Questions We Can Ask during a Language Dive anchor chart**.
- Think-Pair-Share:  
*“What is one question you can ask during a Language Dive?” (Responses will vary.)*
- Display and reread page 14 of *Maggie the One-Eyed Peregrine Falcon*.

- Focus on the sentence:
  - “If they remove it, Maggie can never return to the wild.”
- Use the **Language Dive Guide: *Maggie the One-Eyed Peregrine Falcon***, **Chunk Chart: *Maggie the One-Eyed Peregrine Falcon***, and **Sentence Strip Chunks: *Maggie the One-Eyed Peregrine Falcon*** to guide students through a Language Dive of the sentence.

### Meeting Students' Needs

- For students who may need additional support with motivation: Invite students to share one way that Language Dives help us better understand the text. (MME)

## Work Time

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

- Refocus whole group.
- Direct students' attention to the posted learning targets and read the third one aloud.
 

***“I can write about the solution and ending in *Maggie the One-Eyed Peregrine Falcon* using evidence from the text.”***
- Tell students that now they will discuss and write about what happened to Maggie.
- Follow the same routine from Work Time C of Lesson 2 to guide students through completing page 7 of their Stories of Bird Helpers response journal. Note: Students will write their response in the form of a compound sentence.
  - Think-Pair-Share:
 

***“Who helps Maggie?” (the doctors and other special people at the wildlife hospital)***

***“How does this solve the problem?” (They remove her injured eye.)***
  - Transition students back to their workspaces and invite them to complete page 7. Circulate to support them and refer to the **Stories of Bird Helpers response journal (answers, for teacher reference)** as necessary.

### Meeting Students' Needs

- For ELLs: (Tactile Writing Practice) Help students make compound sentences orally by manipulating the sentence construction cards (see Supporting English Language Learners).
- For ELLs and students who may need additional support with activating prior knowledge: (Using Charts: Conjunctions) Review the chart titled Conjunctions, begun in Lesson 5, to help students understand which conjunction might work best when writing compound sentences or using them in conversation. (MMR)
- 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 ‘*doctor maggie eye*.’ Can I learn what you think about what happened in the text by just reading those words? What can you tell me about what happened to Maggie? I want to hear more!”) (MME)

## Closing and Assessment

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### A. Icon Sentences Protocol: Respect and Compassion in *Maggie the One-Eyed Peregrine Falcon* (10 minutes)

- Tell students they are going to use 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 the previous lesson 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 distribute the ***Maggie the One-Eyed Peregrine Falcon*** Icon Sentence card set.
  - Guide students through the protocol using the following prompt:
    - “How did the doctor’s actions show compassion and respect toward Maggie in the text?”
- Give students specific, positive feedback on following specific steps of the Icon Sentences protocol.

### Meeting Students’ Needs

- For ELLs and students who may need additional support with comprehension: (Clarifying Meaning) Review the meaning of the word *actions*. Invite a student to rephrase the question. (Example: “What did the doctors do to show compassion and respect toward Maggie?”) (MMR)
- For students who may need additional support with sustained effort: Invite students to recall one way they recently showed compassion or respect outside of the classroom. (MMR, MME)