



## About the Book

Text Type: Nonfiction/Informational Page Count: 12 Word Count: 311

### Book Summary

Students will love learning about their feathered friends, from familiar owls to exotic emus. Each page of text contains interesting information and engaging photos.

## About the Lesson

### Targeted Reading Strategy

- Ask and answer questions

### Objectives

- Ask and answer questions to understand text
- Compare and contrast text information
- Segment and blend phonemes
- Identify vowel digraph ea
- Identify adjectives
- Understand content vocabulary

### Materials

Green text indicates resources available on the website

- Book—*Birds* (copy for each student)
- Chalkboard or dry erase board
- Compare and contrast, vowel digraph ea, 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

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- High-frequency words: *has, it, there, they, this*
- Content words:

Story critical: *cockatoos (n.), eagles (n.), emu (n.), hummingbirds (n.), owls (n.), pelican (n.), puffin (n.), roadrunner (n.), toucan (n.), vultures (n.)*

## Before Reading

### Build Background

- Involve students in a discussion about familiar birds. Have them describe the different birds, including their color, size, special characteristics, and so on. Lead students to use vocabulary they will encounter in the book, such as *wings, beak, eyes, talons, and feathers*. For students with limited experience with birds, you may want to show them pictures of birds and point out the different features.

### Book Walk

- 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 *Birds*. (Accept all answers that students can justify.)

- Show students the title page. Discuss the information on the page (title of book, author's name).

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

- Show students the title page and ask them what they see in the picture. Encourage them to ask questions about the picture. If necessary, model how to ask questions in your mind as you preview the book.  
*Think-aloud: It helps me understand what I read if I ask myself questions about what I see in the pictures on the covers and what I read in the title. I wonder what kinds of birds I will read about in this book. I wonder what the bird on the title page is doing. I'll write these questions on a chart, and we'll see if we can find out the answers as we read.*
- Make a two-column chart on the board. Label the left side *Questions* and the right side *Answers*. Ask students what questions they have about the cover and add them to the chart.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary

- Go through each page of the book with students, talking about the pictures and using the vocabulary they will encounter in the text. Encourage them to ask questions about the birds shown in the pictures. Write any questions they have on the *ask-and-answer-questions chart* on the board. Have students note whether any questions are answered from the preview of the pictures.
- Reinforce new vocabulary. Students may have difficulty with the bird names, so ensure that this vocabulary is used in the discussion.
- Model how to read unfamiliar words. For example, have students point to the word *pelican* on page 3. Ask how they know this word is pelican. Reinforce the short /e/ sound and the initial and final sounds. Point out that students can check whether the word makes sense by reading the sentence and looking at the picture. Read the sentence with the word *pelican* and ask students if they think the sentence makes sense. Repeat with other vocabulary words if you feel students need more modeling.

### Set the Purpose

- Have students read the book to find answers to the questions they posed. Explain that they may form new questions in their mind as they read and that they should look for answers to these questions as well.

## **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 6, 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: One thing I wondered when I read about the pelican is whether it swallows the fish whole or chews them in some way. I guess the book won't tell me the answer, but this is something I might want to find out at a later time. As I read, it's important to be thinking about what I read, what the text is telling me, and what the text makes me wonder about. Then I can be really involved with the text.*
- **Check for understanding:** Ask whether any of the questions students had have been answered. If so, ask volunteers to share their questions and how they were answered. Ask students if any other questions came to mind as they were reading.
- Have students read the remainder of the book. Encourage them to continue asking questions and looking for answers to their questions as they read.



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

- Reinforce how thinking about the information in the book and asking questions in their mind helps readers feel more involved with the book and helps them better understand what they are reading. Ask students to share any questions left unanswered and discuss how they might go about finding more information.

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

- **Introduce and model:** Help students understand the concept of comparing and contrasting by referring to concrete objects. Show students a cup and a glass. Ask them what purpose each serves. *Think-aloud: Both a glass and a cup are used for drinking. This is one way they are alike. The cup has a handle, and the glass doesn't. This is a way that they are different. Can you think of any other ways the cup and the glass are alike or different?*
- **Discussion:** Have students identify facts they learned about the pelican. Have them point out where in the text they can find this information. Then ask students to tell what they learned about the roadrunner. Have them point out ways the roadrunner and the pelican are alike and different. Continue discussing the differences and similarities between the birds.
- **Check for understanding:** Have students tell some ways that a cat and a dog are alike and some ways they are different.
- **Independent practice:** Give students the [compare-and-contrast worksheet](#). Have them choose three of the birds to compare and write their names in the circles. If you feel that students need support, work with them to find a similarity and a difference to record on the worksheet before letting them work independently. Encourage students to revisit the text to find information to record on the chart. If time allows, discuss their responses.



**Extend the discussion:** Have students use the last page of their book to draw a picture of the bird they found the most interesting. Suggest that they write one thing they learned about the bird. Have students share their picture with the group.

- **Enduring understanding:** In this book, you read about a variety of birds and some of the special characteristics of each of them. Now that you know this information, why do you think some people are able to do things better or differently than others? How is the bird community similar to the human community?

## Build Skills

### Phonological Awareness: **Segment and blend phonemes**

- Say the word *bird*. Then explain to students that you are going to break the word into its individual sounds: /b/ /ur/ /d/. Have students repeat the sounds and then blend them together again to say the word *bird*.
- Give students the following words, one at a time, and have them first segment each word into its sounds and then blend the sounds together again: *beak* (/b/, long /e/, /k/); *wings* (/w/ /i/ /n/ /g/ /z/); *feathers* (/f/ /e/ /th/ /ur/ /z/); *soft* (/s/ /o/ /f/ /t/).
- **Check for understanding:** Give students a half-sheet of paper and write the following words on the board: *sharp*, *catch*. Have them write the segments for each word (*sharp* (/sh/ /ar/ /p/); *catch* (/k/ /a/ /t/ /ch/). Then have students turn to a neighbor and say each word aloud, blending the sounds together slowly. Circulate throughout the room, checking for individual understanding.

**Phonics: Vowel digraph ea**

- Have students turn to page 3 and find the word *beak*. Have a volunteer read the word while you write it on the board. Ask students what sound they hear in the middle of the word.
- Explain that the letters e and a together stand for the long /e/ sound they hear in the middle of the word *beak*. Explain that sometimes this digraph stands for the long /e/ sound and sometimes it stands for the short /e/ sound.
- Challenge students to find two other words with long ea digraph in the book (*sea*, p. 7; *eagles*, p. 10).
- Write the word *feathers* on the board. Have students find the word on page 8 and read the sentence in which it is found. Reinforce that the ea digraph can also stand for the short /e/ sound, as in this word.
- **Check for understanding:** Challenge students to find two new words with the short ea digraph on page 12 (*dead*, *heads*).
- **Independent practice:** Introduce, explain, and have students complete the [vowel digraph ea worksheet](#). If time allows, discuss their answers.

**Grammar and Mechanics: Adjectives**

- Inform students that *Birds* is an informational text and that its purpose is to provide readers with information about birds.
- Explain that writers use *adjectives*, or describing words, to clarify information about a topic. They often use words to describe the *size*, *shape*, and *look of things*.
- Have students turn to page 3, and point out the words the writer uses to describe the pelican (*big*, *long*, *deep*). Talk about how these words help give readers more information about the pelican.
- **Check for understanding:** Repeat with other birds in the book and other adjectives (page 5: *big*, *colorful*; page 6: *big*, *small*, *large*, *long*, *strong*; page 7: *small*, *short*, *fat*, *colorful*, *funny*, and so on).
- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their answers.

**Word Work: Content vocabulary**

- Explain to students that informational texts contain special vocabulary words that have to do with the topic of the book. In this book, the special words have to do with the names of the birds and their features.
- **Check for understanding:** Have students look through the book to find some names of different birds. Ask volunteers to share the words they find (*puffin*, *emu*, *hummingbirds*, *cockatoos*, and so on).

**Build Fluency**
**Independent Reading**

- Allow students to read their book independently. Additionally, allow partners to 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 compare and contrast different birds with someone at home.

## Extend the Reading

### Informational Writing Connection

Work with students to write a paragraph about a familiar animal. Decide on an animal with which they are familiar, such as a cat. Have students identify characteristics of cats, such as whiskers, eyes, and claws. Write these on the board. Then ask students how they would describe the different characteristics, and write their words on the board. For example, *long* whiskers, *sharp* claws, eyes *that see in the dark*. Have students combine all of the information on the board into an informational paragraph.

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

### Social Studies Connection

Provide books or other resources and ask students to find pictures of the birds they read about in the book. Have them find other information about these birds. Students may be able to find answers to any questions they had as they were reading that were not answered in the book.

### 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:

- ask and answer questions as they read during discussion
- compare and contrast different birds during discussion and on a worksheet
- orally segment and blend phonemes during discussion
- recognize words with the vowel digraph *ea*; demonstrate an understanding that the vowel digraph *ea* can stand for long or short /e/ sound during discussion and on a worksheet
- identify adjectives during discussion and on a worksheet
- locate content words relevant to the topic of birds during discussion

### Comprehension Checks

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