



About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 545

Book Summary

Endangered Birds is an informational book about birds that either are extinct or are in danger of becoming extinct. Readers will see photographs of the great auk, which has become extinct, and other birds, such as the kakapo and California condor, which are being bred and protected because their numbers are so few. Readers are gently reminded that human activity is the reason most birds are endangered. People are now working to save the birds from extinction.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Use the reading strategy of asking and answering questions
- Identify author's purpose
- Understand that the ea digraph can stand for different vowel sounds
- Recognize naming part of sentence (subject)
- Understand and use often-confused words

Materials

Green text indicates resources available on the website

- Book—*Endangered Birds* (copy for each student)
- Chalkboard or dry erase board
- Word journal (optional)
- [Author's purpose, subjects, often-confused words 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

- **Content words:** *albatross, breeding, California, condor, endangered, European, extinct, great auk, kakapo, predators*

Before Reading

Build Background

- Write the word *endangered* on the board. Ask students what they think it means. If necessary, explain that it means that a group of living things, such as a type of plant or animal, is in danger of no longer living.
- Create a web on the board with the word *endangered* in the center circle. Have students brainstorm a list of animals that are endangered.
- Ask students to speculate why the animals listed on the web might be endangered.

Preview the Book

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

- Show students the front and back covers of the book and read the title. Ask them what they think the book is about based on the cover information. Have them look at the web to see if they listed any birds as endangered. Then ask them to predict what birds they might read about in the book.
- Show students the table of contents. Tell them that the table of contents tells them what they are going to read about in the book. Read the section titles and ask students what kinds of birds they will read about in the book. Tell students that good readers look at the cover information and the table of contents and begin thinking of questions they have about the text. Model using the table of contents to ask questions.
Think-aloud: The first question that comes to mind as I look at the table of contents is: What kind of bird is a kakapo? I have never heard of this bird before. The second question I think of is: Why are birds such as the albatross endangered? I wonder if it has anything to do with the birds losing their habitats. I will read to see whether the book will tell me.
- Encourage students to ask questions as they preview the rest of the book.
- Point out the box titled “Do You Know?” Explain that this sidebar provides additional information about endangered birds.
- Show students the glossary and index. Explain the purpose of each.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- As you preview the book with students, use vocabulary in the discussion that you think may be difficult for students. Provide opportunities for students to say the new vocabulary words, talk about their meanings, and use the words in sentences.
- Reinforce new vocabulary and word-attack strategies by pointing to an image in the book. For example, ask students to point to the illustration of the great auk on page 4. Ask students to tell what it is (the most likely response will be “bird” or “penguin”). Tell students that this is a bird that is no longer alive. Tell them there is a bold word on the page that tells a word that means the same thing as “no longer alive.” Ask students to point to the word (*extinct*). Say the word and ask students to repeat it. Have them tell what sound they hear at the beginning (/eks/). Repeat with other vocabulary words if necessary. Remind students to look at the beginning and ending sounds in words, and/or the parts within words that they recognize, to help them sound out the words.
- Encourage students to add the new vocabulary words to their word journals.

Set the Purpose

- Have students look for answers to their questions about endangered birds as they read.

During Reading

Student Reading




Guide the reading: Give students their book and direct them to read to the end of page 8. Have students underline answers to any of the questions they had as they previewed the book. Have them write new questions in the page margins of the book. Tell students to reread the pages if they finish before everyone else.

- Model answering a question using text information.

Think-aloud: I found out that a kakapo is a bird that lives in New Zealand. I also found out that this bird nearly became extinct because the animals that people brought with them to New Zealand killed almost all of the birds.

- Ask students to point to places in the text with information that answered their questions or places where they raised new questions.
- Tell students to read the remainder of the book, looking for information that will answer their questions.

 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 students interested in the topic, encourages them to keep reading to find the answers to their questions, and helps them understand and remember what they have read.
- Discuss additional strategies students used to gain meaning from the book.

Teach the Comprehension Skill: **Author's purpose**

- **Introduce and model:** Explain or review that writers usually write to *inform* their readers about a topic, to *entertain* their readers, or to *persuade* their readers to think in a particular way. (Make sure students understand what it means to persuade someone.) Provide examples of each purpose. Explain that sometimes the cover of a book does not give a hint about the author's purpose, so they will have to read the book to find out. Tell them that many of the sentences an author uses give clues about the author's purpose.
- Show students reading materials such as an encyclopedia, a fiction book, and a newspaper ad. Explain the ways in which each informs, entertains, and persuades, respectively. Point out words, phrases, or sentences in each that give hints about the author's purpose. Have students suggest books or stories they have read that have taught them something, entertained them, or persuaded them to do something, buy something, or think a certain way.
- **Check for understanding:** Show students other examples of reading material that informs (atlas, math book), entertains (comic book, poetry book, fiction book), and persuades (magazine ad, newspaper editorial). Ask students to tell what they think the author's purpose is for writing each one.
- **Discussion:** Have students tell what they think the author's purpose was for writing *Endangered Birds*. Have students turn to the introduction and find a sentence that gives them a clue (page 5: *We will also see some ways that humans are trying to save them.*). Help students appreciate that the main purpose is to inform the reader about endangered birds and to tell what is being done about the problem. Discuss how the writing would have been different if the writer had been trying to persuade readers to keep their cats or dogs inside or to stop draining wetland areas.
- **Independent practice:** Tell students to complete the [author's purpose worksheet](#).

 **Extend the discussion:** Have students use the inside cover of their book to write three sentences about endangered birds: one that teaches, or tells, something, another that entertains, and the last, which persuades the reader to do something.

Build Skills

Phonics: **Digraph ea**

- Write the word *great* on the board and have students find and read the sentence in which the word is found on page 4. Ask students what sound they hear in the middle of the word. Point out that in this word, the ea digraph stands for the long /a/ sound.

Lesson Plan *(continued)*

Endangered Birds

- Write the word *sea* on the board and have students find and read the sentence in which it is found on page 11. Ask them what vowel sound they hear in the word and point out that the *ea* digraph stands for the long /e/ sound in this word.
- Write the word *feather* on the board and have students find and read the sentence in which the word is found on page 10. Ask what vowel sound they hear in the word and point out that the *ea* digraph stands for the short /e/ sound in this word.
- Challenge students to find other words with the *ea* digraph in the book (*heartbeat*, *New Zealand*, p. 6; *meat-eating*, *disappeared*, p. 7; *beautiful*, p. 9; *wear*, p. 10; *meat*, *lead*, *years*, p. 12; *instead*, p. 13; *released*, p. 14) and to identify the vowel sound in each word.

Grammar and Mechanics: Naming part of sentences (subject)

- Direct students to the first sentence on page 6 of the book. Read the sentence and the words *The kakapo of New Zealand* on the board. Tell students that this is the naming part of the sentence and that it tells who or what the sentence is about.
- Have students read the first sentence on page 11. Ask them to tell what the sentence is about. Explain that the naming part of this sentence is *the California condor*.
- Introduce, explain, and have students complete the [subjects worksheet](#). Discuss their answers.

Word Work: Homophones

- Direct students to page 10 of the book. Challenge them to find two words that are spelled the same but are pronounced differently (*there*, *their*). Have students read the sentences in which the words are found and explain what the two words mean.
- Write both words on the board. Remind students that these words are often confused. Remind them that the word *there* often refers to a place, while the word *their* is a pronoun showing possession.
- Introduce, explain, and have students complete the [often-confused-words worksheet](#).

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.

Extend the Reading

Writing Connection

Have students pretend they are an endangered bird. Have them write a story that either teaches humans something about them, provides entertainment, or persuades humans to help them. Have students illustrate their story and share with the group. Have the group decide what the author's purpose is for each piece of writing.

Science Connection

Provide resources for students to research other endangered animals. Make an "Endangered Animals" chart and post it in the room. Start the chart with the endangered birds presented in the book. Ask students to add to the chart as they find other animals. Encourage them to draw pictures of the animals or cut them from magazines. Create another chart titled "Ways I Can Help Endangered Animals." Start the list with a suggestion, such as "Tell others what I know." and explain how telling others about endangered animals helps by making people aware. Have students write ideas they read in books, on the Internet, or come up with on their own.

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:

- use the reading strategy of asking and answering questions to understand nonfiction text
- identify author's purpose in nonfiction text
- recognize that the ea digraph stands for several different sounds
- understand and identify the naming part (subject) of sentences
- understand and use the often-confused words *there* and *their*

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**