

## Lesson 9: Independent Writing: Planning a Feathered Friends Saver



### CCS Standards

- **W.1.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **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.1.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.1.3:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.1.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **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.1.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



### Daily Learning Targets

- I can choose an adjective and two facts for my Feathered Friends Saver that describe and teach about birds. (W.1.2, W.1.8, SL.1.1, SL.1.2, SL.1.3, L.1.1, L.1.1f, L.1.2)
- I can draw a first draft scientific drawing of my chosen local bird. (W.1.8, SL.1.5)

### Ongoing Assessment

- During the Bird Adjectives activity in the Opening, use the Language Checklist to continue to track student progress toward L.1.1f (see Assessment Overview and Resources).
- During Work Time A, use the Informational Writing Checklist to monitor student progress toward W.1.2 and W.1.8 (see Assessment Overview and Resources).

## Agenda

### 1. Opening

A. Developing Language: Bird Adjectives (10 minutes)

### 2. Work Time

A. Independent Writing: Planning My Feathered Friends Saver (20 minutes)

B. Making Observations: Feathered Friends Saver: Scientific Drawing, Draft 1 (20 minutes)

### 3. Closing and Assessment

A. Peer Feedback: Feathered Friends Saver: Scientific Drawing, Draft 1 (10 minutes)

## Teaching Notes

### Purpose of lesson and alignment to standards:

- The Opening follows a routine similar to Lesson 7, with the use of new adjectives. Refer to that lesson for more detail, as necessary.
- During the Opening, students continue to practice using and discussing different adjectives that can be used to describe birds. New adjectives are added to this activity during this lesson to help show and introduce students to other adjectives that they might use when writing their informative paragraph in upcoming lessons (L.1.1).
- In Work Time A, students use a writing planner to scaffold their writing as they prepare to help write an informational paragraph that describes a bird.
- During Work Time B, students continue to refine their scientific drawing skills as they create a scientific drawing of a local bird using specific criteria to guide them.
- During the Closing, students give kind, helpful, and specific feedback to their classmates based on a draft of their local bird drawing. During Module 3, students built their understanding of the process of giving feedback. During this unit, they refine their ability to give feedback to a partner, who will then use it to revise and improve his or her drawing.

### How this lesson builds on previous work:

- In Lessons 7–8, students participated in a vocabulary activity that introduced them to three adjectives that they could use to describe a bird. In this lesson, students will participate in the same activity with three new adjectives.
- In Lesson 8, students analyzed both the informative writing and scientific drawing components of this unit's performance task (Feathered Friends Saver). In this lesson, students use this knowledge as they plan their informative paragraph and begin to create a first draft of a scientific drawing of their local bird.

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

- Some students may continue to need additional support when completing the planner in their Caring for Birds notebook during Work Time A. Remind students to use the classroom resources while writing, such as the Bird Adjectives anchor chart, Bird Word Wall, High-Frequency Word Wall, and other anchor charts from previous lessons.

- Some students may need help selecting evidence to support the adjective that they chose to describe a bird. Consider meeting with small groups who need additional support and/or guiding students' selection of evidence.
- In Work Time B, students may be challenged to create an accurate scientific drawing of their local bird. To minimize frustration, consider providing additional copies of page 8 of the Caring for Birds notebook for students who desire a second attempt. Also, consider allocating additional time in the day for students to complete any unfinished drawings.
- Some students may need additional support providing specific feedback during the Closing. Consider providing and posting sentence frames for students to reference. (Examples: "You did a good job of \_\_\_\_\_. "I think you should \_\_\_\_\_.")

### Down the road:

- Students will participate in the vocabulary activity for a final time in Lesson 10 to continue to reinforce their understanding of how to connect examples and facts about birds that show why a bird might be described with a specific adjective.
- In Lesson 10, students will use their completed planner to write a first draft of the informative paragraph for their Feathered Friends Saver.
- In Lesson 10, students will make one final scientific drawing of their local bird based on peer feedback. In Lesson 11, students will add color to this final scientific drawing.

### In advance:

- Prepare the Local Birds chart using the information gained from the Local Birds voting sheets in Lesson 8 (see supporting materials).
- Prepare the Local Bird photographs, in color if possible, using information gained from the Local Birds voting sheets in Lesson 8.
- Distribute materials for Work Time B at student workspaces.
- Post: Learning targets 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 1.II.B.4, I.C.10, and I.C.12

### Important points in the lesson itself

- The basic design of this lesson supports ELLs through opportunities to practice using adjectives to describe birds and using a writing planner as a scaffold in preparation for writing their informational paragraph.
- ELLs may find it challenging to select an adjective to describe birds and facts about birds that provide evidence for that adjective (see levels of support and the Meeting Students' Needs column).

### Levels of support

*For lighter support:*

- Review the annotated Bird Adjectives anchor chart by inviting a student to read 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 heavier support:*

- In the Opening, consider modeling examples of how birds show the adjectives for the last column of the Bird Adjectives anchor chart. (Example: "Birds are helpful because they eat bugs that can hurt plants. Birds are *powerful* because they can hunt other animals. Birds are endangered because they eat food that has poisonous chemicals.")

## Universal Design for Learning

- **Multiple Means of Representation (MMR):** Before students begin each activity, continue to support information processing by offering explicit prompts for each step students will complete and inviting students to verbally restate the steps they will follow.
- **Multiple Means of Action and Expression (MMAE):** Continue to support students in monitoring their own progress by asking questions that guide self-monitoring and reflection during each learning activity.
- **Multiple Means of Engagement (MME):** Continue to include opportunities to refocus students' attention to the learning target throughout the lesson and invite students to share how each learning activity supports their instructional goal.

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

### Review:

- amazing; endangered; powerful; criteria; kind, helpful, specific feedback (L)

### Materials

- ✓ Bird Adjectives anchor chart (begun in Lesson 8; added to in advance; see supporting materials)
- ✓ Bird Adjectives anchor chart (example, for teacher reference)
- ✓ Bird Adjective cards 4–6 (one set per class)
- ✓ Back-to-Back and Face-to-Face Protocol anchor chart (begun in Module 1)
- ✓ Caring for Birds notebook (begun in Lesson 1; added to during Work Time A; pages 7–8; one per student and one to display)
- ✓ Feathered Friends Saver: Performance Task Invitation (from Lesson 8; one to display)
- ✓ Beaks: Class Notes (from Module 3; one to display)
- ✓ Feathers: Class Notes (from Module 3; one to display)
- ✓ Stories of Bird Helpers anchor chart (from Unit 1, Module 4; one to display)
- ✓ Pale Male: Class Notes (from Unit 2, Module 4; one to display)
- ✓ Caring for Birds notebook (from Lesson 1; example, for teacher reference)
- ✓ Local Birds chart (new; teacher-created; see Teaching Notes)
- ✓ Feathered Friends Saver Criteria anchor chart (begun in Lesson 8)
- ✓ American robin photograph (one to display; see Performance Task Overview)
- ✓ Scientific Drawing Criteria card (one per student; see Performance Task Overview)
- ✓ Local bird photographs (one per pair and one to display)
- ✓ Pencils (one per student)
- ✓ Pinky Partners Protocol anchor chart (begun in Module 1)

### Opening

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

- Gather students whole group.
  - Tell students that today new bird adjectives will be added to the vocabulary activity that they have been working on during previous lessons.
  - Direct students' attention to the **Bird Adjectives anchor chart**.
  - Point to and read the three new adjectives and corresponding definitions aloud. Refer to the **Bird Adjectives anchor chart** (example, for teacher reference) as necessary:
    - “helpful: giving help”
    - “endangered: exposed to danger”
    - “powerful: strong”
  - Using a total participation technique, invite responses from the group:
    - “What is an example of something that can be described as helpful?” (Responses will vary.)*
    - “What is an example of something that is endangered?” (Responses will vary.)*
    - “What is an example of something that is powerful?” (Responses will vary.)*
- Conversation Cue: “Who can add on to what your classmate said?” (Responses will vary.)*

- Display **Bird Adjective cards 4–6**.
- Hold up each new Bird Adjective card and read the adjective and definition aloud.
- Distribute Bird Adjective cards 4–6 and use the same routine from Lesson 7 to guide students through three rounds of the **Back-to-Back and Face-to-Face protocol**. Review the **Back-to-Back and Face-to-Face Protocol anchor chart as necessary**:
  - 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.
- When students have finished Round 3, refocus whole group.
- Tell students that in the next lesson, their last time to participate in this activity, they will work with all six bird adjective cards.

### Meeting Students' Needs

- ELLs: (Pronunciation Practice) Invite students to practice pronouncing the adjectives in the Bird Adjectives anchor chart.

## Work Time

### A. Independent Writing: Planning My Feathered Friends Saver (20 minutes)

- Refocus whole group and offer students specific, positive feedback on their work interacting with various adjectives used to describe birds.
- Direct students' attention to the Bird Adjectives anchor chart.
- Remind students that during the Openings of the past several lessons, they have been adding adjectives to this chart and have begun to connect a definition and a fact with each adjective.
- Point to the adjectives used during today's Opening on the chart and read them aloud:
  - “helpful, endangered, powerful”
- Review the definitions for each word by reading them aloud from the second column:
  - “helpful: giving help”
  - “endangered: exposed to danger”
  - “powerful: strong”
- Point to the last column, “Facts about birds that show this,” and tell students that you will need their help to fill in this last column.
- Review the first three adjectives and remind students that they helped add facts for these adjectives in previous lessons.
- Remind students that the facts in the last column provide examples of how the bird shows the adjective. (Example: “The word amazing means to cause great wonder or to be surprising. A fact that shows this is that birds have all different shapes and sizes of beaks that help them eat different types of food.”)
- Turn and Talk:

*“What is one fact that gives an example of how birds are helpful?” (Responses will vary.)*



**Conversation Cue: “Do you agree or disagree with what your classmate said? Why?”**  
(Responses will vary.)

- Invite students to share facts that show how birds are helpful.
- As students share out, clarify and mediate thinking to correct any misconceptions. Capture the facts on the Bird Adjectives anchor chart. Refer to the **Bird Adjectives anchor chart (example, for teacher reference)** as necessary.
- Repeat the same routine for the words *endangered* and *powerful*.
- Read aloud the completed anchor chart.
- Tell students that they will reference the adjectives and facts on this chart as they begin today to plan the informative writing for their Feathered Friends Saver.
- Display page 7 of the **Caring for Birds notebook**.
- Point to the sentence under the title and read aloud:
  - “Adjective I chose to describe birds:”
- Tell students that the first thing they should do is select an adjective that they could use to describe birds.
- Display the **Feathered Friends Saver: Performance Task Invitation** and read the third paragraph aloud.
- Remind students that they should select one adjective that best describes why others should care about birds (e.g., beautiful, amazing, important, special, threatened).
- Direct students’ attention back to the Bird Adjectives anchor chart and remind them that this chart is full of adjectives that describe birds.
- Once students select the adjective to use, they should also think about a fact that provides evidence for the adjective that is chosen.
- Think-Pair-Share:

**“What adjective would you use to describe a bird?”** (Responses will vary.)

**“What does it mean?”** (Responses will vary.)

**“What fact about birds provides evidence for the adjective that you chose?”** (Responses will vary.)

**Conversation Cue: “Do you agree or disagree with what your classmate said? Why?”**  
(Responses will vary.)

- As students talk, circulate and listen in. Take note of the adjectives and facts they are sharing and target a few students to share out with the whole group.
- Direct students’ attention to the posted learning targets and read the first one aloud.

**“I can choose an adjective and two facts for my Feathered Friends Saver that describe and teach about birds.”**

- Tell students that now they will spend time working independently to begin planning the informative writing for their Feathered Friends Saver.
- Distribute the Caring for Birds notebooks and transition students to their workspaces. Once students have settled, invite them to open their notebooks to page 7.
- Read the first statement aloud:
  - “The adjective I chose to describe birds:”

- Think aloud to model selecting an adjective. Say:  
*“The adjective that I will choose is endangered. I will write endangered on the line.”*
- Pause after modeling to give students time to select an adjective. Prompt them to use the Bird Adjectives anchor chart as support.
- Read the next sentence stem aloud:
  - “Birds are \_\_\_\_\_ because:”
- Think aloud to model filling in the blank. Say:  
*“I will use the same adjective to fill in the blank. Birds are endangered because:”*
- Pause after modeling to give students time to fill in the blank.
- Direct students’ attention to the “Evidence #1” section of the planning sheet.
- Tell students that this is where they should select a fact that provides evidence for the adjective they chose.
- Think aloud to model adding evidence #1:  
*“I know that birds are endangered because they don’t always have a safe place to build their nests. I will write: ‘Birds don’t always have a safe place to build their nest.’”*
- Pause after modeling to give students time to write. Prompt students to use the Bird Adjectives anchor chart as support.
- Direct students’ attention to the “Elaboration” section under “Evidence #1.”
- Tell students that this is where they should add more information about the fact they chose for evidence #1.
- Think aloud to model adding elaboration. Say:  
*“I know that when birds don’t have a safe place to build their nests, it makes it hard for them to lay and care for their eggs. I will write: ‘They can’t lay and care for their eggs.’”*
- Pause after modeling to give students time to write. Prompt students to use the Adjectives anchor chart as support.
- Tell students that they will now work on completing evidence #2 and its elaboration independently.
- Prompt students to use their resources as support:
  - Adjectives anchor chart to help them find facts that match adjectives
  - **Beaks: Class Notes** and **Feathers: Class Notes** to find facts about bird features that match adjectives
  - **Stories of Bird Helpers anchor chart** to find facts about other birds that match adjectives
  - **Pale Male: Class Notes** to find facts about Pale Male that match adjectives
- Invite students to finish their Feathered Friends Saver planning sheet.
- Circulate to support students and prompt them to use the class resources to find evidence to support the adjective. Refer to page 7 of the **Caring for Birds notebook (example, for teacher reference)** as necessary.
- When 1 minute remains, signal students to stop working and refocus whole group. Tell students to quietly place their notebooks beside them.
- Tell students that they will use this planning sheet in the next lesson as they begin writing the informative paragraph for their Feathered Friends Saver.



## Meeting Students' 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 the adjective they chose and the facts that provide evidence for that adjective before writing. (MMAE)
- For ELLs and students who may need additional support with comprehension: (Reviewing Anchor Chart) Review resources from previous work in Modules 3–4 to choose a bird fact to match to an adjective (e.g., Beaks: Class Notes, Feathers: Class Notes, Stories of Bird Helpers anchor chart, Pale Male: Class Notes). (MMR)
- For ELLs and students who may need additional support with managing resources: (Modeling) Model using resources from previous modules and units to plan the Feathered Friends Saver on page 7 of the Caring for Birds notebook (e.g., Beaks: Class Notes, Feathers: Class Notes, Stories of Bird Helpers anchor chart, Pale Male: Class Notes). (MMAE)

## Work Time

### B. Making Observations: Feathered Friends Saver: Scientific Drawing, Draft 1 (20 minutes)

- Gather students whole group.
- Offer specific, positive feedback on their work planning their writing for the Feathered Friends Saver.
- Tell students that today they will learn which local bird they will create a scientific drawing of for their Feathered Friends Saver.
- Briefly remind students that in the previous lesson they picked three birds to show which they were most interested in learning how to draw.
- Emphasize that all of the birds are interesting, so even if they didn't get their first choice, their chosen bird will still be fun to draw.
- Display the **Local Birds chart** and, with enthusiasm, unveil the six groups!
- Direct students' attention to the posted learning targets and read the second one aloud:  
***"I can draw a first draft scientific drawing of my chosen local bird."***
- Remind students that during Module 3 they worked hard at creating a final scientific drawing of an expert bird for their expert bird riddle card.
- Ask:  
***"What did you have to think about when completing your final scientific drawing?"***  
(Responses will vary, but may include: We wanted to make the drawing look accurate. We wanted to pay attention to details. We wanted it to look like the photograph.)  
***"Did you complete lots of drafts before the final? Why?"*** (Yes, we made lots of drafts because we wanted our drawings to get better each time.)  
***"What helped you make your drawing better each draft?"*** (We received lots of feedback from other classmates and made lots of drafts.)
- Tell students that today they will begin drawing their first draft scientific drawing of a chosen local bird that they will use for their Feathered Friends Saver.

- Direct students' attention to the **Feathered Friends Saver Criteria anchor chart** and point to the second category on the chart and read it aloud: "Scientific drawing of a bird includes:"
  - "Attention to:"
    - "size"
    - "shape"
    - "placement"
    - "details"
  - "Coloring should be:"
    - "inside the lines"
    - "covering all the space"
    - "layered"
    - "matching the bird picture"
- Tell students that today they should focus their attention on size, shape, placement, and details when drawing their first draft.
- Turn and Talk:
  - "Which criterion is easiest to follow?" (Responses will vary.)*
  - "Which criterion is most challenging?" (Responses will vary.)*
  - "What is one thing you want to pay attention to when creating your first draft?" (Responses will vary.)*
- Circulate as students discuss; pre-select a few students to share out.
- Display page 8 of the Caring for Birds notebook and the **American robin photograph**.
- Think aloud to model and review how to create a scientific drawing of an American robin. Continue to refer to the Caring for Birds notebook (example, for teacher reference) as necessary. Say:
  - "I first want to observe the photograph of the American robin and notice the shapes. I then want to trace these shapes with my finger."*
  - "As I am observing the photograph, I also want to pay attention to the size of the whole bird and to the size of the various body parts. I also want to pay attention to the placement of the body parts and the details I see in the photograph."*
  - "I am ready to draw a sketch of the American robin on my page. I want to make sure I think about the shapes, size, placement of body parts, and details that I see. When I draw the bird, I want to make sure that it fills the entire box and includes all of the body parts that I see in the photograph."*
  - "This is my first draft, so I know that it's not my finished and final drawing. I want to take my time and create a drawing that shows my best work."*
- Use a similar routine from Unit 3 of Module 3 to guide students through completing the first draft of their scientific drawing for the Feathered Friends Saver:
  - Direct students' attention to the **Scientific Drawing criteria card, local bird photographs**, pencils, and page 8 of the Caring for Birds notebook at their workspaces.
  - Remind students to notice shapes, size, placement of body parts, and details in their local bird photograph. Remind them to trace shapes, body parts, and details on the photograph with their finger before drawing.

- Remind students to use the Scientific Drawing criteria card as a guide for remembering the steps of drawing.
- Transition students back to their workspaces and invite them to begin drawing.
- Circulate to support students as necessary and prompt them with questions such as:
  - “Where do you notice the placement of the body parts?”***
  - “What details do you see and need to include?”***
- When 1 minute remains, signal all students to stop working.
- Refocus whole group and collect students’ Caring for Birds notebook.
- Tell students that next they will share the first draft of their drawing with a partner and ask for feedback to make their drawing better.

### Meeting Students’ Needs

- For ELLs and students who may need additional support with motivation: (Summarizing the Target) Ask students to summarize and then personalize the learning target. Invite students to locate the Feathered Friends Saver Criteria anchor chart in the classroom and make sure they know that they need to use it to meet this learning target. (MME)
- For ELLs: (Clarifying Vocabulary: *Placement*) Clarify the meaning of the word *placement* (location or position): the location or position of different body parts in the scientific drawing.
- For ELLs and students who may need additional support with strategy development: (Modeling and Thinking Aloud: Drawing) Invite students to share what their role is when you think aloud (notice what they can do later as they create their own drawing). (MMAE)
- For ELLs and students who may need additional support with information processing: (Adding Visuals) Consider making a list of what students need to do as they complete their scientific drawing. (MMR)

## Closing and Assessment

### A. Peer Feedback: Feathered Friends Saver: Scientific Drawing, Draft 1 (10 minutes)

- Gather students whole group and give them specific, positive feedback on their work completing the first draft of the scientific drawing for their Feathered Friends Saver.
- Remind students that they practiced giving kind, helpful, and specific feedback to a partner about their expert bird scientific drawings during Module 3.
- Review the definition of *kind, helpful, and specific feedback* (suggestions for how to make work better that are kind).
- Tell students that they will once again practice giving kind, helpful, and specific feedback to a partner about their Feathered Friends Savers.

- Using a total participation technique, invite responses from the group:  
***“What do you need to think about when giving and receiving feedback?” (Responses will vary, but may include: I need to think about being kind with my words. I need to think about listening to the feedback respectfully. I need to think about giving specific feedback.)***
- Tell students that today they will give and receive feedback using the Pinky Partners protocol as they share the first draft of the scientific drawing for their Feathered Friends Saver with a partner. Remind them that they used this protocol in Unit 2 and review as necessary using the Pinky Partners Protocol anchor chart. (See the Classroom Protocols document for the full version of the protocol.)
  - Review how to give kind, helpful, and specific feedback to a classmate using the routine established in Unit 3 of Module 3.
  - Tell students that their feedback should be focused on shape, size, placement of body parts in their partner’s drawing, and how closely he or she paid attention to additional details.
  - Post and review the following sentence frames:
    - “You did a good job of \_\_\_\_\_.”
    - “I think you should \_\_\_\_\_ because \_\_\_\_\_.”
  - Invite students to begin the protocol. Circulate to support them, prompting them to use the scientific drawing criteria on the Feathered Friends Saver Criteria anchor chart when providing feedback.
  - After both partners have shared and offered feedback, invite students to return to the whole group area.
- Refocus whole group and ask:  
***“What is one piece of feedback that you received from a partner to make your drawing better?” (My partner told me to make the size of my birds’ wings smaller. My partner told me to check the shape of my birds’ head.)***  
***“How will the feedback help you make your drawing better?” (It will help me to focus on areas to change.)***  
***Conversation Cue: “Who can add on to what your classmate said?” (Responses will vary.)***
- Offer students specific, positive feedback on their work providing feedback to their classmates. Tell students that they will be able to apply this partner feedback during the next lesson when they draw a second draft of their scientific drawing for the Feathered Friends Saver.

### Meeting Students’ Needs

- For ELL and students who may need additional support with using feedback for revision: (Supporting Revision) To help students incorporate peer feedback from this lesson into their second draft, remind them that they can add a star to mark the part(s) of their draft they got feedback on to make their drawing better. (MMR, MMAE)
- For students who may need additional support with verbal expression: Before the Pinky Partners protocol, offer pre-written index cards with sentence frames to support students as they provide feedback. (MMAE, MME)