

Lesson 3: Focused Read-aloud: "What's Best? The Debate about Pale Male's Nest"



CCS Standards

- **RI.1.1:** Ask and answer questions about key details in a text.
- **RI.1.2:** Identify the main topic and retell key details of a text.
- **RI.1.4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- **RI.1.7:** Use the illustrations and details in a text to describe its key ideas.
- **RI.1.9:** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- **W.1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **L.1.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.1.1d:** Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- **L.1.1h:** Use determiners (e.g., articles, demonstratives).
- **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).
- **L.1.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).



Daily Learning Targets

- I can use vocabulary strategies to help identify the main idea and key details of the text "What's Best? The Debate about Pale Male's Nest." (RI.1.1, RI.1.2, RI.1.4, RI.1.7, RI.1.9, L.1.4, L.1.4a, L.1.4b, L.1.4c)
- I can write my opinion on what should happen to Pale Male's nest. (W.1.8, L.1.1d, L.1.6)

Ongoing Assessment

- During the focused read-aloud in Work Time A, monitor students' understanding of the informational text to clear up any misunderstandings. (RI.1.1, RI.1.2, RI.1.7)
- During the Opening and Work Time A, use the Language Checklist to gather baseline data for new standards and to check progress on reviewed standards (see Assessment Overview and Resources). (L.1.1d, L.1.4, L.1.4a, L.1.4b, L.1.4c, L.1.6)

Agenda

1. Opening

A. Engaging the Learner: “Two Sides of the Story” (10 minutes)

2. Work Time

A. Focused Read-aloud: “What’s Best? The Debate about Pale Male’s Nest” (20 minutes)

B. Language Dive: “What’s Best? The Debate about Pale Male’s Nest” (15 minutes)

C. Independent Writing: Pale Male Research Notebook (10 minutes)

3. Closing and Assessment

A. Reflecting on Learning (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- In the Opening, students continue practicing the four-beat rhythm of the jazz chant “Two Sides of the Story” while deepening their understanding of the determiners this, these, that, and those in the chant.
- In Work Time A, students participate in a focused read-aloud of an informational text about Pale Male. This text reveals the different opinions people in New York City hold about Pale Male’s nest. Students practice their vocabulary strategies as they listen to key details in order to understand the main topic of the text. Consider using the Language Checklist to continue gathering data on student progress on L.1.4.
- In Work Time B, students participate in a Language Dive that guides them through the meaning of a sentence from “What’s Best? The Debate about Pale Male’s Nest.” The focus of this Language Dive is on understanding and using determiners (L.1.1h). Students then apply their understanding of the meaning and structure of this sentence when discussing their opinion about Pale Male’s nest and when writing their opinion paragraph in Lessons 8–9. Refer to the Module 1 Appendix for additional information regarding a consistent Language Dive routine.
- In Work Time C, students write their initial opinion on whether Pale Male’s nest should stay up or come down. Consider using this as a pre-assessment for W.1.1. Look to see whether students are including parts of an opinion paragraph as well as key statements that indicate progress on Language standards, such as “I think” and “because” (to connect the opinion statement to the reason).
- Continue using the routines established in Module 3 for transitioning students back to their workspaces (e.g., Bird Boogie, Feathered Friends, etc.).

How this lesson builds on previous work:

- In Lesson 2, students read *City Hawk: The Story of Pale Male*. In this lesson, students are introduced to the varying opinions about Pale Male’s nest and the decision on whether to keep the nest up or take the nest down.
- Students continue to practice showing empathy while listening to and sharing opinions.

- Continue to use Goals 1–4 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- Apply supports from Lesson 2 for the jazz chant.
- Consider color-coding important vocabulary or statements in the informational text to help students understand the text. Additionally, consider creating opportunities for movement for students to stretch as well as internalize the content in a different way. (Example: Students could pretend to be paparazzi to show that the birds are becoming famous.)

Down the road:

- Students will continue to revisit the dilemma of Pale Male’s nest throughout this unit. In Lesson 4, students will reread the informational text to find supporting reasons for each opinion.
- Although the writing in this lesson is a pre-assessment, students will write a formal opinion paragraph for their Unit 2 Assessment to support one opinion about Pale Male’s nest later in the unit.

In advance:

- Preview:
 - Focused read-aloud in Work Time A and consider marking pages in the book with questions.
 - 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.
- Review the Questions We Can Ask during a Language Dive anchor chart (begun in Module 3).
- Pre-distribute materials for Work Time C at student workspaces.
- 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 1–3 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 focused read-aloud “What’s Best? The Debate about Pale Male’s Nest” during Work Time A and post for families to watch at home to discuss vocabulary and the different opinions in the text. Reference this video during upcoming lessons.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 1.I.B.6, 1.I.B.8, 1.II.C.6, 1.I.C.10, and 1.I.C.12

Important points in the lesson itself

- The basic design of this lesson supports ELLs through opportunities to learn language through a jazz chant and to engage with a text that reveals the debate about Pale Male’s nest.
- In Wok Time A, ELLs may find naming the reasons for the opinions the birdwatchers and the neighbors have about Pale Male’s nest challenging (see levels of support and the Meeting Students’ Needs column).

Levels of support

For lighter support:

- After reading the learning target in Work Time A, review who Pale Male was and why he was special using the text *City Hawk: The Story of Pale Male*. Bring students’ attention to the fact that both texts, “What’s Best? The Debate about Pale Male’s Nest” and *City Hawk: The Story of Pale Male*, are about the same bird.

For heavier support:

- Practice using the determiners this, these, that, and those by making up sentences with different quantities of a common classroom item and positioning yourself close to or far away (e.g., these chairs, this chair, those chairs, that chair).
- Circle or highlight in the text the reasons for the opinions the birdwatchers and the neighbors have about Pale Male’s nest.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Recall that some students may benefit from having an individual copy of the chant to follow along in near-point as it is read aloud. Support transfer of learning by offering multiple representations of the chant. Consider providing an annotated or illustrated copy of the chant for students as support for information processing strategy development and comprehension.
- **Multiple Means of Action and Expression (MMAE):** Continue to support students as they set appropriate goals for their level and the level of difficulty expected.
- **Multiple Means of Engagement (MME):** Invite students to reflect on their learning from previous lessons in this unit to support them in understanding the value and relevance of the activities 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

New:

- debate, nuisance, similar, dine, dangerous, pedestrians (T)
- some, opinion (L)

Review:

- main topic, key details, empathy (L)

Materials

- ✓ “Two Sides of the Story” (from Lesson 2; one to display)
- ✓ Rhythmic Beat of “Two Sides of the Story” Jazz Chant (from Lesson 2; for teacher reference)
- ✓ “What’s Best? The Debate about Pale Male’s Nest” (one to display; for teacher read-aloud)
- ✓ Language Dive Guide I: “What’s Best? The Debate about Pale Male’s Nest” (for teacher reference)
 - Questions We Can Ask during a Language Dive (begun in Module 3)
 - Chunk Chart I: “What’s Best? The Debate about Pale Male’s Nest” (for teacher reference)
 - Sentence Strip Chunks I: “What’s Best? The Debate about Pale Male’s Nest” (one to display)
- ✓ Pale Male research notebook (from Lesson 2; added to during Work Time C; page 2; one per student and one to display)
- ✓ Pale Male research notebook (from Lesson 2; example, for teacher reference)

Opening

A. Engaging the Learner: “Two Sides of the Story” (10 minutes)

- Gather students whole group.
- Display **“Two Sides of the Story.”**
- Remind students that in a jazz chant, you say the words while keeping a 1, 2, 3, 4 beat.
- Invite students to join you as you clap and say 1, 2, 3, 4 for each beat.
- Invite students to join you as you say the entire jazz chant while clapping the 1, 2, 3, 4 beat. Refer to the Rhythmic Beat of “Two Sides of the Story” Jazz Chant (for teacher reference) as necessary.
- Using a total participation technique, invite responses from the group:
 - “What is this jazz chant mostly about?” (birdwatchers and neighbors talking about what they think about some birds; people giving their opinion about birds)***
 - Conversation Cue: “Can you give an example of what they think about birds?” (Responses will vary.)***
- Direct students’ attention back to the jazz chant and focus them on the underlined words. Read them aloud and ask:
 - “What are the words that are underlined?” (They are words that show what is close by and what is far away from the speakers.)***
 - Conversation Cue: “Can you say more about that?” (Responses will vary.)***

- Tell students that determiners are also used to talk about the number of things. Divide the class into two groups, one for the birdwatchers and one for the neighbors, and invite them to stand in front of each other a distance apart.
 - Draw a quick sketch of two birds in a nest on a white board and prop it up on the floor right in front of the neighbors group.
 - Stand by the sketch and point to the nest. Tell students the neighbors say “this nest” because there is only one nest and it is close to them.
 - Point to the birds and tell students the neighbors say “these birds” because there are two birds and they are close to them.
 - Move away from the sketch to stand by the birdwatchers and point to the sketch. Tell students the birdwatchers say “that nest” because there is only one nest and it far away from them.
 - Point to the sketch again and tell students the birdwatchers say “those birds” because there are two birds and they are far away from them.

Conversation Cue: *“How does our discussion add to your understanding of the words that and this? I’ll give you time to think and discuss with a partner.” (Responses will vary.)*

- Say the whole jazz chant chorally while clapping the 1, 2, 3, 4 beat.
- Tell students that they can choose to clap the beat with you or point to the nest and stomp their feet as they say the jazz chant.

Meeting Students’ Needs

- For ELLs and students who may need additional support with comprehension: (Annotating Jazz Chant) Review the annotated jazz chant and continue to annotate it to show major stresses, intonation, and linking. (Examples: Place backward slashes to show phrases and pauses, circle words that are stressed, connect words that link together and sound almost like one word.) (MMR)
- ELLs: (Pronouncing Correctly) Invite students to practice pronouncing the determiners this, these, that, and those.
- For students who may need additional support with visual perception: Provide individual copies of the chant for near-point display. (MMR)

Work Time

A. Focused Read-aloud: “What’s Best? The Debate about Pale Male’s Nest”

(20 minutes)

- Direct students’ attention to the posted learning targets and read the first one aloud:

“I can use vocabulary strategies to help identify the main idea and key details of the text ‘What’s Best? The Debate about Pale Male’s Nest.’”
- Turn and Talk:

“What is the main topic?” (what the text is mostly about)
- Remind students that *key details* are words, sentences, or clues in the photographs that tell the reader about the main topic.

- Tell students that you are going to ask some questions about key details in the text so that you can figure out the main idea.
- Display **“What’s Best? The Debate about Pale Male’s Nest.”**
- Using a total participation technique, invite responses from the group:
 - “What does the word *debate* mean?” (a discussion involving people who feel differently about a topic)**
 - “How does this text seem similar to or different from the text we read in the last lesson?” (The previous text was a book, and this is a short article; the previous text was literature, and this is informational; they are both about Pale Male.)**
- Read the text aloud.
- Tell students that you are going to reread the text so they can help identify some key details. The key details will help to figure out the main topic.
- Begin reading the text aloud. Stop after reading:
 - “Some neighbors who live in the apartment building are not quite as happy. They think these birds are a nuisance and something has to be done. In the end, the nest may need to be removed.”
- Use a total participation technique to invite responses from the group and continue to do so each time you elicit responses from the group during the read-aloud:
 - “How did the neighbors feel?” (not quite as happy)**
 - “How many neighbors were not happy?” (some)**
 - Conversation Cue: “What, in the text, makes you think so?” (Responses will vary.)**
- Tell students that *some* is a word that tells us how many. *Some* means more than one but not all.
- Ask:
 - “Who are ‘these birds?’” (Pale Male and Lola)**
- Define *nuisance* (a person or thing that annoys).
- Continue reading. Stop after reading:
 - “‘Leave that nest up!’ the birdwatchers are saying. They think the nest should stay where it is.”
- Ask:
 - “Who thinks the nest should stay where it is?” (the birdwatchers)**
 - “How do you think the nest makes the birdwatchers feel?” (happy)**
 - Conversation Cue: “What, in the text, makes you think so?” (Responses will vary.)**
- Tell students that as you read the rest of the paragraph, they should listen for reasons the birdwatchers want to leave the nest up. If they hear a reason, they can pat their head.
- Continue reading aloud. Stop after reading:
 - “There are many reasons why the birdwatchers want the nest to be left up.”
- Turn and Talk:
 - “The author said that tall buildings are similar to trees. What does similar mean? How do you know?” (the same; sentence clues)**
 - “The author said, ‘Hawks can easily find food in the big city (they love to dine on rats, mice and pigeons).’ What does the word dine mean? How do you know?” (to eat; clues or similar to dinner)**

- Continue reading. Stop after reading:
 - “Many of those who live in the apartment building want the nest to be taken down. ‘Take that nest down!’ they are saying.”
- Ask:
 - “What nest needs to come down?” (Pale Male and Lola’s nest)**
 - “Who wants the nest to come down?” (neighbors)**
 - “Do all of the neighbors want the nest down? How do you know?” (no; the text says, “many of”)**
 - Conversation Cue: “How did our discussion add to your understanding of the debate about Pale Male’s nest? I’ll give you time to think and discuss with a partner.” (Responses will vary.)**
- Tell students that as you read the rest of the paragraph, they should listen for reasons the neighbors want to take the nest down. If they hear a reason, they can pat their head.
- Read aloud the remainder of the text.
- Turn and Talk:
 - “The author said parts of the nest fall onto the sidewalk below, which is dangerous. What does dangerous mean? How do you know?” (not safe; base word is danger)**
 - “The author said that the nest is dangerous for the pedestrians who walk there. What does the word pedestrian mean? How do you know?” (person who is walking; sentence clues)**
- Ask:
 - “What is this text mostly about?” (People have different opinions about what should happen to Pale Male’s nest. Some people think Pale Male’s nest should be left up, and other people think the nest should be taken down.)**
 - Conversation Cue: “How did our discussion add to your understanding of key details in the text? I’ll give you time to think and discuss with a partner.” (Responses will vary.)**

Meeting Students’ Needs

- For ELLs and students who may need additional support with vocabulary: (Defining Words) Define reason as an explanation for an opinion. (MMR)
- For ELLs and students who may need additional support with language: (Annotating Text: Context Clues) Annotate the sentences in the text where the words dine and pedestrians are. Think aloud about clues in other words in the sentence to figure out the meaning of each word. (Example: Circle the word *pedestrians* and connect it to the words *walk* and *sidewalk* with arrows.) (MMR)
- For ELLs: (Using Strategies to Determine the Meaning of a Word: Finding the Extra Parts at the End of a Word) Draw a box around the extra part in the word *dangerous* in another color to highlight the extra part of the word and the root word.
- For students who may need additional support with auditory processing: Provide individual copies of “What’s Best? The Debate about Pale Male’s Nest” for students to follow along as it is read aloud. (MMR, MME)

Work Time

B. Language Dive: “What’s Best? The Debate about Pale Male’s Nest,” “Hawks in the Big City” (15 minutes)

- Invite students to play a couple of rounds of Bird Simon Says.
- Tell students they will now participate in a Language Dive.
- Focus students’ attention on 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.)*
- Reread the “Hawks in the Big City” section of “What’s Best? The Debate about Pale Male’s Nest.”
- Focus on the sentence:
 - “All the birdwatchers are angry and upset, but others think it is the right thing to do.”
- Use the **Language Dive Guide I: “What’s Best ? The Debate about Pale Male’s Nest”** and **Chunk Chart I: “What’s Best ? The Debate about Pale Male’s Nest”** to guide students through a Language Dive of the sentence. Display the **Sentence Strip Chunks I: “What’s Best ? The Debate about Pale Male’s Nest.”**

Meeting Students’ Needs

- For students who may need additional support with oral language and processing:
 - Allow ample wait time after asking questions during the Language Dive. (MME, MMAE)

Work Time

C. Independent Writing: Pale Male Research Notebook (10 minutes)

- Direct students’ attention to the posted learning targets and read the second one aloud:
 - *“I can write my opinion on what should happen to Pale Male’s nest.”*
- Turn and Talk:
 - *“What is an opinion?” (what you think about something)*
- Using a total participation technique, invite responses from the group:
 - *“What two opinions do people have about Pale Male’s nest?” (It should stay up; it should come down.)*
- Use the same routine from Work Time C of Lesson 2 to guide students through completing page 2 of their **Pale Male research notebook**:
 - Display page 2 of the Pale Male research notebook and read aloud the first sentence, pointing to each word as you do so:
 - “Do you think we should leave Pale Male’s nest up or take it down?”
 - Turn and Talk, using the sentence stem “I think ____.”

- Use a routine established in Module 3 to transition students back to their workspaces.
- Point out the Pale Male research notebooks already there and invite students to take theirs and turn to page 2.
- Reread the question and invite students to write their answer.
- Circulate to support students as necessary. Refer to the **Pale Male research notebook (example, for teacher reference)**.
- After a few minutes, invite students to turn to the cover of their notebook.

Meeting Students' Needs

- For ELLs and students who may need additional support with organizing ideas for verbal expression: (Verbal Writing Practice) Allow students to discuss and rehearse their sentences before writing. Consider providing a sentence frame. (MMAE)
- For students who may need additional support with writing fluency: Invite students to rehearse their answer aloud twice. On the second time, invite them to draw a line for each word they will write. (MMAE)

Closing and Assessment

A. Reflecting on Learning (5 minutes)

- Invite students to point to the words in the unit guiding question on their notebook cover as it is read aloud:

“Why do people have different opinions about birds?”

- Tell students that the neighbors and the birdwatchers in the informational text had different opinions.
- Using a total participation technique, invite responses from the group:

“What was the birdwatchers’ opinion?” (leave the nest up)

“What was the neighbors’ opinion?” (take the nest down)

Conversation Cue: “Who can tell us what your classmate said in your own words?” (Responses will vary.)

- Share that many bad things could have happened between the neighbors and the birdwatchers because they had different opinions.
- Remind students that one way to have different opinions in a kind way is to show empathy.
- Tell students that in upcoming lessons, they will get a chance to share more of their opinion in an empathetic and respectful way.

Meeting Students' Needs

- For ELLs: (Defining Words) Define empathy as understanding how others feel and discuss how this affects decisions, experiences, and opinions.