

# Beaks

## GOALS

### Comprehension

**Connect to prior knowledge:** Ask students what they know about birds and their beaks. What are they used for?

### Vocabulary

**Focus High-frequency Words:** for, from, has, like, this, what, which, who

**Focus Content Words:** beak, bird, ducklings, fish, flowers, food, fruit, trees, seeds, water

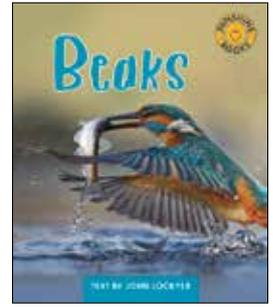
### Phonics

**Letters and Sounds:** Recognise and produce words that begin with the same sound: /wh/

**Words to Blend and Segment:** what, when, where, which, why

### Fluency

Model fluent reading of a section of the text differentiating between questions and answers for students to repeat. Notice the repetitive parts.



Find out what birds' beaks are for and how they are shaped to get the food they like.

## Before Reading

- Ask students what they know about birds and their beaks. Ask: What are they used for?
- Guess the title and read it together. Discuss what students see in the pictures on the cover and title page. Ask: What are these beaks being used for? On the back cover, which food would go with these beaks?
- Help students use the title of the book and cover illustration to make predictions about the text. Read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Ask: Is this book fiction or non-fiction? How do you know? What is the difference? (Fiction is not true.)
- Have students notice the beautiful colours of the birds and what they eat. Discuss what the beaks are used for on each page. Bring words like *beak, bird, ducklings, fish, flowers, food, fruit, trees, seeds, water* into the conversation.
- Before turning to page 16, ask students what the answer might be.

## Reading the Text

- Read the cover and the title page together. On page 2, ask: Which beak do you think is best and why? Look for the tricky word. (*different, shoebill*) Break the words into chunks or syllables.
- Read the text together, with students pointing to the words as they are read.
- On page 3, discuss the picture. Read the question together.
- Got to page 4 for the answer. Find the tricky word in the text. (*hummingbird*) Break the word into chunks or syllables. Ask: What is a hum? Make a humming sound. Why do you think this bird is called a hummingbird? (The beating of their wings makes a humming sound when they hover.) What is the bird eating? Why does it need a sharp pointy beak?
- Follow this pattern for each page, discussing the pictures, what the different birds/beaks are like and locating the tricky words before reading each page. Notice that every second page is the same (repetition).

## **After Reading**

Check on the accuracy of students' predictions. Invite them to discuss the information.

Prompt if needed.

- Look at the back cover and match the birds to their food. Were earlier guesses correct?
- Notice the question words in the text. (*who, what, which*) How do we read questions? Model then practise reading the questions on pages 2–3. How does reading the answers differ?
- Ask how repetition adds to the text. It adds to the flow and predictability of the text. You know what might be coming next.
- Students re-tell the text using the pictures on each page as a guide. Discuss the beaks and their uses.
- Discuss the ending and how useful beaks are. What do you think the author's purpose was for writing the book? What have you learnt from this book?
- How do you think a bird knows which food would suit its beak? Does it try out lots of different food first, copy its mother or is it born with the knowledge? Will its beak be the same shape when it is a baby bird versus an adult?
- Look at the design on the page numbers. What is it? What does this feature add to the book?
- Summarise the information in a two-column chart with the headings: Beak and bird; use of beak for food. Use this chart to re-tell the story, e.g. a pelican's beak/used to catch fish.
- Have students look at the index and find the page where there is information about a toucan. They ask a partner questions about the index. e.g. What page is the spoonbill on?

## **Phonics:**

- Write words *what, when, where, which, why* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /wh/-at, what. Brainstorm more words starting with wh- to add to the list. e.g. white, whale, while, whisk.

## **Word Study**

- Talk about the words *for, from, has, like, this, what, which, who*. Read them together. Ask students to find and read these words in the book. Discuss their meaning in context.
- Find words that start with fr-. (*fruit, from*) Discuss the two letters they start with. /f/ /r/ fr. Think of more words starting with fr, e.g. fridge, frost, frame, free, fry.
- Listen for the long e in these words: *beak, seeds, trees*. Write the words on the board. Students notice the different spellings for long e. Think of other examples (baby, leak, me, receive).
- Students listen and identify syllables in words and clap as they are spoken, e.g. pel/i/can. They listen for one-syllable words in the book to clap, e.g. *beak, fish*. Have students clap two syllable words, e.g. *cross/bill, duck/lings*. Discuss the rule for words with double letters, e.g. *hum/ning, puff/fin*.

## **Fluency**

- Model a fluent reading of a section of the text, differentiating between questions and answers.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. Who has a beak like this and what is it for? This is the beak of a blackbird. It uses it to catch worms. They illustrate it. This idea could be expanded into a four-page illustrated booklet. Students share with a partner.