

## Lesson 4: Shared Research: Reading and Taking Notes



### CCS Standards

- **RI.K.1:** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.2:** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.4:** With prompting and support, ask and answer questions about unknown words in a text.
- **RI.K.7:** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **W.K.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **L.K.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.K.1d:** Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- **L.K.1f:** Produce and expand complete sentences in shared language activities.
- **L.K.5:** With guidance and support from adults, explore word relationships and nuances in word meanings.
- **L.K.5b:** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).



### Daily Learning Targets

- I can research the text and its pictures to find information about how people depend on trees for food. (RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.7)
- I can collaborate to create class notes that show how people depend on trees for food. (RI.K.1, RI.K.2, RI.K.3, W.K.7, W.K.8)

### Ongoing Assessment

- During Work Time B, circulate and observe as students create class notes with a partner. Consider using the Speaking and Listening Checklist to document progress toward SL.K.1 and SL.K.2 (see Assessment Overview and Resources).

### Agenda

#### 1. Opening

A. Poem and Movement: “Who Depends on Trees?” (15 minutes)

#### 2. Work Time

A. Reading Aloud to Research: *Be a Friend to Trees*, Pages 12–13 (15 minutes)

B. Shared Note-taking: People Depend on Trees (20 minutes)

#### 3. Closing and Assessment

A. Pinky Partners Protocol: Collaboration (10 minutes)

## Teaching Notes

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### Purpose of lesson and alignment to standards:

- This lesson connects to Next Generation Science Standard K-LS1. During Work Times A and B, students focus on the following disciplinary core idea: All animals need food to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. Help students make connections with their own experiences about what foods they know come from trees and plants.
- The Opening and Work Time A both contain repeated routines from Lessons 2–3. Refer to those lessons for more detail.
- This is the first lesson in a series of three that takes students through the process to create an informational writing piece based on research. The process includes research reading, note-taking, and informational writing.
- During Work Time B, students create notes with a partner for the first time. It is important that students not only create notes, but also understand the meaning behind them so they can use the notes to write about their research.
- Students create class notes by working with a partner to draw and label one piece of information presented in *Be a Friend to Trees*. One partner draws the fruit, nut, or seed, and the other partner draws who is eating it (a person). Student notes will be used to complete the People, Trees, and Food: Class Notes chart. Students will continue to reference these notes through Lessons 5–6.

### How this lesson builds on previous work:

- This lesson follows a similar structure to Lessons 2–6 in Unit 1, allowing students to practice their research reading skills in a familiar and supported way. They continue to build new research skills in this lesson by taking class notes.
- This lesson follows a similar structure to Lesson 2 and is the third in a series of five during which students work with adjectives.
- Students continue to work on the featured habit of character, collaboration, when they work together to create class notes. Use the Collaboration anchor chart to help them reflect on the connection between this habit of character and research during the Closing.

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

- In Work Time B, students must create notes about different fruits and nuts that grow on trees. However, they may have never seen or eaten these foods before. Use the Fruit and Nut reference sheet to help support students who may not be familiar with the variety of fruits and nuts mentioned in *Be a Friend to Trees*.

### Down the road:

- In this lesson, students are introduced to a research writing process. In Lessons 5–6, they will complete the process by using their notes to create a piece of shared research writing. In Lessons 7–11, students will repeat the research writing process and write an informational piece independently for the Unit 2 Assessment (W.K.2).

**In advance:**

- Prepare:
  - Living Things Word Wall cards for *nut*, *fruit*, and *seed*.
  - Copies of Fruit and Nut reference sheet in color, if possible. Ensure that each pair or small group is assigned one fruit, nut, or seed.
  - What Researchers Do anchor chart by adding new information indicated by bold type (see supporting Materials)
- Strategically pair students for partner work in Work Time B, placing one strong reader or writer in each pair to assist in the reading and writing of the note-taking process.
- Distribute Materials for Work Time B at student workspaces.
- Post: Learning targets, “Who Depends on Trees?” Version 1, and applicable anchor charts (see Materials list).

## Technology &amp; Multimedia

**Consider using an interactive whiteboard or document camera to display lesson materials.**

- Continue to use the technology tools recommended throughout Modules 1–2 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 K.1.A.1, K.1.B.6, and K.1.C.12

**Important points in the lesson itself**

- The basic design of this lesson supports ELLs with opportunities to revisit and extend their learning through partner work with riddles, analyzing page 13 of *Be a Friend to Trees*, and shared note-taking. In a guided series of tasks, students continue to analyze the use of adjectives and their opposites. They practice finding and marking text-based evidence to answer a research question.
- ELLs may find it challenging to understand certain adjectives used in the riddles. In addition to the movements students create, consider spending some time reinforcing their definitions with sentence frames about the students’ own experiences and bringing their attention again to the images and realia that exemplify those words.

**Levels of support**

*For lighter support:*

- During the Opening, encourage students to generate synonyms for the adjectives in the riddles.

- To support content acquisition in Work Times A and B, consider adding to the basket of realia by bringing in fruits, nuts, and seeds. Alternatively, create a poster where students can bring in seeds, nuts, and fruit from trees at home to display.

*For heavier support:*

- To support content acquisition in Work Times A and B, consider collecting real, plastic, or pictured examples of fruits, seeds, and nuts and placing them in the middle of a circle of students. Invite students to go around the circle one at a time singing: “These fruits and nuts come from a tree; I’d like the \_\_\_\_\_ [banana/walnut/ orange] to eat!” as they select and calmly hold their fruit. Note how the chant rhymes.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students again engage with *Be a Friend to Trees* in a read-aloud. Continue to support strong flexible thinking and metacognitive skills by scaffolds to support diverse abilities (e.g., explicit highlighting of information in the text to guide students in new understandings).
- **Multiple Means of Action & Expression (MMAE):** Continue to support a range of fine motor abilities and writing needs by offering students options for writing utensils. Also continue to consider supporting students’ expressive skills by offering partial dictation of student responses.
- **Multiple Means of Engagement (MME):** Similar to Lesson 3, students have opportunities to share ideas and thinking with classmates in this lesson. Continue to support students’ engagement and self-regulatory skills during these activities by modeling and providing sentence frames as necessary

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

#### New:

- notes (L)
- fruit, nut, seeds (T)

#### Review:

- riddle, collaboration, text, label (L)

### Materials

- ✓ “Who Depends on Trees?” Version 1 (from Lesson 2; one to display)
- ✓ Unit 2 Guiding Question anchor chart (begun in Lesson 1)
- ✓ *Be a Friend to Trees* (one per pair and one to display; for teacher read-aloud)
- ✓ What Researchers Do anchor chart (begun in Unit 1, Lesson 1; added to in advance; see supporting Materials)

- ✓ What Researchers Do anchor chart (begun in Unit 1, Lesson 1; example, for teacher reference)
- ✓ Living Things Word Wall cards (new; teacher-created; three)
- ✓ Living Things Word Wall (begun in Lesson 1; added to during Work Time A; see Teaching Notes)
- ✓ People, Trees, and Food: Class Notes (new; co-created with students during Work Time B; see supporting Materials)
- ✓ Fruit and Nut reference sheet (one per pair and one to display)
- ✓ Paper (blank; one piece per student)
- ✓ Pencils (one per student)
- ✓ Crayons (class set; variety of colors per student)
- ✓ People, Trees, and Food: Small Group Notes (example, for teacher reference)
- ✓ People, Trees, and Food: Class Notes (example, for teacher reference)
- ✓ Collaboration anchor chart (begun in Lesson 1)
- ✓ Pinky Partners Protocol anchor chart (new; see supporting Materials)

## Opening

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### A. Poem and Movement: “Who Depends on Trees?” (15 minutes)

- Gather students whole group.
- Remind students that they have worked closely to solve two riddles over the past few lessons. Tell them that you have a few new riddles to share with and teach them.
- Briefly review what a *riddle* is as needed (a puzzling, tricky, and often funny question asked as a game or as a test of one’s thinking skills).
- Use the same routine as the Opening in Lesson 2 to read aloud the riddles and guide students to figure out what each riddle is describing.
  - Direct students’ attention to “**Who Depends on Trees?**” **Version 1** and read aloud the third riddle while tracking the print.
  - Invite students to think of hand gestures, motions, or accompanying actions to go along with the text as you reread the first riddle.
  - Using a total participation technique, invite students to act out their response to the question:
 

**“What is this riddle describing? What/who depends on a tree?” (a bird)**
  - With excitement, reveal the answer to the third riddle and read it aloud.
  - Repeat the process with the fourth riddle.
  - Refocus students whole group and offer them specific, positive feedback on their work guessing who or what the riddles are describing.

### Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Sentence Frames: Making Connections to Self) In Riddle 3, for words such as *sharp* and *dull*, invite students to orally practice using their own experiences. Offer examples if students are unsure. (Example: My \_\_\_\_\_ [pencil/crayon] is dull because \_\_\_\_\_ [I've used it all morning].) (MMR)
- For ELLs: (Translation) Toward the end of the lesson, invite students to share the translation for the adjectives in home languages.

### Work Time

#### A. Reading Aloud to Research: *Be a Friend to Trees*, Pages 12–13 (15 minutes)

- Refocus whole group.
- Direct students' attention to **Unit 2 Guiding Question anchor chart** and remind them that they have been reading *Be a Friend to Trees* and have learned that trees give us a lot of different types of things, such as wood, paper, and food.
- Tell them that today they will closely research the text to get more information about the unit guiding question:
  - “How do living things depend on trees to meet their needs?”
- Direct students' attention to the posted learning targets and read the first one aloud:
 

***“I can research the text and its pictures to find information about how people depend on trees for food.”***
- Think-Pair-Share:
 

***“What experience have you had with eating food from trees?” (Responses will vary, but may include: I pick mangoes from my backyard or I went apple picking.)***
- Direct students' attention to the **What Researchers Do anchor chart** and review the third row:
  - “gather information from text”
- Emphasize that this means to find examples that will answer your question through reading.
- Tell students that today they are going to read as a researcher, listening to the text and looking closely at the pictures to gather information to help them answer the question: “How do people depend on trees for food?”
- Invite students to think of a hand gesture or motion to signal when they hear information that will help them answer this question.
- Using a total participation technique, invite responses from the group:
 

***“What is a hand gesture or motion that we could make to show we heard information that will answer the question ‘How do people depend on trees for food?’” (Responses will vary, but may include: a person eating something or pointing to your ear.)***

***“What do you think we should listen for in the text or look for in the pictures to help us find the answer to the question ‘How do people depend on trees for food?’” (Responses will vary, but may include: a picture of a person, the word people, food we eat.)***

- Read page 12 of the text fluently, and then pause.
- Using a total participation technique, invite responses from the group:  
*“Did this page help us answer the question ‘How do people depend on trees for food?’ Why or why not?” (No, because it was not talking about people.)*
- Read page 13 of the text fluently.
- Pause after page 13 and acknowledge student hand signals. Using a total participation technique, ask:  
*“What on this page did you see or hear that makes you think it will answer our question?” (It said “you,” and we are people; the pictures have food that I eat in them.)*
- Reread page 13. During the read-aloud of page 13, show students the **Living Things Word Wall cards** for *fruit* (part of a plant that has seeds and flesh; most fruits that people eat are sweet), *nut* (large seeds that people or animals can eat that grow inside a large shell), and *seeds* (part of a plant that can grow into a new plant) and follow the same process established in Modules 1–2: provide their definitions, clap out their syllables, use them in a sentence, and place the Word Wall cards and pictures on the **Living Things Word Wall**.
- Read the *labels* beneath the pictures. Briefly review the definition of *labels* (written words that show names for a specific thing) as needed.
- Using a total participation technique, invite responses from the group:  
*“How do the labels help us understand the pictures?” (The labels help us see what the pictures are or help us understand what people eat.)*

### Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Sentence Frames) Invite a few students to extend the text by using a frame similar to one on page 13: \_\_\_\_\_ also come from trees. (Example: Mangoes also come from trees.) (MMR)
- For students who may need additional support with comprehension: Invite students to turn to an elbow partner and recall what they learned in the previous lesson from this text. (MMR, MMAE)

## Work Time

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### B. Shared Note-taking: People Depend on Trees (20 minutes)

- Direct students' attention to the What Researchers Do anchor chart.
- Tell students that you added something new to the chart that all researchers do:
  - “take *notes* and collect information to answer a research question”
- Define *notes* (short messages that record important information).
- Invite students to think of hand gestures, motions, or actions that could go along with the new item on the anchor chart.

- Using a total participation technique, invite responses from the group:  
*“What are some hand gestures, motions, or actions that could go along with this new item on the anchor chart?” (Responses will vary, but may include: writing on your hand.)*
- Direct students’ attention to the posted learning targets and read the first one aloud:  
*“I can collaborate to create class notes that show how people depend on trees for food.”*
  - Tell students that they will be doing what researchers do and taking notes on the text to answer the question: “How do people depend on trees for food?”
- Share with students that they will be working with partners to complete the **People, Trees, and Food: Class Notes**.
  - Move students into pre-determined pairs and reveal what each pair will be taking notes on (fruit, nut, or seed).
  - Tell students that one partner will be responsible for drawing and labeling a picture to answer “who” depends on trees, and one partner will be responsible for answering “what” people get from trees.
  - Display the **Fruit and Nut reference sheet** and tell students to use it to help create accurate notes.
  - Point out that Fruit and Nut reference sheets, **paper, pencils, and crayons** are already at their workspaces.
  - Transition students to their workspaces and invite them to begin drawing and labeling their notes with their partner.
  - Circulate to support students as necessary. Refer to the **People, Trees, and Food: Small Group Notes (example, for teacher reference)** as needed.
  - After 5 minutes, remind students to use the Fruit and Nut reference sheet and Living Things Word Wall to include some words so everyone can understand their notes.
  - After an additional 5 minutes, gather students whole group. Offer specific, positive feedback on their work collaborating and taking notes.
- Invite each student pair to share their notes with the class by showing their notes and completing the following sentence frame:
  - “People eat \_\_\_\_\_ from trees.”
- As students share their notes, post the notes on the People, Trees, and Food: Class Notes. Refer to the **People, Trees, and Food: Class Notes (example, for teacher reference)** as necessary.
- After each group has added their notes to the anchor chart, point to each note and invite the class to read the chart together using the sentence frame:
  - “People eat \_\_\_\_\_ from trees.”

### Meeting Students’ Needs

- For ELLs and students who may need additional support with auditory information: (Visuals) As students demonstrate gestures that show taking notes, consider creating an illustration of a note-catcher or putting a sticky note next to the bullet point on the anchor chart. (MMR)

- For ELLs: (Example/Non-example) Before writing, consider briefly modeling correct and incorrect syntax for responding to the guiding question. Ask students to identify the difference. (Example: People eat oranges from trees. People eat the orange from trees.)
- For students who may need additional support with engagement: Continue to strategically pair students to ensure that they have a strong, politely helpful partner to support their efforts in collaborating. (MME)

## Closing and Assessment

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### A. Pinky Partners Protocol: Collaboration (10 minutes)

- Refocus students whole group.
- Direct students' attention to the **Collaboration anchor chart** and briefly review it.
- Tell students that they will now share one way they collaborated with classmates today using the Pinky Partners protocol.
- Referring to the **Pinky Partners Protocol anchor chart**, explain the expectations to students.
  - Point to the image of the person standing with his or her pinky in the air. Explain to students that they will stand up and place their pinky in the air.
  - Point to the image of two people linking pinkies. Explain that students will move calmly and quietly to link pinkies with a partner.
  - Point to the image of two people talking. Explain that one partner shares his or her ideas and thoughts while the other partner listens.
  - Point to the image of the people making a tent with their arms. Explain that once both partners have shared, they should safely make a tent with their arms to show they are done talking and listening.
- Guide students through the Pinky Partners protocol, using the steps on the Pinky Partners anchor chart.
- Give students specific, positive feedback on their successful collaboration to complete a set of clear notes! Tell them that they will use these notes in future lessons to help them talk and write about the question: “How do living things depend on trees to meet their needs?”

### Meeting Students' Needs

- For ELLs: (Celebration) Invite students to share an instance of collaboration they noticed in another classmate using the frame “I noticed \_\_\_\_\_ showed collaboration when he/she \_\_\_\_\_.”
- For students who may need additional support with comprehension: Provide visual support for the questions students will address in the protocol. (MMR)