

Lesson 7: Unit 3 Assessment: Identifying Reasons Humans Need Birds



CCS Standards

- **RI.1.1:** Ask and answer questions about key details in a text.
- **RI.1.3:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI.1.4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- **RI.1.8:** Identify the reasons an author gives to support points in a text.
- **W.1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **SL.1.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.1.1a:** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.1.1b:** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **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.1.1f:** Use frequently occurring adjectives.
- **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 identify the reasons the author gives to support the point that birds help people. (RI.1.1, RI.1.4, RI.1.8, SL.1.2)
- I can use different strategies to determine the meaning of new words. (RI.1.4, L.1.4, L.1.4a, L.1.4b, L.1.4c)
- I can discuss my opinion, using a compelling reason to support it. (SL.1.1, SL.1.1a, SL.1.1b)

Ongoing Assessment

- During the Opening, use the Language Checklist to track student progress toward L.1.1f (see Assessment Overview and Resources).
- During the Vote with Your Feet protocol in Work Time B, use the Speaking and Listening Checklist to track student progress toward SL.1.1, SL.1.1a, and SL.1.1b (see Assessment Overview and Resources).

Agenda

1. Opening

- A. Developing Language: Bird Adjectives (10 minutes)

2. Work Time

- A. Unit 3 Assessment: Identifying Reasons People Need Birds (20 minutes)
- B. Vote with Your Feet Protocol: Reasons We Need Birds (15 minutes)

3. Closing and Assessment

- A. Shared Writing: We Need Birds Anchor Chart (10 minutes)
- B. Reflecting on Learning: Working to Contribute to a Better World (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- During the Opening, students are introduced to three adjectives that can be used to describe birds. In today's lesson, they practice sharing the word and definition with a classmate. This lesson is the first of four that teach students different adjectives that can be used to describe birds. They ultimately use these adjectives when writing their informative paragraph for the performance task.
- In Work Time A, students complete the Unit 3 Assessment, in which they listen to a short text read aloud and identify the reasons that the author gives to support the point that people need birds. Students also answer two short-constructed responses about the meaning of two vocabulary words from the assessment text. Encourage students to use the strategies practiced in previous lessons.
- In Work Time B, students use the Vote with Your Feet protocol to choose the reason they think birds are most important. Students use the facts from the We Need Birds anchor chart and the assessment text to support their opinion.
- In Closing A, students follow the same routine from Lessons 5–6 to complete the We Need Birds anchor chart with information gained from the Unit 3 Assessment text.
- In Closing B, students revisit the habit of character “I can apply my learning to help my school and community” by reflecting on all the ways they have learned to help birds and talking about which strategy they would most like to use.
- This lesson includes several anchor charts for students to reference while they are working. Based on your students, consider which anchor charts are most beneficial to display and prioritize these to maximize space and to ensure students have access to the most relevant anchor charts.

How this lesson builds on previous work:

- In Lessons 4–6, students participated in listening exercises that required them to listen to a text and identify reasons an author gives to support her point in the text. In this lesson, students will use these skills from the listening exercises to complete the Unit 3 Assessment.
- In Unit 2, students used the Vote with Your Feet protocol to share their opinion about what should happen to Pale Male’s nest. In this lesson, they use it again to consider the reason birds are most important and why.
- In Lesson 1, students were introduced to a new habit of character: “I can apply my learning to help my school and community.” In this lesson, they revisit this habit of character with their new learning in mind.

Areas in which students may need additional support:

- This is the first lesson in this module in which students read and define adjectives that can be used to describe birds. Encourage all students to interact with their classmates and the vocabulary and assure them that this routine will be practiced again and again.
- Some students may find it challenging to reread the words and definitions used in the Bird Adjectives activity in the Opening. Consider previewing the words and definitions by reading them aloud. Also consider adding picture visuals to the word cards (e.g., a picture of something amazing on the amazing word card).
- Students may need additional support during the assessment. Consider rereading the text as needed, inviting students to independently talk through each of the icons or prompting students with questions that help them use strategies. (Example: “What vocabulary strategy are you going to try here?”)

Down the road:

- In Lesson 8, students will continue to use the same Bird Adjective cards used in the Opening, except students will also begin to discuss examples that show why you might describe a bird with the specific adjective.
- In Lesson 8, students will vote on a local bird that they will use to create a scientific drawing for their Feathered Friends Saver. Before Lesson 8, select six different birds from your geographical area. Prepare the voting sheet for Lesson 8 by inserting small pictures and names of local birds.

In advance:

- Prepare the Unit 3 Assessment (see Assessment Overview and Resources).
- Prepare the We Need Birds anchor chart by filling in the icons under the “People need birds” column (see supporting materials).
- Distribute materials for the assessment during Work Time A at student workspaces.
- Post: Learning targets, “Fascinating Birds” jazz chant, and applicable anchor charts (see materials list).

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 I.B.6

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to demonstrate their skill in listening to a text read aloud to identify an author’s supporting reasons and to define new vocabulary.
- ELLs may find the assessment challenging. Encourage students to consult classroom resources and give them specific, positive feedback on the progress they’ve made learning English.
- Ensure that ELLs understand the assessment directions. Answer their questions, refraining from supplying answers to the assessment questions themselves (see additional support in the lesson).
- After the assessment, ask students to discuss which part of the assessment was easiest and which was most difficult and why. In future lessons, focus on the language skills that will help students address these assessment challenges.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support comprehension by activating prior knowledge and scaffolding connections for students.
- **Multiple Means of Action and Expression (MMAE):** Continue to support students in setting appropriate goals for their level and the level of difficulty expected.
- **Multiple Means of Engagement (MME):** Recall that some students may need additional support in linking the information presented in the text back to the learning target. Invite students to make this connection 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:

- amazing, important, fascinating, harmful, useful (L)

Review:

- adjective (L)

Materials

- ✓ Bird Adjectives anchor chart (new; teacher-created; see supporting materials)
- ✓ Bird Adjectives anchor chart (example, for teacher reference)
- ✓ Back-to-Back and Face-to-Face Protocol anchor chart (begun in Module 1)
- ✓ Bird Adjective cards 1–3 (one card per student)
- ✓ We Need Birds anchor chart (begun in Lesson 5; added to during the Closing; see supporting materials)
- ✓ L.4 Vocabulary Strategies anchor chart (begun in Unit 2, Lesson 3)
- ✓ Unit 3 Assessment: Identifying Reasons People Need Birds (one per student; see Assessment Overview and Resources)
- ✓ Unit 3 Assessment: Identifying Reasons People Need Birds (example, for teacher reference; see Assessment Overview and Resources)
- ✓ “Fascinating Birds” jazz chant (from Lesson 2; one to display)
- ✓ Vote with Your Feet Protocol anchor chart (begun in Unit 2, Lesson 10)
- ✓ Respectful Opinions anchor chart (begun in Unit 2, Lesson 5)
- ✓ Opinion posters (one of each to display)
- ✓ Working to Contribute to a Better World anchor chart (begun in Lesson 1)

Opening

A. Developing Language: Bird Adjectives (10 minutes)

- Gather students whole group.
- Tell students that you have a vocabulary activity to share with them and teach them. They will learn the first part of the activity today and will learn the rest of the activity in the next lesson.

- Tell students that this vocabulary activity will introduce them to several adjectives that they can use to describe birds. They will continue to discuss these adjectives in the upcoming lessons.
- Review the word *adjective* (a word that describes a person, place, or thing).
- Direct students' attention to the **Bird Adjectives anchor chart** and point to and read each of the column headings:
 - “Adjective”
 - “Definition”
 - “Facts about birds that show this”
- Direct students' attention back to the first two columns and tell them that today they will only think about adjectives and their definition.
- Read the three adjectives and corresponding definitions aloud. Refer to the Bird Adjectives anchor chart (example, for teacher reference) as necessary.
 - “amazing: causing great wonder”
 - “important: having great meaning”
 - “fascinating: capturing one’s interest and attention”
- Using a total participation technique, invite responses from the group:

“What is an example of something that can be described as amazing?” (Responses will vary.)

“What is an example of something that can be described as important?” (Responses will vary.)

“What is an example of something that can be described as fascinating?” (Responses will vary.)

Conversation Cue: “Who can add on to what your classmate said?” (Responses will vary.)
- Show students each Bird Adjective card and read the adjective and definition aloud.
- Tell students that they will receive one Bird Adjective card and will use the **Back-to-Back and Face-to-Face protocol** to find a partner who has a different adjective card. When they find this partner, they will each share their adjective and definition. After sharing, they should exchange Bird Adjective cards and then find a new partner. Remind them that they used this protocol in Unit 2 and review as necessary using the **Back-to-Back and Face-to-Face Protocol anchor chart**. (See the Classroom Protocols document for the full version of the protocol.)
 - Distribute Bird Adjective cards 1–3 to students and lead them through three rounds of the protocol:
 - Round 1: Find a partner with a different word and share the adjective and definition.
 - Round 2: Find a partner with a different word and share the adjective and definition.
 - Round 3: Find a partner with the same word and brainstorm an example of something in the classroom that can be described using this word.
 - During each round, allow students 1 minute of think time before sharing.
 - When students have finished Round 3, refocus whole group.

- Tell students that they will repeat this activity during the next lesson but will begin to match facts with adjectives.

Meeting Students' Needs

- For ELLs: (Adding Visuals) Annotate the Bird Adjectives anchor chart by writing the definition of each word in the heading (*definition*: meaning of a word or phrase; *fact*: information; and *adjective*: describes a person, place, or thing).
- For ELLs: (Pronouncing Correctly) Invite students to practice pronouncing the adjectives. Have students repeat each word, noting the stressed syllable. (A-ma-zing, IM-por-tant, FAS-ci-na-ting)
- For students who may need additional support with motivation: Invite students to share one reason authors use adjectives in their writing. (MME)

Work Time

A. Unit 3 Assessment: Identifying Reasons People Need Birds (20 minutes)

- Direct students' attention to the posted learning targets and read the first one aloud:
"I can identify the reasons the author gives to support the point that birds help people."
- Remind students that they have already been working hard to figure out the author's point in a text and the reasons the author gives to support her point.
- Direct students' attention to the **We Need Birds anchor chart**.
- Turn and Talk:
"What are some things we have learned about birds?" (Birds help plants; birds help animals.)
- Say:
"You will now listen carefully to a text called 'Birds as Human Helpers.' It is about why birds are important to people. The author gives some reasons to support the point that birds are helpful to people. Your job as you listen is to identify these reasons."
- Direct students' attention to the **L.4 Vocabulary Strategies anchor chart** and briefly review it.
- Tell students that they will hear words in the text that they will need to use these strategies to define.
- Direct students' attention to the posted learning targets and read the second one aloud:
"I can use different strategies to determine the meaning of new words."
- Turn and Talk:
"What strategies do we use to figure out a word in a text?" (base word; clues in the sentence)
- Tell students that you will read the text once for them to hear before they begin their work.
- Read aloud the paragraph "Birds as Human Helpers" on the top of the Unit 3 Assessment: Identifying Reasons People Need Birds.

- Transition students back to their workspace.
- Invite students to take a Unit 3 Assessment: Identifying Reasons People Need Birds and write their names on top.
- Read aloud Part 1:
 - “The author makes the point that birds are helpful to people. Circle two reasons the author gives to support this point.”
- Turn and Talk:

“What will you listen for?” (two reasons the author uses to support the point that birds are helpful to people)
- Reread the text slowly.
- Invite students to circle the two reasons the author uses to support the point.
- Circulate to support students. Consider labeling or reading the caption of the icons to help students. Remind them that you will reread the text again to help them if they did not hear both reasons. Refer to the Unit 3 Assessment: Identifying Reasons People Need Birds (example, for teacher reference) as necessary.
- When all students have chosen at least one reason by circling an icon, refocus their attention.
- Reread the text slowly.
- Invite students to circle the second reason or to check the reasons they have already chosen.
- When all students have circled two reasons, invite them to turn to Part 2.
- Read aloud the Part 2 prompt:
 - “What do these words mean? Listen to the sentence from the text, and then write what the word means.”
- Turn and Talk:

“What are you going to do after you hear the sentence?” (write what the word means)
- Invite students to place their finger on the star and follow along as you read the sentence:
 - “Birds eat harmful insects like grasshoppers and beetles that can destroy the plants people use as food.”
- Read the prompt aloud:
 - “What does the word harmful mean?”
- Invite students to write their response on the line.
- Circulate to support students. Consider rereading the sentence to students individually. Continue to refer to the Unit 3 Assessment: Identifying Reasons People Need Birds (example, for teacher reference) as necessary.
- When students are reading, repeat the routine with the second sentence.
 - Invite students to place their finger on the square and follow along as you read the sentence:
 - “Birds can be very useful to us humans!”
 - Read the prompt aloud:
 - “What does the word useful mean?”
 - Invite students to write their response on the line.
 - Circulate to support students. Consider rereading the sentence to students individually.

- When students have completed their work, display the **“Fascinating Birds” jazz chant**.
- Invite students to stand and participate in a quick round of the chant with movement.

Meeting Students' Needs

- For ELLs and students who may need additional support with persistence: (Owning Learning Targets) Invite students to give specific examples of how they will work toward meeting the learning targets in this lesson. (MME)
- For ELLs and students who may need additional support with comprehension: (Giving Directions) Ensure that ELLs clearly understand all assessment directions. Rephrase directions as needed. Monitor during the assessment to see that students are completing it correctly and stay on task. Stop students who are on the wrong track and make sure they understand the directions. (MMR)

Work Time

B. Vote with Your Feet Protocol: Reasons We Need Birds (15 minutes)

- Direct students' attention to the posted learning targets and read the third one aloud:
“I can discuss my opinion, using a compelling reason to support it.”
- Tell students they are going to use the Vote with Your Feet protocol. Remind them that they used this protocol in Unit 2 and review as necessary using the **Vote with Your Feet Protocol anchor chart**. (See the Classroom Protocols document for the full version of the protocol.)
- Direct students' attention to the **Respectful Opinions anchor chart** and remind them to use it as they are listening to and sharing their opinion.
- Display the **Opinion Posters** on three different walls in the classroom and read them aloud.
- Invite students to silently decide their opinion about this question:
“Are birds most important to humans, plants, or animals?”
- Invite students to independently think about their opinion and the most compelling reason to support it.
- Guide students through each step of the protocol.
- When students come back together whole group, use a total participation technique to invite responses from the group:
“What did you notice about how many people had a different opinion?” (Responses will vary.)
“What did you notice about the reasons people chose to support their opinion?” (Responses will vary.)
- Give students positive, specific feedback for their work on choosing reasons to support their opinions.

Meeting Students' Needs

- For ELLs: (Using Anchor Charts) Review the definition of *respect* (I treat myself, others, and the environment with care) and reread the Respectful Opinions anchor chart. Remind students that sharing opinions with respect means treating others with care when sharing different opinions.
- For students who may need additional support with engagement: To provide additional processing time during the Vote with Your Feet protocol, invite a few eager students to go first and to share reasons with the class supporting each response. Invite the remaining students to decide on their positions after this model. (MME)

Closing and Assessment

A. Shared Writing: We Need Birds Anchor Chart (10 minutes)

- Follow the same routine from the Closing of Lesson 5 to complete the We Need Birds anchor chart.
 - Add “Birds give food” and “Birds eat bugs” to the anchor chart.
 - Select students to share out their definition for the words harmful (causing harm) and useful (having a use or purpose) and the strategies they used.

Meeting Students' Needs

- For ELLs: (Reviewing Icons) Review what each picture from the We Need Birds anchor chart represents before inviting students to circle the icon the shows the reason the author gives in the text.
- For ELLs: (Using Icons) Discuss why the icons were incorrect.

Closing and Assessment

B. Reflecting on Learning: Working to Contribute to a Better World (5 minutes)

- Direct students' attention to the **Working to Contribute to a Better World anchor chart**.
- Remind students that they have talked about using what they have learned to make their community a better place.
- Using a total participation technique, invite responses from the group:

“Now that we know how helpful birds are, what is one thing we could actually do to try to help birds? Were there any ideas in A Place for Birds that seemed like something you would try?” (building birdhouses, window savers, etc.)

Conversation Cue: “Who can tell us what your classmate said in your own words?” (Responses will vary.)
- Tell students they will start to use their learning to make something to help birds in the next lesson!

Meeting Students' Needs

- For ELLs and students who may need additional support with activating prior knowledge: (Using Anchor Charts) Review the Working to Contribute to a Better World anchor chart. (MMR)