

ELA: Grade 1, Lesson 17, Bird Walk

**Lesson Focus:** Understand all birds have wings, beaks and feathers and engage with nuanced vocabulary words to describe what they see.

**Practice Focus:** Students will describe what they might see if they were to go on a bird walk.

**Lesson Objective:** Students will use the poem “Bird Walk” to identify the three things all birds have (wings, feathers and beaks) and describe what they observe either from a picture or an observed bird outside with a focus on determining the meaning of unknown words by exploring shades of meaning within the text.

**Academic Vocabulary:** lovely, pretty, gorgeous, big, humongous, little, miniscule, bright, brilliant, stunning, beaks, wings, feathers, birds

**TN Standards:** 1.RI.IKI.9; 1.FL.VA.7a; 1.FL.VA.7b; 1.FL.VA.7c; 1.SL.CC.1; 1.SL.CC.2; 1.SL.PKI.4

**Teacher Materials:**

- The Teacher Packet for ELA, Grade 1, Lesson 17
- Sorting Cards (There are pictures included at the end of the PowerPoint you can use of a bird, wings, beaks and feathers to make headings for sorting activity. Words needed for the sorting activity are included at the end of the PowerPoint. You may print and cut apart or you may write the words on index cards.)

**Student Materials:**

- Paper and a pencil, and a surface to write on
- The Teacher Packet for ELA, Grade 1, Lesson 17 which can be found on [www.tn.gov/education](http://www.tn.gov/education)

Teacher Do	Students Do
<p><b>Opening</b> (1 min)</p> <p><b>Hello! Welcome to Tennessee’s At Home Learning Series for literacy! Today’s lesson is for all our 1st graders out there, though everyone is welcome to tune in. This lesson is the second in this week’s series.</b></p> <p><b>My name is ____ and I’m a 1st grade teacher in Tennessee schools. I’m so excited to be your teacher for this lesson! Welcome to my virtual classroom!</b></p> <p><b>If you didn’t see our previous lessons, you can find them on <a href="http://www.tn.gov/education">www.tn.gov/education</a>. You can still tune in to today’s lesson if you haven’t seen any of our others. But it might be more fun if you first go back and watch our other lessons, since today we’ll be talking about things we learned previously.</b></p> <p><b>Today we will be using clues to discover the meaning of unknown words! Before we get started, to participate fully in our lesson today, you will need:</b></p> <ul style="list-style-type: none"><li>• Paper and a pencil, and a surface to write on</li><li>• The Student Packet for ELA, Grade 1, Lesson 17 which can be found on <a href="http://www.tn.gov/education">www.tn.gov/education</a></li></ul>	<p>Students gather materials for the lesson and prepare to engage with the lesson’s content.</p>

<p><b>Ok, let's begin!</b></p>	
<p><b>Intro</b> (3 min)  <b>Before we jump into our new lesson, let's take a quick look at the independent work you did for our last lesson.</b> [Show Slide 2.]</p> <ul style="list-style-type: none"> <li>• <b>When you wrote your sentences about birds, did you make sure you had capitals at the beginning of each sentence?</b> [Pause.]</li> <li>• <b>Do all of your sentences have end punctuation?</b> [Pause.]</li> <li>• <b>Did you include at least two sentences?</b> [Pause.] <b>How many of you wrote more?</b> [Pause.] <b>Great Job!</b></li> </ul> <p>[Show Slide 3.] <b>How many words from your chart were you able to use?</b> [Pause.] <b>Did you include at least two?</b> [Pause.] <b>How many of you used more than two words?</b> [Pause.] <b>Awesome! Did you use beaks, feathers or wings in your sentences?</b> [Pause.] <b>Wow! I wish I could read all of your great details about birds.</b></p> <p><b>We are going to continue to think about birds in today's lesson.</b></p> <p><b>Today our goal is to use clues to discover the meaning of words we may not know. We will begin with me showing you what that looks like, and then there will be time for you to practice on your own with my support. Finally, I will assign you independent work that you can complete after the video ends.</b></p>	<p>If the lesson connects to the previous lesson, students recall key concepts, vocabulary, and information from the previous lesson and reflect on and evaluate the independent work they completed after that lesson.</p> <p>Students prepare to follow the gradual-release trajectory, understanding that they will be doing more listening at first and more "doing" toward the end of the lesson.</p>
<p><b><u>Teacher Model/Read-Aloud</u></b> (13 min)</p> <p><b>In our last lesson we read a riddle that ended up being about birds. We were able to learn facts from this riddle as we read through the clues. There are lots of texts we could read that have something to do with birds. Some might give us true facts and information like the riddle in our previous lesson. Some texts might be a book about birds with lots of pictures about different kinds of birds. Some might be a fun story that has a talking bird as a character. Those fun stories might give us some true facts and information, but it might not all be true. For example, we know birds cannot talk. Each text or book we might read about birds, or any other topic, might give us information in a different way.</b></p>	<p>Students follow along, comprehending the text. They use teacher think-aloud and tips (e.g., definitions of words) to support their comprehension, and they think or write as directed in response to prompts and questions.</p>

Today we are going to read a poem about birds. One thing poems often do is use great language. This language might include words or phrases that help us make a good picture in our mind. The poem we are going to read today might include some words you have not heard before. That is okay. The author of this poem wrote it in a way that will help you learn the meaning of these new words based on words you may already know.

We are going to pay extra close attention to the words the author uses in this poem. I hope you will learn some new words and will be able to use them in your independent practice. You may even be able to find ways to use these great new words to describe other things when you are talking to others. We are also going to think about the things we learned in our previous lesson from our riddle. For instance, do you remember what three things all birds have? [Pause.] If you were not able to watch our previous lesson, we learned all birds have beaks, wings and feathers.

Let's start by listening to our poem, "Bird Walk" by Reanna Patterson. [Show Slide 4.] [Read the poem all the way through. You may choose to read the parts in different voices to distinguish when dad is speaking and when the narrator is speaking.]

We went walking,  
    We went walking,  
into the park,  
    into the park,  
to find some lovely little birds,  
    To find some lovely little birds.  
My dad said, "Look,"  
    My dad said, "Look,"  
"That bird is pretty,"  
    "That bird is pretty."  
"That bird is gorgeous," I said to Dad,  
    "That bird is gorgeous," I said to Dad.  
My dad said, "Look,"  
    My dad said, "Look,"  
"Those wings are big,"  
    "That those wings are big."  
"Those wings are humongous," I said to Dad,  
    "That those wings are humongous," I said to Dad.  
My dad said, "Look,"  
    My dad said, "Look,"  
"That beak is little,"  
    "That beak is little."

**"That beak is minuscule," I said to Dad,  
"That beak is minuscule," I said to Dad.  
My dad said, "Look,"  
My dad said, "Look,"  
"Those feathers are bright"  
"Those feathers are bright."  
"Those feathers are brilliant," I said to Dad,  
"Those feathers are brilliant," I said to Dad.  
We went walking,  
We went walking,  
into the park,  
into the park,  
and found some stunning little birds,  
And found some stunning little birds.**

**Now, let's go back to look more closely at certain parts.  
[Show Slide 5.]**

**We went walking,  
We went walking,  
into the park,  
into the park,  
to find some lovely little birds,  
To find some lovely little birds.**

**In this section, what do we learn the characters in the poem are doing? [Pause.] Yes. The characters are walking in the park. What are they hoping to find in the park? [Pause.] They are hoping to find some birds in the park. Remember, we talked before we started about how the authors of poems often use some great language, or words and phrases. This author uses some great words to describe the birds in this poem. Let me read this section again. I want you to listen for the word the author uses to describe the kind of birds they hope to find in the park.**

**We went walking,  
We went walking,  
into the park,  
into the park,  
to find some lovely little birds,  
To find some lovely little birds.**

- **Did you hear the word the author used to describe the kind of birds they hope to find in the park on their walk? [Pause.] The author said to find some 'lovely' birds. Is that a word you have heard before? [Pause.]**

<ul style="list-style-type: none"> <li>• Lovely can be used to mean beautiful, pretty, or nice looking. So they are hoping to find some nice looking, beautiful or pretty birds. This author chose to use the word 'lovely'. That might be a word that isn't used as much as pretty or beautiful.</li> <li>• Let's say this word together. Say lovely. Lovely.</li> <li>• Now let's read this section together. I will read the first line. You echo me and read the second line with me. I will point to me when it is my turn and I will point to you when I want you to read with me. [Model pointing to yourself and at the camera to demonstrate how the echo read will work.]</li> </ul> <p>[Follow the echo reading style as in the previous lesson.]</p> <p><b>We went walking, We went walking, into the park, into the park, to find some lovely little birds, To find some lovely little birds.</b></p> <p>[Show Slide 6.] <b>Let's reread the next section.</b></p> <p><b>My dad said, "Look," My dad said, "Look," "That bird is pretty," "That bird is pretty." "That bird is gorgeous," I said to Dad, "That bird is gorgeous," I said to Dad.</b></p> <p><b>In this section we learn a little more about the characters in this poem. What do we learn? [Pause.] That's right. We learn that one of the characters is the dad.</b></p> <ul style="list-style-type: none"> <li>• Do we know anything else about the other person in the poem? [Pause.] We do know the person is the narrator, or the person telling about what they are doing. The narrator is someone that calls the other person dad. Other than that, we don't know much else about them.</li> <li>• My dad said, "Look, that bird is pretty." What did he see? [Pause.] He saw a bird.</li> <li>• How did dad describe the bird he saw? [Pause.] Yes. He said the bird was pretty.</li> <li>• Is there another word we just learned that also means pretty? [Pause.] You are so smart! Lovely.</li> </ul>	<p>Students will say the word lovely.</p> <p>Students will echo the repeating line of the poem as the teacher points at the camera to indicate it is their turn.</p>
--	--

<ul style="list-style-type: none"> <li>• They were looking for 'lovely' birds. Did they find one? [Pause.] Yes, because pretty and lovely mean the same thing.</li> <li>• Then the narrator says, "That bird is gorgeous." How does the narrator describe the bird? [Pause.] That's right. The narrator says the bird is gorgeous. That might be a word you have not heard before.</li> <li>• Let's see if we can figure out what it means together by looking at the clues in the text just like we did in our riddle in our last lesson. Oftentimes the author will leave clues to help us figure out new words.</li> <li>• Were they looking at the same bird? [Pause.] Yes, they were.</li> <li>• Dad said the bird was pretty and the narrator said the bird was gorgeous. I wonder since they are describing the same bird if those two words mean the same thing. What do you think? [Pause.]</li> <li>• [Think aloud.] So, if that is true I can use a word I do know, pretty, to help me figure out what the word gorgeous means.</li> <li>• [Think aloud.] I know that pretty is a word we use to describe something that looks nice. If gorgeous means the same thing, it is also a word used to describe something that looks nice.</li> <li>• Let's say this word together. Say gorgeous. Gorgeous.</li> <li>• [Think aloud.] I remember that the word lovely also describes something that looks nice. So, I might be able to say that pretty, lovely and gorgeous all mean the same thing.</li> <li>• Think about those three words. Why would the author choose to use three different words in the poem to describe the birds when they all mean the same thing? She could have just used the word pretty all three times. [Pause.] Oh, so you think using different words makes the poem more interesting? I like that idea. I definitely think when authors use different words, it makes it more interesting.</li> <li>• I was also thinking we use the word pretty a lot. I really like saying the words lovely and gorgeous. Those are fun words to say and fun ways to describe something that is different than just saying it is pretty.</li> <li>• The other thing I am thinking about is when I've heard people say something is 'gorgeous', they might mean it is pretty, but they might think it is even more</li> </ul>	<p>Students will say the word gorgeous.</p>
---	---

<p><b>pretty than pretty. So instead of saying it is ‘really’ pretty. They might say it is gorgeous.</b></p> <ul style="list-style-type: none"> <li>● <b>Now, that is making me think back to the poem. Let’s echo read this section. While we are reading together I want you to think about why one character might use the word pretty and the other might use the word gorgeous.</b></li> </ul> <p>[Echo read these lines of the poem, pointing to yourself for the first line and pointing at the camera for the repeating line to indicate students read along with you.]</p> <p><b>My dad said, “Look,” My dad said, “Look,” “That bird is pretty,” “That bird is pretty.” “That bird is gorgeous,” I said to Dad, “That bird is gorgeous,” I said to Dad.</b></p> <p><b>Dad says, “That bird is pretty.” Why do you think the narrator repeats the same sentence, but changes her description to gorgeous? [Pause.] That was what I was thinking. Maybe the narrator uses gorgeous to describe the bird because they think the bird is more than just pretty or really pretty. They use the word gorgeous to let us know that. Can you think of something you think is gorgeous? [Pause.] Sometimes I think a sunset is pretty. Every once in a while though, the sunset is so much more than just pretty. It is gorgeous. It is really special.</b></p> <p><b>Let’s get back to the next section of our poem. [Show Slide 7.]</b></p> <p><b>My dad said, “Look,” My dad said, “Look,” “Those wings are big,” “Those wings are big.” “Those wings are humongous,” I said to Dad, “Those wings are humongous,” I said to Dad.</b></p> <p><b>Let’s keep thinking about the words the author uses to describe things in this poem about birds.</b></p> <ul style="list-style-type: none"> <li>● <b>What is this section describing? [Pause.] It is describing the bird’s wings. Not the whole bird, but just the wings. Remember, all birds have wings.</b></li> </ul>	<p>Students will echo read this section of the poem as directed by the teacher.</p>
---	---

<ul style="list-style-type: none"> <li>• How does dad describe the wings of this bird they found on their walk in the park? [Pause.] He says the wings are big.</li> <li>• Is that a word you already know? [Pause.] I thought so.</li> <li>• How does the narrator describe the wings? [Pause.] The narrator says the wings are ‘humongous’.</li> <li>• They are both describing the same wings of this bird they found. Dad says the wings are big. The narrator says the wings are humongous. If we know what big means, can we figure out what the word humongous might mean with the clues? [Pause.] You are so smart! Humongous means the same thing as big.</li> <li>• They mean the same thing, but how are these words also different? [Pause.] Just like pretty and gorgeous, big and humongous mean basically the same thing, but when I think of something as being humongous, I think about it being bigger than just big.</li> <li>• Say the word humongous with me. Say humongous. Humongous.</li> <li>• Think about something that is big. [Model holding your hands apart]</li> <li>• Now think about something that is bigger than just big. [Model stretching your arms as wide as you possibly can to simulate that humongous is bigger than big] You might use the word humongous to let people know you mean really, really big. If you read Jack and the Beanstalk with us in previous lessons, a man is big, but the giant was humongous. We might also say a beanstalk can grow to be big, but Jack’s special beanstalk grew to be humongous.</li> <li>• Let’s echo read this section. [Model the same way as in previous echo reads.]</li> </ul> <p>My dad said, “Look,”  My dad said, “Look,”  “Those wings are big,”  “Those wings are big.”  “Those wings are humongous,” I said to Dad,  “Those wings are humongous,” I said to Dad.</p> <p>Great reading! Let’s look at the next section. [Show Slide 8.]</p> <p>My dad said, “Look,”  My dad said, “Look,”  “That beak is little,”</p>	<p>Students say humongous.</p> <p>Students think about the difference between big and humongous.</p> <p>Students echo read the next section of the poem.</p>
--	--



<p><b>"That beak is little."</b>  <b>"That beak is minuscule," I said to Dad,</b>  <b>"That beak is minuscule," I said to Dad.</b></p> <p><b>What is this section of the poem describing? [Pause.] That's right! This section of the poem is describing the bird's beak. We learned in our previous lesson that all birds have beaks.</b></p> <ul style="list-style-type: none"> <li>• <b>How does dad describe the bird's beak? [Pause.] He says the beak is little.</b></li> <li>• <b>How does the narrator describe the beak? [Pause.] This might be another word you have never heard. The narrator describes the beak as being "miniscule".</b></li> <li>• <b>So, let's do the same thing we did in our other sections. Let's use the clues the author gives us to help us understand what this new word might mean.</b></li> <li>• <b>I bet you all know that little is something that is small. [Model with fingers to indicate something that is small] Dad says the beak is little. The narrator says the beak is miniscule. They are describing the same beak, so that might mean the word miniscule means the same thing as little.</b></li> <li>• <b>Say this word with me. Say miniscule. Miniscule.</b></li> <li>• <b>Poems also often have patterns in them. Have you noticed any patterns in this poem? [Pause.] I notice so far in the poem, the dad uses one word to describe something and the narrator uses a new word that means the same thing as the word the dad uses, just more extreme. So, if dad says the beak is little, [Model with fingers] I think the word miniscule must mean really, really little [Model with fingers]. Do you agree?</b></li> </ul> <p><b>Let's echo read this section. [Model the same way as in previous echo reads.]</b></p> <p><b>My dad said, "Look,"</b>  <b>My dad said, "Look,"</b>  <b>"That beak is little,"</b>  <b>"That beak is little."</b>  <b>"That beak is minuscule," I said to Dad,</b>  <b>"That beak is minuscule," I said to Dad.</b></p> <p><b>Let's read the next section of this poem. Before we do, this poem has described the bird's humongous wings and miniscule beak. Thinking about what you know about birds, what do you think the next section will describe? [Pause.] Did you say feathers? You are so smart! Why did you say</b></p>	<p>Students say miniscule.</p> <p>Students echo read this section.</p>
--	--

feathers? [Pause.] Right again! All birds have beaks, wings and, feathers. Let's read. [Show Slide 9.]

My dad said, "Look,"

My dad said, "Look,"

"Those feathers are bright"

"Those feathers are bright."

"Those feathers are brilliant," I said to Dad,

"Those feathers are brilliant," I said to Dad.

How did dad describe the feathers? [Pause.] He said they were bright.

- Remember in our riddle it said some feathers were plain and others were colorful? If these feathers of this bird they see in the part were bright, were the feathers plain or colorful? [Pause.] They were colorful.
- We've talked about the word bright in previous lessons when we talked about the bright light of the sun. The way the word bright is used in this poem it means colorful.
- Say bright with me. Say bright. Bright.
- I think bright to describe something colorful is a great word. Let's think about how the narrator described the feathers. What word did the narrator use to describe the feathers? [Pause.] The narrator said the feathers are brilliant.
- You are probably getting really good at using the clues from the author to figure out other words. What do you think the word brilliant means? [Pause.] I think so too. I think the word brilliant means the same thing as bright and colorful.
- Say this new word with me. Say brilliant. Brilliant
- This is a word you may have heard before to describe someone who is really smart. In this poem, it is describing something that is really, really bright and colorful.

Let's echo read this section. [Model the same way as in previous echo reads.]

My dad said, "Look,"

My dad said, "Look,"

"Those feathers are bright"

"Those feathers are bright."

"Those feathers are brilliant," I said to Dad,

"Those feathers are brilliant," I said to Dad.

Students say the word bright.  
Students will understand this is a different meaning than what it meant in our texts about the sun being bright.

Students will say the word brilliant.  
Students will understand this is used differently than to describe how smart someone is.

Students will echo read.

Let's read the last section of this poem. Listen for more describing words. [Show Slide 10.]

We went walking,  
We went walking,  
into the park,  
into the park,  
and found some stunning little birds,  
And found some stunning little birds.

What describing word did you hear? [Pause.] Did you hear the word stunning? That might be a new word for you. Stunning means the same thing as lovely.

- Say that with me. Say stunning. Stunning.
- Based on the pattern in this poem, do you think stunning might mean the same as lovely, but just a little bit more? I might describe a nice looking dress as lovely. Then I might see this really, special dress that is more than lovely. It is stunning.
- So the narrator of this poem thinks what is stunning? [Pause.] That is right. The narrator thinks the birds they found in the park were stunning.

Let's echo read this section. [Model the same way as in previous echo reads.]

We went walking,  
We went walking,  
into the park,  
into the park,  
and found some stunning little birds,  
And found some stunning little birds.

Do you think the narrator was happy? [Pause.] I think so too. The words the narrator used to describe the birds and the part of the birds tell me, they probably enjoyed this walk in the park looking at birds.

The title of this poem was 'Bird Walk'. Do you think this was a good name for this poem? [Pause.] Me too! The two people in this poem took a walk in the park to look for birds, so I think the title 'Bird Walk' is a perfect title for this poem.

Students say the word stunning.

Students echo read the last section of the poem.

**Guided Practice** (7 min)

Great job using the meaning of the words you knew to discover the meaning of unknown words! Let's revisit the poem about a walk in the park.

On my chart I have several pictures of the things they saw on their walk in the park. Repeat after me as I say the name of what is in each picture.

- [Show Slide 11.] Bird. Say it with me 'bird'
- [Show Slide 12.] Wing. Say it with me 'wing'
- [Show Slide 13.] Beak. Say it with me 'beak'
- [Show Slide 14.] Feathers. Say it with me 'feathers'

Now we are going to revisit parts of the poem and recall the words used to describe the bird, the bird's wing, the bird's beak, and the bird's feathers. As we find the describing words used in the poem, let's see if we can group words together that are alike or mean about the same.

[Show Slide 15.]

My dad said, "Look,"  
My dad said, "Look,"  
"That bird is pretty,"  
"That bird is pretty."  
"That bird is gorgeous," I said to Dad,  
"That bird is gorgeous," I said to Dad.

I found two words that were used to describe the bird. [Point to the 'bird' word card as you say the word 'bird'.]

- What two words were used to describe the bird?  
[Pause.]
- Both 'pretty' and 'gorgeous'
- Do the words 'pretty' and 'gorgeous' mean about the same thing? [Pause.]
- That's right! 'Pretty' and 'gorgeous' do mean about the same thing. So now I am going to add the words 'pretty' and 'gorgeous' under my picture of the bird and because both words mean about the same thing I am going to place them next to each other on the chart [Add the two new word cards 'pretty' and 'gorgeous' next to each other on the chart under the picture of the bird.]

[Show Slide 16.]

My dad said, "Look,"  
My dad said, "Look,"  
"Those wings are big,"

Students follow along and think and act as instructed, gradually gaining confidence and competence.

Students will create a list of describing words used in the poem.

<p><b>“Those wings are big.”</b> <b>“Those wings are humongous,” I said to Dad,</b> <b>“Those wings are humongous,” I said to Dad.</b></p> <p><b>I found two words that were used to describe the bird’s wings.</b> [Point to the ‘wings’ word card as you say the word ‘wings’.]</p> <ul style="list-style-type: none"><li>● <b>What two words were used to describe the wings?</b> [Pause.]</li><li>● <b>Do the words ‘big’ and ‘humongous’ mean about the same thing?</b> [Pause.]</li><li>● <b>That’s right! ‘Big’ and ‘humongous’ do mean about the same thing. So now I am going to add the words ‘big’ and ‘humongous’ under my picture of the wings and because both words mean about the same thing I am going to place them next to each other on the chart</b> [Add the two new word cards ‘big’ and ‘humongous’ next to each other on the chart under the picture of the wings.]</li><li>● <b>As I read the next part of the poem, see if you can find two words that describe the bird’s beak.</b> [Point to the ‘beak’ word card as you say the word ‘beak’.]</li></ul> <p>[Show Slide 17.]</p> <p><b>My dad said, “Look,”</b> <b>My dad said, “Look,”</b> <b>“That beak is little,”</b> <b>“That beak is little.”</b> <b>“That beak is minuscule,” I said to Dad,</b> <b>“That beak is minuscule,” I said to Dad.</b></p> <p><b>Do you find two words that were used to describe the bird’s beak?</b> [Pause.]</p> <ul style="list-style-type: none"><li>● <b>What two words were used to describe the beak?</b> [Pause.]</li><li>● <b>Both ‘little’ and ‘minuscule’ were used to describe the bird’s beak.</b></li><li>● <b>Do the words ‘little’ and ‘minuscule’ mean about the same thing?</b> [Pause.]</li><li>● <b>That’s right! ‘Little’ and ‘minuscule’ do mean about the same thing. So now I am going to add the words ‘little’ and ‘minuscule’ under my picture of the beak and because both words mean about the same thing I am going to place them next to each other on the chart</b> [Add the two new word cards ‘little’ and ‘minuscule’ next to each other on the chart under the picture of the beak.]</li></ul>	
---	--

I am going to reread one more piece of the poem. Listen carefully as I am going to ask you two questions once I finish reading. Are you ready? [Pause.] [Show Slide 18.]

My dad said, "Look,"  
My dad said, "Look,"  
"Those feathers are bright"  
"Those feathers are bright."  
"Those feathers are brilliant," I said to Dad,  
"Those feathers are brilliant," I said to Dad.

What part of the bird did this piece of the poem describe?  
[Pause.]

- **The feathers!** [Point to the 'feathers' word card as you say the word 'feathers'.]
- **What two words were used to describe the feathers?**  
[Pause.]
- **'Bright' and 'brilliant' were the two words used to describe the bird's feathers.**
- **What do you know about the words 'bright' and 'brilliant'?**
- **They do mean about the same thing!**
- **Now I am going to add the words 'bright' and 'brilliant' under my picture of the feathers and because both words mean about the same thing I am going to place them next to each other on the chart** [Add the two new word cards 'bright' and 'brilliant' next to each other on the chart under the picture of the feathers.] **Great job!**

Now let's use our describing words to recall the bird walk in the park. [Point to the prewritten sentence on a piece of chart paper.]

- **I went for a bird walk and what did I see?**  
I saw a \_\_\_\_\_ bird with \_\_\_\_\_ wings.
- **What two describing words from our chart could I write in those two empty blanks?** [Pause.]
- **Let's look at our chart to see what words I can use to describe the bird. I see that both 'pretty' and 'gorgeous' are words used to describe the bird and 'big' and 'humongous' are used to describe the wings.**
- **I think I will use the word 'pretty' to describe the bird.** [Model writing the word 'pretty' in the first blank.] **And I think I am going to use the word 'humongous' to describe the wings.** [Model writing the word 'humongous' in the second blank.]

<ul style="list-style-type: none"> <li>● <b>Let's read my new sentence together</b> [Point to the sentences as you read.]</li> <li>● <b>I went for a bird walk and what did I see?</b> <b>I saw a pretty bird with humongous wings.</b></li> </ul>	
<p><b><u>"Independent Work"</u></b> (3 min) [Show Slide 19.] <b>Now that we have found evidence in the text to describe birds and I have modeled how to use describing words in a sentence, I want you to answer the following question:</b> [Point to the first sentence on the chart paper.] <b>I went for a bird walk and what did I see?</b></p> <p><b>I want you to write one to two sentences that answer the question. As you write your sentences, try to use words from the chart to describe the bird? Use at least two words from your list, but try to use more for an extra challenge.</b> [Show Slide 20.] <b>You can even go outside, with an adult. As you walk around outside, see if you can find some birds. You might even be able to come up with some new words to describe the birds that you see. Make sure to start your sentences with capital letters and end your sentences with the correct punctuation.</b></p>	<p>Students will write at least two sentences describing birds. Students will either use describing words from the poem and list created in the guided practice portion of the lesson or students will use new and different describing words in their sentences. These describing words may come from personal observation.</p>
<p><b><u>"Closing"</u></b> (1 min) <b>I enjoyed working on using clues to discover the meaning of some new words! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!</b></p>	