

Focus Question:

What are the steps for making a bird feeder?

Book Summary

Text Type: Nonfiction / How To

Have you ever made a bird feeder? *Let's Make a Bird Feeder* provides students with a step-by-step guide on how to make a bird feeder using a pan, birdseed, fruit, and water. Simple instructions and photographs support student learning. The book can also be used to teach students how to visualize to understand text and to sequence events.



Lesson Essentials

Instructional Focus

- ☐ Visualize to understand text
- ☐ Sequence events
- ☐ Describe information provided by photographs
- ☐ Recognize and identify syllables
- ☐ Identify initial consonant *Bb*
- ☐ Recognize and use adjectives
- ☐ Identify and use the high-frequency words *make, put, we*

Materials

- ☐ Book: *Let's Make a Bird Feeder* (copy for each student)
- ☐ Sequence events, initial consonant *Bb*, adjectives worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com. Starred (*) words appear in the lesson but not the book.

- **High-frequency words:** *make, put, we*
- **Words to Know**
Story critical: *bird feeder (n.), birdseed (n.), dried (adj.), fruit (n.), hang (v.), slices (n.)*
- **Academic vocabulary:** *event (n.)*, sequence (v.)**

Guiding the Reading

Before Reading

Build Background

- Have students raise their hand if they have ever seen or made a bird feeder. Have students draw a picture of a bird feeder they've seen or what they think a bird feeder might look like. Invite students to share their drawings with the class. Discuss as a class what a bird feeder needs to have. Record all responses on the board.
- Explain to students that they are going to read a book that explains how to make a bird feeder, step-by-step. Ask students what steps might be involved in making a bird feeder. Have them share their answers.

Introduce the Book

- Give students their copy of *Let's Make a Bird Feeder*. 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, author's name).

Introduce the Reading Strategy: **Visualize**

Explain to students that engaged readers visualize, or create pictures in their mind, while they are reading. Explain that effective readers visualize what a book is going to be about before they begin reading, and continue to visualize as they read. Further explain that readers can use the photographs in a book to help them with their visualizations. Ask students to close their eyes and create a picture in their mind as you read page 4 aloud. Have students draw a picture of what they visualized. Ask volunteers to share their pictures with the group. Then, show students the photograph on page 4. Ask students how their drawings compare to the photograph in the book.

Introduce the Comprehension Skill:

Sequence events

- Explain to students that the steps in a procedure, such as making a bird feeder, must be told in order, from beginning to end. Explain to students that when they describe the order of how to do

Guiding the Reading (cont.)

something, they are describing a *sequence of events*. Point out that transition words, such as *first*, *next*, *then*, and *last*, are typically used when telling events in sequential order.

- Have students work in groups to discuss the steps followed when brushing their teeth. Invite volunteers to share the steps and record them on the board. Have students help place transition words at the beginning of each step. Remind students that the word *first* works only with the first step and the word *last* works only with the last step.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students, and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about making a bird feeder. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- 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 a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What ingredients do you need to make a bird feeder?* (level 1) page 4
- *What do you add after the dried apples?* (level 1) page 7
- *What do you notice about how the fruit is placed in the pan?* (level 2) pages 6–9
- *What might happen if water is not added?* (level 2) multiple pages
- *When can this birdfeeder be made? How do you know?* (level 3) multiple pages

Text Features: Photographs

Explain that photographs are helpful when reading because they provide the reader with important information. Have students work with a partner to review the pictures on pages 4, 5, and 6.

Ask students: *Why do you think the author decided to use photographs instead of illustrations in this book? How do the photographs help you better understand how to make a bird feeder? Would you be able to follow the written steps without the photographs? Why or why not?* Have students review the other photographs and discuss how each one is helpful in supporting the text.

Skill Review

- Model how to create visual images before, during, and after reading. Have students turn to a partner and discuss why pausing while reading to visualize is important and why their visualizations might look different from the pictures in the book.
- Have students discuss with a partner the first step to make a bird feeder. Invite a volunteer to share the answer and record it on the board using key words and pictures. Ask students what transition word should be used to describe this step. Write the word *first* on the board above the key words and pictures.
- Model how to sequence events.
Think-aloud: *Now that I know the first step in making a bird feeder, I need to figure out what step comes next. I will look at the next page in the book to help me. It says to add dried apple to the pan. This is the next step, so I will use the word next to help describe this step. On the next page, it says to add green grapes. I will use the word then to describe this step. I will continue reading and using the pictures to help me sequence the steps. It is very important that I keep them in order because if I retell the steps in the wrong order the person I am telling them to will not be able to successfully make a bird feeder like the one in the book.*
- Model how to complete the **sequence events worksheet**. Have students discuss with a partner what's going on in each picture before they put them in order. Then have them take turns telling the sequence of events while using transition words.

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.

Skill Review

Graphic Organizer: Sequence events

Review the sequence events worksheet that students completed. Invite volunteers to tell the sequence of events to the class. Record the transition words they used as they describe each event. Discuss with students that, other than *first* and *last*, the transition words can be used to describe any of the other events.

Guiding the Reading (cont.)

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Sample: *To make a bird feeder you need a pan, birdseed, fruit, and water. First, you add the birdseed to the pan. Then, you add different types of fruit. Finally, you add water and put it in the freezer. Once it's frozen, you take it out of the pan and hang it outside.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonological Awareness: Identify syllables

- Explain that all words are made up of *syllables*, or word chunks. Model how to identify syllables using the word *feeder*. Clap to identify each syllable in the word *feeder* (two syllables). Repeat the process with the word *water* (two syllables).
- Have students practice identifying syllables by clapping out the syllables in the following words with a partner: *birdseed*, *fruit*, and *freezer*.
- **Check for understanding:** Say the following words one at a time, and have students clap their hands to show the number of syllables: *bird*, *pan*, *berries*, *green*, *apple*, *fruit*, and *later*.

Phonics: Initial consonant Bb

- Write the word *bird* on the board, and say it aloud with students.
- Have students say the /b/ sound aloud. Then, underline the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /b/ sound in the word *bird*.
- Have students practice writing the letter *Bb* on a sheet of paper while saying the /b/ sound.
- **Check for understanding:** Write the following words that begin with the /b/ sound on the board: *berries*, *bike*, *bell*, *bend*, and *boat*. Say each word one at a time and invite volunteers to come to the board and circle the initial *Bb* in each word while other students write the *Bb* on their paper.
- **Independent practice:** Introduce, explain, and have students complete the **initial consonant Bb worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: Adjectives

- Have students turn to page 6 and read the sentence aloud to them. Invite students to share the word that describes the apple (*dried*).
- Explain to students that words that describe people, places, and things are called *adjectives*. Point out that the word *dried* is an adjective because it describes the apple.
- Have students turn to page 7, and read the sentence aloud to them. Ask students to share the word that describes the grapes (*green*). Invite volunteers to share other words to describe the grapes. Record their answers on the board and remind them that they are examples of adjectives.
- **Check for understanding:** Have students work with a partner to find and highlight all the adjectives in the book. Invite students to share an adjective they found with the rest of the class. Have the other students raise their hand if they agree that the word is an adjective.
- **Independent practice:** Introduce, explain, and have students complete the **adjectives worksheet**. If time allows, discuss their answers.

Word Work:

High-frequency words *make*, *put*, *we*

- Write the words *make*, *put*, and *we* on the board and read them aloud with students. Explain to students that they will often see these words in books they read and that they should memorize them so they can decode these words right away.
- Spell the word *make* aloud with students and have them clap as they say each letter. Have students work with a partner and repeat this exercise several times. Ask students to write the word *make* in the air with their finger as you spell it aloud with them, pointing to each letter as you say the letter name with the students.
- Read page 3 aloud to students and point to the word *make*. Have students read the sentence aloud as a class. Ask students to work with a partner and use the word *make* in a complete sentence. Invite volunteers to share their sentence with the class, and ask other students to clap twice if they used the word correctly.
- Repeat the above process for the words *put* and *we*.
- **Check for understanding:** Have students reread the story with a partner and circle the high-frequency words *make*, *put*, and *we*.

Connections

- See the back of the book for cross-curricular extension ideas.