

ELA: Grade 1, Lesson 16, Solving a Mystery Riddle

Lesson Focus: Understand what makes a bird a bird by collecting clues from a riddle.

Practice Focus: Students will write details and use vocabulary they learn about birds from a riddle.

Lesson Objective: Students will use a riddle to learn about birds with a focus on key details and vocabulary words.

Academic Vocabulary: animal, big, small, colorful, plain, wings, hatch, eggs, seeds, insects, beaks, feathers, birds

TN Standards: RI.1.KID.1, RI.1.KID.2, RI.1.CS.4, RL.1.CS.5, 1.W.RBPK.8

Teacher Materials:

- The Teacher Packet for ELA, Grade 1, Lesson 16
- Anchor Chart or chart paper and markers

Student Materials:

- Three pieces of paper and a pencil, and a surface to write on
- The Student Packet for ELA, Grade 1, Lesson 16 which can be found on www.tn.gov/education

Teacher Do	Students Do
<p>Opening (1 min)</p> <p>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 first in this week’s series.</p> <p>My name is ____ and I’m a ____ grade teacher in Tennessee schools. I’m so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>If you didn’t see our previous lessons, you can find them on www.tn.gov/education. You can still tune in to today’s lesson if you haven’t seen any of our others.</p> <p>Today we will be solving a mystery by focusing on key details and vocabulary words! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none"> • Three pieces of paper and a pencil, and a surface to write on • The Student Packet for ELA, Grade 1, Lesson 16 which can be found on www.tn.gov/education <p>Ok, let’s begin!</p>	<p>Students gather materials for the lesson and prepare to engage with the lesson’s content.</p>
<p>Intro (2 min)</p> <p>[Show Slide 2.] Today our goal is to solve a mystery by focusing on key details and vocabulary words! A mystery is a puzzle or a secret that needs to be solved. For example – what goes down, but never comes up? [Pause.] Rain!</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</p>

<p>Detectives are people that look for clues to solve the mystery. You can be a detective whenever you read by paying close attention to the details in a story.</p> <p>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.</p>	<p>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><u>Teacher Model/Read-Aloud</u> (12 min)</p> <p>We are going to read a riddle together. A riddle is a short text that gives the reader clues about a mystery item or idea. The riddle will give the clues, but will not tell you the answer to the riddle, or mystery. It is like a written puzzle.</p> <ul style="list-style-type: none"> • Have you ever put a puzzle together? You have to put all of the pieces together in order to see the whole picture. That is what we are going to do today, but our puzzle pieces are words. That is why we can call a riddle a written puzzle. <p>We have received a mysterious riddle, or written puzzle, we will need to work together to solve today. Just like detectives, you will need to listen closely for clues in the riddle to help solve the mystery. Are you up for the challenge?</p> <p>[Show Slide 3.] Listen closely to the riddle as I read each sentence. We are animals.</p> <ul style="list-style-type: none"> • [Think aloud] That tells us the answer to our mystery riddle is an animal. It has to be a living creature of some kind. <p>[Show Slide 4.] We can be big or small.</p> <ul style="list-style-type: none"> • Show me with your hands what small would look like. [Model cupping your hands close together.] • Now, show me what big would look like. [Model stretching out your hands to demonstrate big.] • So, let’s think about what we know so far. We know the answer to the riddle are animals. Some can be big and some can be small. • Thinking about the clues you have so far, write down one or two things you think it might be. <p>[Show Slide 5.] You walk by us every day.</p> <ul style="list-style-type: none"> • Oh, that was a great clue! That probably helped us to narrow down our choices. [Pause.] This has to be 	<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> <p>Students demonstrate what big and small look like with their hands.</p> <p>Students use clues based on the information they have so far.</p> <p>Students will determine if their current guess would make sense. If</p>

<p>something that lives in our area. It wouldn't be something like a lion or monkey, because I don't walk by those every day.</p> <ul style="list-style-type: none"> • If you wrote anything down that does not live in our area that we could walk by every day, mark that off your list. For example, I wrote down monkeys because they are animals and can be big or small, but I don't walk by them every day. So the answer to this riddle cannot be monkeys because it does not make sense. • If you marked something off your list, make a new guess. You can also add another guess to your list if you thought of something else that is an animal, can be big and small and you walk by them every day. <p>[Show Slide 6.] We can be colorful or plain.</p> <ul style="list-style-type: none"> • If they can be colorful or plain, what does that mean? [Pause.] Colorful means they can have bright colors. They may even have many colors. Plain means they will not have many bright colors. • Does that help you with your guess? Mark out anything that don't make sense. Add any to your list that might make sense. <p>I am going to go back and reread from the beginning of our riddle. [Show Slide 7.] We are animals. We can be big or small. [Model with hand when you say big/small.] You walk by us every day. We can be colorful or plain.</p> <ul style="list-style-type: none"> • Now, I want you to read it with me. I will read and then you will echo read after me. When I point to me, I read. When I point to you, you read with me. [Model pointing as you reread through these lines.] <p>We are animals. [Pause.] We are animals. We can be big or small. [Pause.] We can be big or small. You walk by us every day. [Pause.] You walk by us every day. We can be colorful or plain. [Pause.] We can be colorful or plain.</p> <p>Now let's learn some more clues about our mystery riddle. [Show Slide 8.] Some of us fly, some of us run, and some of us swim.</p> <ul style="list-style-type: none"> • Oh! That is interesting! It says our mystery animals might do different things. • What can they do? [Pause.] Some of them fly. Some of them run. Some of them swim. 	<p>not, they will mark it out and make a new guess.</p> <p>Students will understand the difference between colorful and plain.</p> <p>Students will make any adjustments to their guess.</p> <p>Students echo read small section of riddle.</p>
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- I wonder if those clues helped you figure out the mystery? If you think you know, write it down and mark out the other animal guesses. If some of them cannot fly, you have to mark it out. If some of them cannot run, you have to mark those guesses out too. If some of them cannot swim, you know what to do.
- Let's see what other clues our riddle gives us.

[Show Slide 9.] But we all have wings.

- Okay. I know that in order to fly, they probably have wings. These are parts of an animal that helps them fly. They probably have two wings, one on each side of their body.
- I am wondering about the ones that run or swim. This clues tells us that even if they run or swim, they also still have wings. Very interesting! Think about your guess. Does the animal you guessed have wings? Can some of them swim?

[Show Slide 10.] Here are some pictures of different wings. Notice how different wings can look.

[Show Slide 11.] We all hatch from eggs.

- What is an egg? [Pause.] You may eat eggs.
- [Show Slide 12.] Here are some pictures of different kinds of eggs. Different kinds of eggs can also look very different just like the wings.
- [Show Slide 13.] What about the word hatch? What does it mean that they all hatch from eggs? [Pause.] This means they come out of the egg when they are born. Look at these animals hatching from their eggs.
- Are you feeling good about your guess?

[Show Slide 14.] Some of us eat seeds, some of us eat insects,

- So, this clue tells us that some of them eat seeds. We learned in one of our previous lessons that seeds are what plants grow from.
- It also tells us some of them eat insects, or bugs.

[Show Slide 15.] But we all have beaks.

- Do you know what a beak is? If you do, I bet that is a really great clue. [Show Slide 16.] A beak is only a part of some animals. Animals use a beak to pick up or grab their food. It is like the hard part of the animal's mouth.
- What are these mystery animals going to use to pick up the seeds or insects they eat? Are they going to

<p>use fingers like we do? [Pause.] No, this tells us they all have beaks to pick up or grab their food.</p> <ul style="list-style-type: none"> • I think there is one more clue. Let's read it and try to solve our riddle. <p>[Show Slide 17.] What makes us special, though, is our feathers!</p> <ul style="list-style-type: none"> • So, they all have wings and beaks. What else do they all have? [Pause.] That's right! They all have feathers. • If you know the answer to our mystery riddle, don't say it yet. Write it down if you have not already. • [Show Slide 18.] Look at these pictures of different feathers. • Let's go back and reread everything we know so far. Echo read with me like we did earlier. [Model pointing to you the first time you read it and pointing at the camera the second time you read it so students can echo read with you.] <p>[Show Slide 19.]</p> <p>We are animals. [Pause.] We are animals. We can be big or small. [Pause.] We can be big or small. You walk by us every day. [Pause.] You walk by us every day. We can be colorful or plain. [Pause.] We can be colorful or plain. Some of us fly. [Pause.] Some of us fly. Some of us run. [Pause.] Some of us run. And some of us swim [Pause.] And some of us swim. But we all have wings. [Pause.] But we all have wings. We all hatch from eggs. [Pause.] We all hatch from eggs. Some of us eat seeds, [Pause.] Some of us eat seeds. Some of us eat insects, [Pause.] Some of us eat insects. But we all have beaks. [Pause.] But we all have beaks. What makes us special, [Pause?] What makes us special, Though, is our feathers! [Pause.] Though, is our feathers! What are we? [Pause.] What are we?</p> <p>[Show Slide 20.] Great job reading! Are you ready to say what you think the answer to our mystery riddle is? [Pause.] I think I know. Do you? [Pause.] Let's do it together! Ready? Say it loud and proud on the count of three. 1, 2, 3 BIRDS!</p>	<p>Students echo read entire riddle with teacher.</p> <p>Students shout 'birds' after the teacher counts to 3.</p>
<p><u>Guided Practice</u> (8 min)</p> <p>Great job solving the mystery of the riddle! Now that we have solved the mystery of the riddle, I think it would be fun to think about all the characteristics or details that we</p>	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence.</p>

<p>learned from the riddle about birds. To help me remember all the things we know so far about birds I am going to create a list.</p> <ul style="list-style-type: none"> ● Now I want you to get out one of your pieces of paper. [Pause.] ● At the top of your paper I want you to write the word ‘birds’ because it is the main topic of our list since it was the answer to our mystery or riddle [Show Slide 21.] [Model writing ‘Birds’ at the top of the piece of paper.] B. I. R. D. S. Birds. <p>Now let’s reread the riddle a piece at a time stopping when we find new details or characteristics about birds that we should add to our list. We are animals. We can be big or small.</p> <ul style="list-style-type: none"> ● [Think aloud.] I learned two details about birds from rereading a small part of the riddle. I learned that birds are animals, and I also learned that they can be different sizes, either big or small. ● Let’s write ‘animal’ to show a detail from the riddle that describes or tells about birds. [Model writing ‘animal’ on the piece of paper.] A. N. I. M. A. L. Animal. ● Now I am going to go below the first detail and write the second detail on my list. ● I am going to write ‘many sizes’ because the riddle tells me that birds can be big or small which means they can be many different sizes. [Model writing ‘many sizes’ on the piece of paper.] M. A. N. Y. Many. S. I. Z. E. S. Sizes. <p>Let’s keep reading to see what other details or characteristics about birds we want to add to our list. Some of us fly, some of us run, and some of us swim.</p> <ul style="list-style-type: none"> ● What do the words ‘fly’ ‘run’ and ‘swim’ describe or tell us about birds? [Pause.] ● That’s right! These three words tell us that birds can move or travel in several different ways. I think these are important details to add to our list. ● I am going to add the words that describe how birds can move. So I am going to write fly, F. L. Y. Fly on my list. [Model writing the word fly.] I am also going to write the word run. R. U. N. Run. [Model writing the word run.] And I am going to write the word swim. S. W. I. M. Swim. [Model writing the word swim.] 	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence.</p> <p>Students will create a list using details in the riddle as evidence to bird characteristics.</p> <p>Students will add details from the riddle to their bird web in preparation for the Independent Work portion of the lesson.</p>
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<p>Let's read some more. But we all have wings. We all hatch from eggs.</p> <ul style="list-style-type: none"> • What two details about birds can we now add to our list? [Pause.] • That's right! We can add the word 'wings' and 'eggs' because both words describe details or characteristics of birds. • I am going to write the word 'wings' because birds have wings. W. I. N. G. S. Wings. [Model writing the word wings.] • I am now going to write the word 'eggs' because birds lay eggs. E. G. G. S. Eggs. [Model writing the word eggs.] <p>Now let's go back to the text to see what other details about birds we can find to add to our list. Some of us eat seeds, some of us eat insects, but we all have beaks.</p> <ul style="list-style-type: none"> • We have several new details to add! I think we could add one detail about what birds eat. So I am going to write 'eats seeds and insects' E. A. T. S. Eats. S. E. E. D. S. Seeds. A. N. D. And. I. N. S. E. C. T. S. Insects. [Write.] [Pause.] <p>I am going to reread that last part because it tells me another detail about birds that I want to write on my list. But we all have beaks.</p> <ul style="list-style-type: none"> • What do all birds have? [Pause.] • I am going to write beaks. B. E. A. K. S. Beaks on my list. [Model writing the word beaks.] <p>It looks like we are almost to the end of our riddle. What makes us special, though, is our feathers!</p> <ul style="list-style-type: none"> • What makes birds so special? [Pause.] • Feathers! • Let's add the word 'feathers' since all birds have feathers. [Model adding the word feathers.] F. E. A. T. H. E. R. S. Feathers. 	
<p><u>Independent Work</u> (3 min) [Show Slide 22.] Now that we have found evidence in the text to show different details or characteristics of birds, I want you to use the details on your list to write at least two sentences that tell about birds?</p> <ul style="list-style-type: none"> • Use at least two words from your list, but try to use more for an extra challenge. [Show Slide 23.] • Make sure to start your sentences with capital letters and end your sentences with the correct punctuation. 	<p>Students will write at least two sentences giving details about birds from the riddle and list created in the guided practice portion of the lesson.</p>

PBS Lesson Series

Closing (1 min)

I enjoyed working on this riddle with you today! 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!

<https://openupresources.org/ela-curriculum/>