

Lesson 7: Reading Aloud to Research: Pages 14–17 of *Be a Friend to Trees*



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, retell familiar stories, including key details.
- **RI.K.3:** With prompting and support, identify characters, settings, and major events in a story.
- **RI.K.4:** Ask and answer questions about unknown words in a text.
- **RI.K.7:** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- **W.K.7:** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- **W.K.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.



Daily Learning Targets

- I can read a text to research how animals depend on trees for food. (RI.K.1, RI.K.1, RI.K.3, RI.K.4, RI.K.7)
- I can collaborate to create class notes that show how animals depend on trees for food. (RI.K.1, RI.K.2, RI.K.3, W.K.7, W.K.8)

Ongoing Assessment

- During the read-aloud in Work Time A, use the Reading Informational Text Checklist to track students' progress toward RI.K.1, RI.K.2, RI.K.3, RI.K.4, and RI.K.7 (see Assessment Overview and Resources).
- During shared note-taking in Work Time C, circulate and observe students' collaboration as they create the class notes. Consider using the Speaking and Listening Checklist to document progress toward SL.K.1 and SL.K.1b (see Assessment Overview and Resources).

Agenda

1. Opening

- A. Shared Reading: Unit 2 Guiding Question Anchor Chart (5 minutes)

2. Work Time

- A. Reading Aloud to Research: *Be a Friend to Trees*, Pages 14–17 (15 minutes)
- B. Language Dive: *Be a Friend to Trees*, Page 15 (15 minutes)
- C. Shared Note-taking: Animals Depend on Trees (20 minutes)

3. Closing and Assessment

- A. Pinky Partners Protocol: Reflecting on Collaboration (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson connects to Next Generation Science Standard K-LS1. During Work Time A, students focus on the following core disciplinary idea: “All animals need food in order to live and grow. They obtain their food from plants or from other animals.” Help students to collect information about how many animals depend on trees for food as they participate in reading aloud to research.
- Work Times A and C contain repeated routines from Lessons 2–4. Refer to those lessons for more detail.
- In Work Time A, students participate in reading aloud to research with a section of *Be a Friend to Trees* to gather information about how animals depend on trees for food (RI.K.1, RI.K.1, RI.K.3, RI.K.4, RI.K.7).
- In Work Time B, students participate in a Language Dive that guides them through the meaning of a sentence from *Be a Friend to Trees*. The focus of this Language Dive is how to use academic language and linking words and phrases to provide more information. Students apply their understanding of the meaning and structure of this sentence to reinforce their understanding of how animals depend on trees. Refer to the Module 1 Appendix for information regarding a consistent Language Dive routine.

How this lesson builds on previous work:

- In Lesson 6, students were introduced to the new research topic and question: “How do animals depend on trees for food?” In this lesson, students participate in reading aloud to collect information that will help them answer the research question.
- The research reading and writing routines that begin in this lesson follow similar routines to the shared research and writing in Lessons 4–6. Students partake in reading aloud to research, shared note-taking, and writing to demonstrate their learning and understanding about how animals depend on trees for food.
- This is the first lesson in a series of five in which students partake in the research writing process to answer the research question “How do animals depend on trees for food?” and complete a research booklet including a focus statement and three detail sentences for the Unit 2 Assessment.
- In the first half of the unit, students focus on the habit of character of collaboration. In this lesson, students continue to hone their collaboration skills as they work together to create the Animals, Trees, and Food: Class Notes. In the Closing, they reflect on their collaboration as they discuss what went well and what they can continue to work on.

Areas in which students may need additional support:

- During Work Time A, students take part in reading aloud to research with the text *Be a Friend to Trees*. As the teacher reads aloud, he or she marks the important information in the text using sticky notes. To ensure that students are comprehending how the various animals get food from trees, consider having students act out the important information.
- In Work Time C, students collaborate to create the Animals, Trees, and Food: Class Notes. Students may need support determining how to work together and break up the task.

Consider partnering students of varying reading and writing abilities to aid in the creation of the class notes.

Down the road:

- In Lesson 8, students review the Animals, Trees, and Food: Class Notes by playing a charades game with the information from the notes.
- In Lesson 8, students select information from the Animals, Trees, and Food: Class Notes to incorporate into their own Animals, Trees, and Food: Student Notes. These notes will be used in Lessons 9–11 as students write the topic and detail sentences for the Unit 2 Assessment.

In advance:

- Prepare:
 - Living Things Word Wall Cards for *flower* and *inner bark*.
 - Sticky notes by cutting them into thin strips to use for marking important information when reading aloud in Work Time A.
 - Areas around the room for small group note-taking by cutting 8.5- by 11-inch paper in half and placing two half sheets, one animal image, and pencils in each area.
- Review the Questions We Can Ask during a Language Dive anchor chart (begun in Unit 1, Lesson 5).
- Preview the 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).
- Pre-determine small groups of three or four students for shared note-taking in Work Time C and assign each group an animal from pages 14–17 of *Be a Friend to Trees*.
- Post: Learning targets and any 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 1–2 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.B.6, K.1.B.8, and K.1.C.12

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to revisit the research question, participate in gathering evidence from informational text, and apply their learning

in shared notes. In addition, students deconstruct a sentence during a Language Dive and use metacognition to reflect on collaboration.

- ELLs may find it challenging to take risks to express their ideas whole group or to find the language to share background knowledge that they have. Encourage them to ask for help from a classmate or you and use the questions and frames in the Meeting Students' Needs column as a conduit to activating their prior knowledge.

Levels of support

For lighter support:

- During Work Time A, to engage students' sense of wonder and solidify comprehension, consider bringing in real parts of a tree to demonstrate the meaning of the words *bark*, *twig*, *flower*, *pollen*, and *bud* and allow students to touch, smell, observe, and describe.

For heavier support:

- During Work Time A, consider asking students which adjective best describes each animal on the pages of *Be a Friend to Trees* that you read, offering the frame: "The _____ [koala] is _____ [furry]." This will give students an opportunity to apply learning from the Openings in Lessons 1–6 on adjectives and make connections between texts.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** To facilitate effective learning during this lesson, ensure that all students understand the directions in each session and feel comfortable with the expectations. Continue to vary the ways in which you convey expectations for each activity or task.
- **Multiple Means of Action & Expression (MMAE):** Continue to provide options for differentiated seating (e.g., sitting on a gym ball, a move-and-sit cushion, or a chair with a resistive elastic band wrapped around the legs).
- **Multiple Means of Engagement (MME):** Continue to support sustained motivation and effort by providing mastery-oriented feedback that is frequent, timely, and specific to students as they create shared notes.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- flower, inner bark, gather, collect, pollen, nectar (T)

Review:

- text, research, collaborate, depend, important, notes (L)
- bud, twig, bark, nut, leaves, eat (T)

Materials

- ✓ Unit 2 Guiding Question anchor chart (begun in Lesson 1)
- ✓ *Be a Friend to Trees* (one per small group and one to display; for teacher read-aloud)
- ✓ Reading Informational Text Checklist (see Assessment Overview and Resources)
- ✓ Living Things Word Wall cards (new; teacher-created; two)
- ✓ Living Things Word Wall (begun in Unit 1; added to during Work Time A; see Teaching Notes)
- ✓ What Researchers Do anchor chart (begun in Unit 1, Lesson 1)
- ✓ Sticky notes (several to display)
- ✓ Language Dive Guide: *Be a Friend to Trees* (for teacher reference)
 - Questions We Can Ask during a Language Dive anchor chart (begun in Unit 1, Lesson 5)
 - Language Dive Chunk Chart I: *Be a Friend to Trees* (for teacher reference)
 - Language Dive Sentence Strip Chunks: *Be a Friend to Trees* (one to display)
 - Language Dive Note-catcher: *Be a Friend to Trees* (one per student and one to display)
- ✓ Collaboration anchor chart (begun in Lesson 1)
- ✓ Animals, Trees, and Food: Class Notes (example, for teacher reference)
- ✓ Chart paper (one piece; used to co-create Animals, Trees, and Food: Class Notes)
- ✓ Animal icons (one per small group area)
- ✓ Pencils (one per student)
- ✓ Paper (blank; two half sheets per small group area)
- ✓ Animals, Trees, and Food: Class Notes (new; co-created with students during Work Time C; see supporting Materials)
- ✓ Pinky Partners Protocol anchor chart (begun in Module 2)

Opening

A. Shared Reading: Unit 2 Guiding Question Anchor Chart (5 minutes)

- Gather students whole group and direct their attention to the **Unit 2 Guiding Question anchor chart**. Read the guiding question aloud:

“How do living things depend on trees to meet their needs?”
- Turn and Talk:

“How do animals depend on trees to meet their needs?” (They live in trees; they eat food from trees; they hide under trees, etc.)
- If productive, cue students to add on to what a classmate said:

“Who can add on to what your classmate said? I’ll give you time to think.”
- Direct students’ attention to the row labeled “Food” and tell them that this is where they will focus their research today.
- Turn and Talk:

“What are some animals that get food from trees?” (Responses will vary.)

- Tell students that now they will read the text *Be a Friend to Trees* closely to learn more information about different animals that depend on trees for food.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Honoring Prior Knowledge) To activate prior knowledge and build schema, consider asking students if they have seen animals eating from trees outside of school, and if so, when and where. If applicable, offer the frame "I have seen _____ eat _____ from a tree." (MMR)

Work Time

A. Reading Aloud to Research: *Be a Friend to Trees*, Pages 14–17 (15 minutes)

- Direct students' attention to the posted learning targets and read the first one aloud:
"I can read a text to research how animals depend on trees for food."
- Remind students that a *text* is something they read.
- Using a total participation technique, invite responses from the group:
"According to the learning target, what are we researching as we read today?" (how animals depend on trees for food)
- Tell students that this is the same as the research question: "How do animals depend on trees for food?"
- Display *Be a Friend to Trees*.
- While reading, consider using the **Reading Informational Text Checklist** to assess students' progress toward RI.K.1, RI.K.2, RI.K.4, RI.K.6, and RI.K.7.
- Guide students through the same process from Work Time A of Lesson 4 to read aloud pages 14–17 of *Be a Friend to Trees*. Invite students to use the signal for food and water created in Unit 1 as they listen to how different animals eat food from trees.
 - For each page, read the text fluently, pausing to:
 - Define in context the following words as you read them in the text: *gather* (to collect from different sources; bring together), *collect* (to gather together), *pollen* (the fine, yellow powder made by a flower that helps plants make seeds), and *nectar* (the sweet liquid a plant makes that attracts insects and birds).
- Tell students that *gather* and *collect* are synonyms, which means that they have similar meanings.
 - When reading pages 15 and 17, show students the **Living Things Word Wall cards** for *inner bark* (the inside layer that covers the trunks, branches, and roots of woody plants) and *flower* (the part of a plant that has petals and that makes fruit or seeds; flowers often have a pleasant smell) 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 for them on the **Living Things Word Wall**.
 - After reading all of pages 14–17, Turn and Talk:
"How do animals depend on trees for food?" (They eat parts of the tree, such as leaves, twigs, bark, and flowers.)

- Give students specific, positive feedback on their ability to listen closely and find information to answer the research question.
- Direct students' attention to the **What Researchers Do anchor chart** and focus them on the following point:
 - “take notes to collect information to answer a research question”
- Tell students that in order to take notes they are going to reread the text one more time very closely to find the most important information for their research. When they see or hear information that helps answer the research question—“How do animals depend on trees for food?”—they should give the signal for taking notes (review the signal as needed).
- Display the **sticky notes** and tell students that every time they see or hear information that answers the research question, you will put a sticky note on that part of the page.
- Reread pages 14–17, paying attention to students' signals and attaching sticky notes to the pages when needed.
- After reading, flip back through the pages with excitement to show students how much information they have found for their research!
- Invite students to move their bodies and act like one of the animals from the text to show how it depends on a tree for food.
- Tell students that next they will take a closer look at one of the details from the text to help them with their research.

Meeting Students' Needs

- For ELLs and students who may need additional support with activating prior knowledge: (Text Engagement: Making Connections) Consider asking students which of the animals featured in the text they have seen before and when and where they saw them. (MMR)
- For ELLs: (Translation) Consider asking students the names of the animals in their home language.
- For ELLs: (Gestures: Synonyms) Consider using the same movement to demonstrate *gather* and *collect*. Explain that this is to reinforce that they are synonyms and can be used interchangeably.
- For students who may need additional support with Vocabulary: Display visual supports for words from the text (e.g., *pollen*, *nectar*). (MMR)

Work Time

B. Language Dive: *Be a Friend to Trees*, Page 15 (15 minutes)

- Tell students they will now participate in a Language Dive.
- Direct students' attention to the **Questions We Can Ask during a Language Dive anchor chart** and remind them that they thought of their own questions to ask during a Language Dive.
- Think-Pair-Share:

“What is one question you can ask during a Language Dive?” (Responses will vary)

- Reread pages 14–15 in *Be a Friend to Trees*.
- Focus on the sentence:
 - “Porcupines eat the inner bark of trees, as well as buds and twigs.”
- Use the **Language Dive Guide: *Be a Friend to Trees*** and **Language Dive Chunk Chart I: *Be a Friend to Trees*** to guide students through a Language Dive of the sentence. Display the **Language Dive Sentence Strip Chunks I: *Be a Friend to Trees*** and distribute and display the **Language Dive Note-catcher: *Be a Friend to Trees***.
- Tell students that next they will work together to use the information from their research to take notes about how animals depend on trees for food.

Meeting Students' Needs

- For students who may need additional support with fine motor skills: Offer choice with the Language Dive | Note-catcher: *Be a Friend to Trees* by providing a template that includes lines. (MMR, MME)

Work Time

C. Shared Note-taking: Animals Depend on Trees (20 minutes)

- Gather students whole group and direct their attention to the posted learning targets. Read the second one aloud:

“I can collaborate to create class notes that show how animals depend on trees for food.”
- Underline the word *collaborate* and, using a total participation technique, invite responses from the group:

“What does it mean to collaborate?” (to work together)
- If productive, cue students to compare their ideas:

“How is what ____ said the same as/different from what ____ said? I’ll give you time to think.” (Responses will vary.)
- Confirm students’ definitions of collaboration and direct their attention to the **Collaboration anchor chart**. Briefly review it.
- Redirect their attention back to the learning target and ask:

“What are we collaborating to do?” (to create class notes)
- Tell students that to create a set of class notes that shows how animals depend on trees for food, they are going to work in small groups to collaboratively create one part of the notes. Each group will draw and label a sketch of an animal and the food that the animal eats to add to the class notes.
- Refer to the **Animals, Trees, and Food: Class Notes (example, for teacher reference)** as necessary.
- Display the **chart paper** with a table labeled “Animal” and “Food” and tell students that after the notes are drawn and written, they will be taped to this chart paper.

- Follow the same routine from Work Time B of Lesson 4 to guide students through the shared note-taking routine:
 - Tell students that they will find their **animal icon** (which will show them which animal to take notes about), **pencils**, and **paper** at their workspaces.
 - Move students into small groups and assign them to a small group area in the room.
 - Transition students to the small group areas and invite them to begin working.
 - Circulate and observe as students collaborate during the note-taking process. Support them as necessary by providing options for how to share Materials and take turns.
 - After 10 minutes, gather students in the whole group meeting area with their notes.
- Follow the same routine from Work Time B of Lesson 4 to guide students through sharing their notes:
 - Invite each small group to share their notes with the class by showing their notes and completing the sentence frame: “_____eat _____ from trees.”
 - As students share their notes, post the notes on the chart paper to create the **Animals, Trees, and Food: Class Notes**. Refer to the Animals, Trees, and Food: Class Notes (example, for teacher reference) as necessary.
 - As students share, invite their classmates to act like the animal presented in each of the small group’s notes.
 - 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: “_____eat _____ from trees.”
- Provide specific, positive feedback on students’ ability to collaborate while creating the class notes. Tell them that next they will reflect upon collaboration.

Meeting Students’ Needs

- For ELLs: (Comparing and Contrasting) During the share-out, help students recall details from the text and organize their ideas by asking which of the foods both people and animals eat from trees and which are unique to each group. If students say people do not eat leaves or bark, ask them to consider how tea is made. If time permits, sketch a Venn diagram to record their answers.
- For students who may need additional support with planning and sustained effort: Invite students to restate each step they will follow during small group shared note-taking. (MMAE, MME)

Closing and Assessment

A. Pinky Partners Protocol: Reflecting on Collaboration (5 minutes)

- Direct students’ attention to the Collaboration anchor chart and briefly review it.
- Invite students to quietly think of one thing that went well during note-taking today. Tell them that when they have an idea, they should show a thumbs-up in front of their chest.

- Tell students they will now share something that went well during the shared note-taking with a classmate using the Pinky Partners protocol. Remind them that they used this protocol in previous lessons and review as necessary using the **Pinky Partners Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Guide students through the protocol using the following question:
“What is one thing that went well as you collaborated today?” (Responses will vary.)
- Gather students whole group and invite them to give a silent cheer for all the great collaboration they did today.
- Tell students that as they continue the research process, they will continue to work on collaboration.

Meeting Students' Needs

- For ELLs: (Oral Language Support) Consider asking students how they could answer the question in a full sentence. If students need additional support, consider modeling how to use the same words in the question when you are responding.
- For students who may need additional support with oral language and processing: Continue to allow ample wait time during the discussion. (MMAE, MME)