

About the Book

Text Type: Nonfiction/Informational Page Count: 12 Word Count: 118

Book Summary

In *Some Birds Go*, students will read about different types of birds and when and why they migrate. Students will have the opportunity to identify the main idea and supporting details as well as to connect to prior knowledge. Detailed, supportive photographs, high-frequency words, and repetitive phrases support emergent readers.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Identify main idea and details
- Discriminate initial consonant /m/ sound
- Identify initial consonant *Mm*
- Capitalize sentence beginnings and punctuate sentence endings
- Recognize and use high-frequency word *this*

Materials

Green text indicates resources are available on the website.

- Book—*Some Birds Go* (copy for each student)
- Chalkboard or dry-erase board
- Highlighter (one for each student)
- Sheets of notebook paper
- Main idea and details, initial consonant *Mm*, capitalization and punctuation 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

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *some*, *they*, *this*, *when*
- Content words:
Story critical: *birds* (n.), *flock* (n.), *migrate* (v.), *returns* (v.), *survive* (v.), *winter* (n.)

Before Reading

Build Background

- Write the word *migrate* on the board and read it aloud. Have students read it aloud with you.
- Ask students whether or not they know about birds that migrate. Discuss the types of birds that migrate and make a list of them on the board.

Book Walk

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: **Connect to prior knowledge**

- Explain to students that effective readers make connections between what they already know and new information they read. Remind students that thinking about what they already know about the topic of the book will help them understand what they read.
- Model how to connect to prior knowledge as you preview the book.
Think-aloud: I see a huge group of birds on the cover of Some Birds Go. I know that a bird is an animal that flies in the sky. Birds fly in groups and by themselves. On the basis of the title and the picture on the cover, I think that the book might tell about different types of birds and where they fly.
- Invite students to share how they connected to prior knowledge on the basis of the covers and title page of the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Main Idea and details**

- Review or explain to students that most books have a main idea, which is a big idea or topic that the book is mostly about. Books also have details, or extra information and descriptions, that support the main idea.
- Show students the title and each page in the book. Point out that the title and pictures often provide clues about the main idea of the story. Have students share with a partner their guess about what the main idea for this story is, on the basis of the title and pictures inside the book.
- Discuss student predictions and guide them to the consensus that the main idea of this story is *some birds migrate*. Write the following sentence on the board: *Some birds migrate*. Point to each word as you read the sentence aloud with students.
- Model identifying the main idea and details.
Think-aloud: The main idea of this story is some birds migrate. I know the story will have details that help explain the main idea. Details are descriptions that help readers understand the main idea of the story. On the title page, I see a lot of white birds flying together in a huge group. I know birds sometimes fly in groups to different places. Since this helps explain the main idea of the story, I know birds flying might be a detail in the story.
- Write the following sentence on the board: *Some birds migrate*. Draw an oval around the sentence and label the oval with the phrase *Main Idea*. Draw lines extending out from the oval.
- Review with students that details explain the main idea by providing new information about the big idea. In this case, the details should explain which birds migrate. Encourage students to search for details that explain the main idea of the book as they read.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *It looks as though the birds are flying high in a large group.*
- Remind students that they can help themselves when they come to a tricky word by looking at the first letter in the word and then checking the picture on the page to see what might start with the same sound and what might make sense in the story. For example, on page 4, point to the letter /b/ in *bird*. Say: *I am going to check the picture and think about what would make sense to figure out this word. The first picture shows a map. I know map starts with the*

letter /m/, so I need to check the second picture. The second picture shows a small blue bird sitting on a tree limb. When I look at the word, it starts with the /b/ sound. I know that bird starts with the /b/ sound. The word must be bird.

- Invite students to identify the word (*bird*). Use the word in the sentence and ask students if the word *bird* makes sense.
- Discuss with students the meanings of the vocabulary words, using the pictures and text as context. Have students write the words on a separate sheet of paper and draw pictures representing the meaning of each word.


Set the Purpose

- Have students use what they already know about birds that migrate to understand and remember what they read. Remind them to think about the main idea and the details that support it as they read.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*Up*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students to place their 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 connecting to prior knowledge and locating details.
Think-aloud: *After I read page 4, I learned that some birds migrate to other places for part of the year. I also learned that most of them migrate before winter in order to survive. I know that some birds fly together in groups and others fly alone. I wonder if these facts might be details that support the main idea.*
- Invite students to share how they connected with what they already knew as they read.
- **Check for understanding:** Have students read to the end of page 8. Encourage them to share how they connected to prior knowledge as they read. (Accept all answers that show students how to connect to prior knowledge.)
- Review the main idea on the board: *Some birds migrate*. Ask students to share some details they found that support the main idea (eastern bluebird, American robin, and snow geese).
- Introduce and explain the [main-idea-and-details-worksheet](#).
- Have students read the remainder of the book. As they read, remind them to look for details that explain the main idea of the book.

 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 with students how thinking about what they already know about a topic of a story helps them understand and remember what they read and keeps them actively engaged with the text.
- **Think-aloud:** *When I read page 10, I thought about what I learned about birds that migrate. The picture shows the sky filled with flying birds. I learned that tree swallows migrate in flocks of thousands birds.*

- Ask students to explain how asking and answering questions helped them to understand and remember the information in the story.

Reflect on the Comprehension Skill

- **Discussion:** Read the main idea on the board with students. Review the new details that students wrote on their worksheet and how they support the main idea, *some birds migrate*.
- **Independent practice:** Have students complete the main-idea-and-details worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned about different types of birds and how and when they migrate. Why is it important for birds to migrate? What other animals do you know that migrate?

Build Skills

Phonological Awareness: Initial consonant /m/ sound

- Say the word *migrate* aloud to students, emphasizing the initial /m/ sound. Have students say the word aloud and then say the /m/ sound.
- Read pages 3 and 4 aloud to students. Have students raise their hand when they hear a word that begins with the /m/ sound.
- Say the following word pairs and have students name the word that begins with the /m/ sound: *worm/most, many/house, cat/mind, dome/mother, mess/pencil*.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word begins with the /m/ sound: *pom, make, tame, moon, much, cup, and Monday*.

Phonics: Initial consonant Mm

- Write the word *migrate* on the board and say it aloud with students.
- Have students say the /m/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /m/ sound in the word *migrate*.
- Have students practice writing the letter *Mm* on their desk while saying the /m/ sound.
- **Check for understanding:** Write the following words that begin with the /m/ sound on the board, leaving off the initial consonant: *mail, map, march, mix, much*. Say each word, one at a time, and have volunteers come to the board and add the initial *Mm* to each word.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant Mm worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Capitalization and punctuation

- Write the following sentence on the board: *Some birds migrate in a flock*. Circle the initial capital letter and period in the sentence. Read the sentence aloud to students.
- Review or explain that every sentence begins with a capital letter and ends with a period or other punctuation mark. The dot at the end of a sentence is a *period* and a symbol for readers to stop reading.
- Review or explain that sentences can also end with a question mark or an exclamation point. Draw the two symbols on the board. Point out that a question mark signals that the sentence is asking a question, and an exclamation point signals that the sentence is expressing a strong feeling.
- Write several sentences on the board without capitalization or punctuation. Ask volunteers to correct the capitalization and punctuation in the sentences.
- **Independent practice:** Introduce, explain, and have students complete the [capitalization-and-punctuation worksheet](#). If time allows, discuss their responses.

Word Work: High-frequency word *this*

- Explain to 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.
- Read the first sentence on page 5 aloud to students. Point to the word *this*. Explain that the word *this* is used to point out a certain person or thing. Say: *This bird migrates for fruit in winter.* Tell students that in this sentence, the word *this* is talking about the bird. Have students use the word *this* in oral sentences with a partner.



Check for understanding: Have students reread the story and highlight every occurrence of the word *this* in the book. 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 discuss the connections they made to the book with someone at home.

Extend the Reading

Concept Writing and Art Connection

Have students draw a picture of a bird from the book. Under their picture, have students write one sentence telling about their drawing. Remind students to use a capital letter and period. Collect the pictures from students and display them in the classroom.

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

Science Connection

Have students research and create a list of various other types of animals that migrate. Make connections to the birds that are mentioned in the book. Make a list on the board of the animals, other than birds, that migrate and have a discussion surrounding them. Discuss how they are alike and different from the birds in the book and why this might be the case.

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 connect to prior knowledge to understand text during discussion;
- accurately determine the main idea and supporting details during discussion and on a worksheet;
- accurately discriminate initial consonant /m/ sound during discussion;
- accurately identify and write the letter symbol that represents the /m/ sound during discussion and on a worksheet;
- correctly capitalize sentence beginnings and punctuate sentence endings during discussion and on a worksheet;
- correctly identify and write the high-frequency word *this* during discussion.

Comprehension Checks

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