



About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 508

Book Summary

Parrots are beautiful and intelligent animals that thrive in tropical and subtropical habitats throughout the world. Find out how parrots are different from other birds and learn what they all have in common. Students will enjoy reading about the many kinds of parrots and their special characteristics.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions to understand text
- Compare and contrast
- Identify consonant *th* digraph
- Recognize and use adjectives
- Identify and understand the use of suffix *-ing*

Materials

Green text indicates resources are available on the website.

- Book—*Parrots* (copy for each student)
- Chalkboard or dry-erase board
- [Ask and answer questions, compare and contrast, and adjectives worksheets](#)
- [Discussion cards](#)



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

Vocabulary

*Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- **Content words:**
 Story critical: **bills** (n.), **communicate** (v.), **crest** (n.), **mimic** (v.), **rainforests** (n.), **reason** (v.)
 Enrichment: *nectar* (n.), *subtropical* (adj.), *tropical* (adj.)

Before Reading

Build Background

- Ask students to share what they know about parrots. Ask them if they have ever seen a parrot and if so, whether it was someone's pet or in a pet store.
- Show students the cover of the book and read the title. Explain to them the birds on the cover are parrots. Ask: *Do you know where parrots live or what they eat?*
- Record their answers on the board.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book and author's name).

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

- Explain to students that effective readers help themselves to understand what they are reading by asking questions before, during, and after reading. Discuss with students how interacting with the text by asking questions will help them understand and remember what they read.
- Model how to ask questions.
Think-aloud: From what I see on the covers and title page, it appears as though this book is about parrots. The parrots on the front cover and the title page are different. I am curious to know how many different colors parrots can be. I wonder if I will read about how parrots talk. Before I read, several questions often come to mind about the topic. As I read, I enjoy looking for answers to my questions, which often sparks further curiosity and more questions to answer while I read.
- Create a chart on the board similar to the [ask-and-answer-questions worksheet](#). Write your questions from the think-aloud on it and any questions generated by students in the Build Background activity. Distribute the ask-and-answer-questions worksheet to students. Have them write a question in the first section on their worksheet. Invite them to share some of their questions and write them on the class 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**

- Sometimes an author will tell how things—such as characters, settings, and subjects—are alike and different. This is called *comparing and contrasting*. To *compare* we tell how things are alike, and to *contrast*, we tell how they are different.
- Draw a Venn diagram on the board. Label the left circle *parrots* and the right circle *robins*. Explain to students that information relating only to parrots is written in the left side of the left circle. Information that relates only to robins is written in the right side of the right circle. Explain to students that in the middle, where both circles overlap, information is written about what parrots and robins have in common.
- Model how to compare and contrast information using a Venn diagram.
Think-aloud: I know parrots and robins are both birds and have a lot of similarities and differences. I will write what I know about each bird in the Venn diagram. For example, parrots live in warm, tropical areas. I will write this information under the word parrot. Robins only live in North America. So I will write this fact under the word robin.
- Have students identify other similarities and differences between parrots and robins. Write these on the Venn diagram.

Introduce the Vocabulary

- Introduce the story-critical vocabulary words listed in the vocabulary section of this lesson.
- Review the correct pronunciation for the multisyllabic words *communicate*, *mimic*, *rainforests*, and *reason*.
- Turn to the glossary on page 16. Read the words and discuss their meanings aloud.




- Remind students of the strategies they can use to sound out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words, and prefixes and suffixes. They can use the context to work out the meanings of unfamiliar words. For example, say: *If I did not know the meaning of the word reason, I could read the definition in the glossary, but I could also turn to the page it's found on and read the words and sentences around it. When I read page 6, I can see the word reason means to understand something by using the brain to come to a conclusion.*

Set the Purpose

- Have students read to find out more about characteristics of parrots. Encourage students to ask and answer questions while reading.

During Reading

Student Reading

- Guide the reading:** Have students read from page 4 to the end of page 7. Encourage those who finish early to go back and reread. Ask students to go back and look at their ask-and-answer-questions worksheet and see if this part of the text answered their question(s).
- Model answering a question and filling in the second section of the ask-and-answer-questions chart on the board.
Think-aloud: Before reading, more than one question came to mind about this book. I was curious about what colors parrots are. I also wanted to know if parrots could talk. While reading, I discovered that parrots can be one or a mix of seven different colors, including pink! They are very intelligent birds that can make some of the same sounds as humans. I will write these answers on the ask-and-answer-questions chart on the board.
- Ask students to write answers to their question(s) and any additional questions they raised on their ask-and-answer-questions worksheet. Invite them to share the information they learned and the questions they generated as they read the book. Write shared responses on the class ask-and-answer-questions chart on the board.
-  Ask students to return to page 6 and look for fact about parrots (large brain) and record it on the diagram. Then, have students reread page 7 to find out how parrots talk (repeat words or sounds they hear).
- Check for understanding:** Have students read pages 8 through 10. Have them write answers they found while reading on their worksheet and any additional questions that came to mind, for example, specific questions about how many different kinds of parrots are in the world and what types of beaks and feet parrots have. Invite them to share the information they learned and the questions they generated as they read this section.
- Distribute, introduce, and explain the **compare-and-contrast worksheet**. Have students write two facts about each bird in the space provided.
-  Have students read the remainder of the book. Remind them to look for and write answers to their ask-and-answer-questions worksheet. Encourage them to add new questions they might have to their worksheet as they read. Remind them to circle or highlight the important facts about parrots and write them in the Venn diagram on the worksheet as they read.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

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

- Reinforce that asking questions before and during reading, and looking for the answers while reading, keeps readers interested in the topic. It also encourages them to keep reading to find answers to their questions and helps them understand and enjoy what they read.
- **Think-aloud:** *Before reading, I wanted to know where parrots live and what they eat. I now know parrots live in tropical places in the world where it is warm. Parrots eat fruit, nuts, seeds, and nectar, and some also eat small insects.*
- **Independent practice:** Point out to students that all of their questions may not have been answered in this text. Brainstorm to generate a list of other sources they might use to locate additional information to answer their questions (for example, websites, books, and so on). Invite students to write one more question they still would like to know about parrots. Ask students to share questions they added.

Reflect on the Comprehension Skill

- **Discussion:** Explain to students that comparing and contrasting relates to many different events in life (picking out clothes, trying new foods, traveling to new places, and so on). Explain that if you compare and contrast to help you decide between two ideas, you can make it easier to choose.
- **Independent practice:** Have students complete the compare-and-contrast worksheet. If time allows, have them share what they wrote in the remaining boxes of their worksheet.
- **Enduring understanding:** In this book, you learned about characteristics and needs of parrots. Now that you know this information, do you think it would be wise to own a parrot as a pet?

Build Skills

Phonics: Consonant *th* digraph

- Write the word *three* on the board. Have students find the word on page 8 and read the sentence in which it is found.
- Ask students what consonant sounds they hear when they say the word (/thr/). Circle the *th* in the word, and review that the letters *th* make the /th/ sound as in *three* and *they* (page 8). Write the word *they* on the board next to *three*. Blend the words aloud as you run your finger under the words. Have a volunteer circle the letters in each that represent the /th/ sound.
- **Check for understanding:** Have students look on page 11 to find two other words with *th* representing the /th/ sound (*their*, *they*).
- **Independent practice:** Have students search the book for other examples of words that have the /th/ sound represented by *th*. Have volunteers write examples on the board. If time allows, discuss their answers.

Grammar and Mechanics: Adjectives

- Write the following sentence on the board from page 5 of the text: *Many parrots are beautiful, with bright feathers in one or more bold colors.* Circle the adjectives (*many*, *beautiful*, *bright*, *bold*). Explain that we use words called *adjectives* to describe people and objects. In this example, *many* and *beautiful* describe parrots, *bright* describes the feathers, and *bold* describes the colors.
- Remind students that *adjectives* are words that describe people, places, and things.
- Ask students if they can name other adjectives and write a list on the board.
- Have students turn to page 7. Ask them to find the following sentence: *Some parrots can even speak using hundreds of different words.* Ask volunteers to identify the adjectives (*some*, *hundreds*, *different*). Ask what words the adjectives are describing (*parrots*, *words*).



Check for understanding: Have students turn to page 9 and circle all the adjectives on the page. Ask them to turn to a partner and take turns telling what words the adjectives describe.

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

Word Work: **Suffix -ing**

- Write the word *climbing* on the board. Ask students to identify the root word (*climb*) and write it next to *climbing*. Have students use both words in a sentence.
- Explain or review that a suffix is a syllable, or group of letters, added to the end of a word to alter or change its meaning or its verb tense. An example of a suffix is *-ing*.
- Write the words *interest*, *clean*, and *eat* on the board. Have volunteers add the suffix *-ing* to each word (*interesting*, *cleaning*, *eating*). Discuss how, when the suffix is added, it changes the verb tense of the words. The words now describe actions that are happening right now, or in the present tense.
- Have students turn to page 7, and read the first sentence of the second paragraph aloud. Point out the word *speaking*. Write the word *speaking* on the board and circle the word *speak*. Discuss with students how adding the suffix *-ing* changed the word to better describe what African grey parrots do. Have volunteers use each word in a sentence to demonstrate the difference between *speak* and *speaking*.
- **Check for understanding:** Have student pairs search for other words with the suffix *-ing* throughout the book. Have them take turns explaining what the root word is.

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 students demonstrate how a reader asks questions then reflects on the answers while reading.

Extend the Reading

Informational Writing and Art Connection

Provide students with print and Internet resources to further research the different species of parrots. Allow students to choose one type of parrot to research. Have them take notes on index cards. Create a group discussion in which students share their findings.

Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Social Studies Connection

Invite someone from your local zoo and ask him or her to bring a parrot and show the class the characteristics of the species. If possible, take a field trip to your zoo to see parrots in a controlled environment.

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 use the strategy of asking and answering questions to comprehend the text during discussion and on a worksheet
- understand and accurately compare and contrast in text, during discussion, and on a worksheet
- accurately identify consonant *th* digraphs in the text and during discussion
- correctly identify adjectives and the words they represent in the text, during discussion, and on a worksheet
- accurately identify and understand the use of the suffix *-ing* in the text and during discussion

Comprehension Checks

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