



## About the Book

Text Type: Nonfiction/Descriptive Page Count: 12 Word Count: 203

### Book Summary

*This Is a Bird* describes many different types of birds. Although birds have some things in common, such as feathers and beaks, they can also be very different from one another. Students will have the opportunity to compare and contrast birds as well as to ask and answer questions. Detailed, supportive photographs and repetitive phrases support early readers.

## About the Lesson

### Targeted Reading Strategy

- Ask and answer questions

### Objectives

- Use the reading strategy of asking and answering questions to understand text
- Compare and contrast
- Segment syllables
- Discriminate initial and final consonant digraph *sh*
- Recognize and use adjectives
- Recognize and use high-frequency word *this*

### Materials

Green text indicates resources available on the website

- Book—*This Is a Bird* (copy for each student)
- Chalkboard or dry erase board
- Compare and contrast, initial consonant digraph *sh*, adjectives worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

### Vocabulary

- High-frequency words: *all, are, have, its, this*
- Content words: *cardinal, chicken, Costa's hummingbird, emperor penguin, mallard, pelican, turkey vulture, thrasher*

## Before Reading

### Build Background

- Write the word *birds* on the board and point to it as you read it aloud to students. Repeat the process and have students say the word aloud.
- Discuss what makes birds different from other types of animals. Have students identify the kinds of birds they know of or have seen.
- Create a KWL chart with students on the board. Explain to students that the *K* stands for what they already know about a topic, the *W* stands for what they want to know about a topic, and the *L* stands for what they learned about a topic. Ask students to name some things they already know about birds. List the information in the Know (*K*) column of the chart.

## Preview the Book

### Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *This Is a Bird*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Write the following repetitive sentences on the board: *This is a bird. Its beak is \_\_\_\_ and \_\_\_\_, and its feathers are \_\_\_\_*. Read the sentences aloud, pointing to the words as you read them to students. Have students read them aloud. Explain that these words repeat throughout the book.

### Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that asking questions about a topic before and during reading, and then looking for the answers while reading, will help them understand and remember what they read.
- Model asking questions.  
**Think-aloud:** *The title of the book is This Is a Bird. As I flip through the book and look at the pictures, I think the book will tell about many different kinds of birds and what they look like. I'm not sure what kinds of birds I will read about, so I'll write that question on my KWL chart: What kinds of birds will the book tell about? I'll have to read the book to find out.*
- Ask students to share any questions they have about birds, based on the covers and a quick picture-walk. Add their questions to the *W* column of the KWL chart.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Compare and contrast**

- Explain to students that one way to understand and organize new information in a book is to explain how objects are alike and different. Write the words *compare* and *contrast* on the board. Point out that explaining how things are alike is called *comparing*, and explaining how things are different is called *contrasting*. Write the word *alike* under *compare* and the word *different* under *contrast* on the board.
- Draw a Venn diagram on the board. Label the left side *Fish* and the right side *Bird*.
- Model how to compare and contrast a fish and a bird.  
**Think-aloud:** *I can compare and contrast a fish and a bird. I know that a fish has scales, but a bird has feathers. I will write scales on the Venn diagram under the Fish heading and feathers under the Bird heading to show one way that these two things are different. I know that a fish and a bird are both animals. I will write animals on the diagram where the circles overlap to show one way that these two are the same.*
- Invite students to suggest other ways that a fish and a bird are the same and different. Write student responses on the Venn diagram under the appropriate headings.

### Introduce the Vocabulary


- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 3, you might say: *All birds have feathers, and all birds have beaks, but they are different, too.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *sharp* on page 4 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows a bird with a pointed beak. When I look at the first part of the word, it starts with /sh/. However, the word pointed starts with the /p/ sound, so this can't be the word. I know that sometimes things that are pointed can be sharp. The word sharp starts with the /sh/ sound. I also hear the /p/ sound at the end of the word. The sentence makes sense with this word. The word must be sharp.*

### Set the Purpose

- Have students think about what they already know about birds as they read the book to find answers to the questions on the class KWL chart. Remind them to think about how the birds in the book are alike and different as they read.

### During Reading

#### Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
  - **Model asking and answering questions.**  
*Think-aloud: On the covers and title page, I see several different types of birds. Some look large, and others look small. I wonder if birds come in many different sizes. I will add this question to the KWL chart: What size are the birds? I think that if I continue to read the book, I will be able to answer the questions on the chart.*
  - Invite students to share questions they had while reading, and add their questions to the KWL chart.
  - Draw a Venn diagram on the board. Label the left side *Bird on front cover* and the right side *Bird on back cover*. Have students identify things that are alike and different about the two birds by looking at the pictures on the covers. (The bird on front cover has a small pointed beak, and the bird on back cover has a long beak that is flat at the tip.) Write this information on the Venn diagram on the board.
  - **Check for understanding:** Have students read to the end of page 11. Encourage them to share questions they asked or answered as they read. Add their questions and answers to the KWL chart. (Accept all answers that show students know how to ask and answer questions as they read.)
  - Have student pairs discuss how a *thrasher* and *cardinal* are alike and different. Have them draw a Venn diagram on a separate piece of paper and write the information from their discussion on their diagram.
  - Have students read the remainder of the book. Remind them to ask and answer questions and think about how the birds are alike and different.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

### After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

#### Reflect on the Reading Strategy

- **Think-aloud:** *As I read the book, I thought about the questions I asked earlier in the lesson. I asked if the birds were different sizes. The emperor penguin is four feet tall. The sizes of all the other birds in the book are compared to the emperor penguin. They are different sizes, but they are all smaller.*
- Review the questions on the KWL chart and discuss the answers that students found while reading. Record the answers in the *Learned (L)* column of the KWL chart. Be sure to discuss that not all questions can be answered, and further reading on the subject might be needed.
- Ask students to explain how asking and answering questions helped them to understand and remember the information in the book.

### Reflect on the Comprehension Skill

- **Discussion:** Review the meanings of *compare* and *contrast*, as well as the Venn diagrams created earlier in the lesson.
- **Independent practice:** Introduce, explain, and have students complete the [compare-and-contrast worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned about some of the ways that birds are alike and different. Think of another kind of animal that is not a bird. How can you tell how animals are alike and different from each other?

### Build Skills

#### Phonological Awareness: Segment syllables

- Tell students that every word contains one or more parts. Explain that these parts are called *syllables*.
- Show students how to count syllables by clapping as they say a word. Demonstrate with the word *feathers*. Clap each time you say a syllable (two claps).
- **Check for understanding:** Say the following words aloud, one at a time, and have students clap the syllables and tell how many syllables are in each word: *birds*, *different*, *vulture*, *pelican*, *black*, *hummingbird*.

#### Phonics: Identify initial consonant *sh*

- Write the word *short* on the board and say it aloud with students.
- Have students say the /sh/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students which two letters together stand for the /sh/ sound in the word *short*.
- **Check for understanding:** Write the following words that begin with the /sh/ sound on the board, leaving off the initial digraph: *sharp*, *she*, *shelf*, *shell*. Say each word, one at a time, and have volunteers come to the board and add the initial *sh* digraph to each word. Have students practice blending the sounds together to say each word.
- **Independent practice:** Introduce, explain, and have students complete the [consonant digraph sh worksheet](#). If time allows, discuss their answers.

#### Grammar and Mechanics: Adjectives

- Have students turn to page 4, and read the second sentence aloud to them. Ask which words describe the penguin's beak (*long and sharp*). Review or explain that there are special words that describe people, places, and things. These words are called *adjectives*.
- Have students read the second sentence aloud again. Ask them which words describe the penguin's feathers (*black and white*).




**Check for understanding:** Have students locate and underline the words that describe the beaks and feathers of the birds in the book.

- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their responses.

#### Word Work: High-frequency word *this*

- Tell students that they are going to learn a word that they will often see in books they read. Write the word *this* on the board and read the word aloud. Have students read the word with you.
- Ask students to write the word *this* on the top of their desk with their finger as you spell it aloud with them, pointing to each letter on the board as you say the letter name with students.
- Read the first sentence on page 3 aloud to students. Point to the word *this*. Explain that the word *this* is often used to explain which object someone is talking about. Have students use the word *this* in oral sentences with a partner.

 **Check for understanding:** Have students locate and highlight every occurrence of the word *this* in the book. Have them write the word on a separate piece of paper several times. Then have each student use the word *this* in an oral sentence.

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them share with someone at home how two of the birds in the book are alike and different.

## Extend the Reading

### Descriptive Writing and Art Connection

Provide students with books about and pictures of other birds. Have them choose one and illustrate it. Under the picture, have students write several descriptive sentences telling about the bird they chose. Have them include several adjectives that describe the bird's beak and feathers.

Visit [Writing A–Z](#) for a lesson and leveled materials on expository writing.

### Math Connection

Work with students to create a model of the chart in the book that shows the sizes of the birds in relation to the emperor penguin. Discuss the size of the birds in feet, inches, and centimeters. Use adjectives such as *small*, *smaller*, *smallest* and *large*, *larger*, *largest* to discuss the sizes of the birds.

### Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

## Assessment

### Monitor students to determine if they can:

- consistently ask and answer questions to understand text
- accurately compare and contrast birds during discussion and on a worksheet
- accurately segment one-, two-, and three-syllable words during discussion
- identify and discriminate the initial /sh/ sound during discussion and on a worksheet
- correctly understand and use adjectives during discussion and on a worksheet
- correctly use and write high-frequency word *this*

### Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)