

Lesson 9: Unit 1 Assessment: Comparing and Contrasting *Pierre the Penguin* and *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.
- **RL.1.9:** Compare and contrast the adventures and experiences of characters in stories.
- **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.1.1j:** 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.



Daily Learning Targets

- I can compare and contrast the experiences of characters from *Pierre the Penguin* and *Maggie the One-Eyed Peregrine Falcon*. (RL.1.1, RL.1.3, RL.1.9, W.1.8, SL.1.2, L.1.1, L.1.2)

Ongoing Assessment

- In the Closing, monitor students' growing understanding about the module guiding question and use the data to inform introductory lessons in Unit 2.

Agenda

1. Opening

- A. Developing Language: "Bird Helpers" Two-Voice Poem (10 minutes)

2. Work Time

- A. Unit 1 Assessment, Part I: Comparing *Pierre the Penguin* and *Maggie the One-Eyed Peregrine Falcon* (20 minutes)
- B. Unit 1 Assessment, Part II: Contrasting *Pierre the Penguin* and *Maggie the One-Eyed Peregrine Falcon* (20 minutes)

3. Closing and Assessment

- A. Reflecting on Learning (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- Before taking the Unit 1 Assessment, students celebrate their learning by reading through the two-voice poem together as a class.
- Students use the icons from the Stories of Bird Helpers anchor chart to compare and contrast the texts *Pierre the Penguin* and *Maggie the One-Eyed Peregrine Falcon* for the Unit 1 Assessment (RI.1.1, RI.1.3, RI.1.9). Not only will students use the icons to compare and contrast the experiences from both texts, but they will also use evidence from the texts to write a sentence about the similarities and differences. Students first choose icons and write a sentence to compare the stories and then repeat this process to contrast the stories.
- In the Closing, students start reflecting on the module guiding question: “Why should we care about birds?” They discuss that we care for birds because sometimes they need help. This discussion is the beginning of the Module Guiding Question anchor chart and of a module-long discussion.

How this lesson builds on previous work:

- Students have done extensive work with the two-voice poem using vocabulary strategies. This lesson uses the poem as a fun read-through to practice fluency and to give students a chance for movement.
- In Lessons 2–8, students kept notes on the experiences and characters in the unit’s texts by creating the Stories of Bird Helpers anchor chart using icons. In Lesson 6, students practiced comparing and contrasting *The Lion and the Bird* and *Pierre the Penguin*. In this lesson, students use the icons from the anchor chart to compare and contrast two different texts.

Areas in which students may need additional support:

- Students may need help reading the poem in the Opening. Read along with each student group and point to the words so that each group knows when it is their time to read.
- Students may need help keeping up with the steps of the assessment. Circulate to ensure that all students are on the same step together and repeat any of the steps necessary to help them keep up. Allow students to complete their work at a different time if they feel frustrated with the pace or the whole group instructions.
- Some students may need additional support with motor skills. Consider pre-cutting some students’ Unit 1 Assessment icons before this lesson.
- The Closing references the letter from the ornithologist (Lesson 1). Consider quickly rereading the letter aloud before asking students to reflect.

Down the road:

- Students will continue to practice their vocabulary strategies in Unit 2.
- Students will revisit the module guiding question in Unit 2 after learning about a new reason to care about birds.

In advance:

- Prepare the Unit 1 Assessment and distribute materials for Work Times A and B at student workspaces (see Assessment Overview and Resources).

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 by inviting them to complete assessment tasks similar to the classroom task completed in Lesson 6.
- Ensure that ELLs understand the assessment directions. Answer their questions, refraining from supporting them with the skill being assessed. See additional support in the lesson.
- After the assessment, ask students to discuss what was easiest and what was most difficult on the assessment, and why. In future lessons, focus on the language skills that will help students address these assessment challenges.
- Allow time for students to grapple with completing this assessment independently before providing support. Grappling will help them build independence and offer an opportunity to assess what they are able to do independently.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support students as they generalize skills that they learned in this unit to set themselves up for success on the unit assessment.
- **Multiple Means of Action and Expression (MMAE):** Continue to support students in setting appropriate goals for their effort and the level of difficulty expected during the unit assessment.
- **Multiple Means of Engagement (MME):** Invite students to reflect on their learning from previous lessons to support understanding the value and relevance of the assessment in this lesson. Continue to provide prompts and sentence frames for those students who require them.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

Review:

- compare, contrast (L)

Materials

- ✓ “Bird Helpers” two-voice poem (from Lesson 6; one to display)
- ✓ Comparing and Contrasting *The Lion and the Bird* and *Pierre the Penguin* anchor chart (begun in Lesson 6)
- ✓ Stories of Bird Helpers anchor chart (completed in Lesson 8)
- ✓ Unit 1 Assessment Icon Set (one per student and one to display; see Assessment Overview and Resources)
- ✓ Unit 1 Assessment: Compare Sheet (one per student; see Assessment Overview and Resources)
- ✓ Scissors (one pair per student)
- ✓ Glue stick (one per student)
- ✓ Unit 1 Assessment: Compare Sheet (example, for teacher reference; see Assessment Overview and Resources)
- ✓ Unit 1 Assessment: Contrast Sheet (one per student; see Assessment Overview and Resources)
- ✓ Unit 1 Assessment: Contrast Sheet (example, for teacher reference; see Assessment Overview and Resources)
- ✓ Module Guiding Question anchor chart (new; co-created with students during the Closing; see supporting materials)
- ✓ Module Guiding Question anchor chart (example, for teacher reference)

Opening

A. Developing Language: “Bird Helpers” Two-Voice Poem (10 minutes)

- Gather students whole group.
- Display the **“Bird Helpers” two-voice poem**.
- Give students specific, positive feedback on their work in previous lessons with the vocabulary in the poem.
- Share with them that you’d like to have them all help you read the poem today!
- Read aloud the poem slowly and fluently.

- Invite students to chorally read the poem with you a second time.
- Tell students they will get to act the part as you assign them a role to read in the poem.
- Divide the class in half and assign each half a role in the poem.
- Invite students to begin reading their parts aloud as you point to the words in the poem.
- As time permits, invite students to stand and use their body to act out more of their role as they reread the poem aloud.

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. (MMR)
- For students who may need additional support with sustained effort: Provide differentiated mentors by seating students who may be more confident reading aloud near students who may not feel as confident. (MMAE)

Work Time

A. Unit 1 Assessment, Part I: Comparing *Pierre the Penguin* and *Maggie the One-Eyed Peregrine Falcon* (20 minutes)

- Direct students' attention to the posted learning target and read it aloud:
"I can compare and contrast the experiences of characters from *Pierre the Penguin* and *Maggie the One-Eyed Peregrine Falcon*."
- Turn and Talk:
"What does it mean to compare two things?" (to find things that are the same/similar)
"What does it mean to contrast two things?" (to find things that are different)
- Select one or two volunteers to share in his or her own words what the class will be doing in the lesson.
- Direct students' attention to the **Comparing and Contrasting *The Lion and the Bird* and *Pierre the Penguin*** anchor chart.
- Remind students that they have been practicing comparing and contrasting with other stories in this unit.
- Direct students' attention to the **Stories of Bird Helpers anchor chart**.
- Point out that this anchor chart has all of the notes from the stories they read and will help them remember the characters and experiences from each one.
- Point to the row for *Pierre the Penguin*.
- Using a total participation technique, invite students to respond as you point to each icon in the row:
"What is this an icon of?" (Responses will vary depending on the column.)
"What does this icon tell us about the story?" (Responses will vary depending on the column.)
Conversation Cue: "Who can tell us what your classmate said in your own words?" (Responses will vary.)

- Repeat this process for the row concerning *Maggie the One-Eyed Peregrine Falcon*.
- Tell students they will start by comparing the characters and experiences in the two texts.
- Display the icons from the **Unit 1 Assessment Icon Set**.
- Share with students the steps they will follow to compare the two texts:
 1. Choose two icons from the Unit 1 Assessment Icon Set to help them make a sentence about how the two stories are the same.
 2. Cut out the specific Unit 1 Assessment icons and glue them to their paper.
 3. Write one compound sentence using evidence from the books.
- Transition students to their workspace and point out the Unit 1 Assessment Icon Sets and **Unit 1 Assessment: Compare Sheets** already there.
- Lead students through Part I of the assessment while circulating to check on their progress:
 - Invite students to put their fingers on two icons that show how Pierre’s and Maggie’s experiences are the same.
 - Tell students to whisper their sentence into their hand. Remind them to try to answer with a compound sentence.
 - Invite students to use **scissors** to cut out each of the icons they chose.
 - Invite students to use a **glue stick** to glue each icon into the boxes on the Unit 1 Assessment: Compare Sheet.
 - Tell students to whisper their sentence into their hand one more time.
 - Invite students to write their sentence on the Unit 1 Assessment: Compare Sheet.
- Refer to the **Unit 1 Assessment: Compare Sheet (example, for teacher reference)** as necessary.
- When students have finished, invite them to put their Unit 1 Assessment: Compare Sheet to the side and tidy their space, if necessary.
- Tell students they will now use the icons to help them contrast the stories.

Meeting Students’ Needs

- For ELLs: (Giving Directions) Ensure that ELLs clearly understand all assessment directions. Rephrase directions for them as needed. Monitor during the assessment to see that students are completing the assessment correctly. Stop those who are on the wrong track and make sure they understand the directions.
- For ELLs and students who may need additional support with strategy development: (Using Visuals: Steps) To support students during the Unit 1 Assessment, create a brief list of steps for completing the Compare and Contrast Sheets: choose two icons, make a sentence, cut out icons, glue them, write the sentence. (MMAE)
- For ELLs and students who may need additional support with organizing ideas for written expression: (Sentence Frames) Use sentence frames to help students write their sentences. (Examples: The characters’ experiences are the same because _____. The characters’ experiences are different because _____.)
- Before providing sentence frames or additional modeling during writing, observe student interaction and allow them to grapple. Provide supportive frames and demonstrations only after students have grappled with the task. Observe the areas in which they struggle to target appropriate support. (MMAE, MME)

Work Time

B. Unit 1 Assessment, Part II: Contrasting *Pierre the Penguin* and *Maggie the One-Eyed Peregrine Falcon* (20 minutes)

- Repeat the process from Work Time A to lead students through Part II of the assessment using the Unit 1 Assessment Icon Set and the Unit 1 Assessment: Contrast Sheet.
- Circulate to check on students' progress. Refer to the Unit 1 Assessment: Contrast Sheet (example, for teacher reference) as necessary.
- When students have finished, collect their Unit 1 Assessment sheets and invite them to clean their workspace, if necessary.
- Give students specific, positive feedback for persevering through the Unit 1 Assessment.

Meeting Students' Needs

- For ELLs and students who may need additional support: Use supports from Work Time A as needed.

Closing and Assessment

A. Reflecting on Learning (10 minutes)

- Gather students whole group.
- Invite students to do a quick round of Bird Simon Says before taking a seat.
- Using a total participation technique, invite responses from the group:
“What was the challenge the ornithologist gave us in his letter?” (to read stories to find out how characters in stories help care for birds)
Conversation Cue: “Can you figure out why the ornithologist gave us that challenge? I’ll give you time to think and discuss with a partner.” (Responses will vary.)
- Tell students they have worked hard to read about how characters help birds.
- Direct students' attention to the **Module Guiding Question anchor chart** and read the question at the top:
 - “Why should we care about birds?” (Responses will vary, but should reference caring for birds that are in trouble or in need.)
- Give students 30 seconds of think time and then, using a total participation technique, invite responses from the group:
Conversation Cue: “Who can add on to what your classmate said? I’ll give you time to think.” (Responses will vary.)
- As students share out, capture their responses by adding a bullet to the anchor chart. Refer to the **Module Guiding Question anchor chart (example, for teacher reference)** as necessary.
- Tell students they will revisit this anchor chart in the next unit after they have learned a little more about birds.

Meeting Students' Needs

- For ELLs: (Celebrating Learning) Consider giving feedback on what an ELL student did well. This will help the student to build his or her self-confidence and to identify and repeat the success next time.
- For students who may need additional support with comprehension: Invite students to restate or rephrase the module guiding question before answering. (MMR, MMAE)