

Bird Feeders

GOALS

Comprehension

Making predictions: Help students use the title of the book and cover illustration to make predictions about the text. After reading, check on predictions made at the beginning. Were they correct?

Vocabulary

High-frequency Words: a, can, eat, for, get, in, into, is, it, little, look, make, of, off, on, one, or, out, put, some, the, them, there, to, too, under, which, with, you

Content Words: around, bag, ball, best, bird, bottle, bran, branch, breadcrumbs, card, coconut, cup, cut, everything, fat, feeder, fix, food, half, hang, mix, net, onto, plastic, press, push, roll, scissors, seed, shell, side, soft, string, strong, through, together, tray, tree, tube, use, winter, wire, work

Phonemic Awareness

Recognise and produce words that have the same vowel sound: /e/

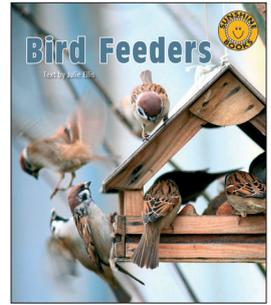
Phonics

Letters and Sounds: /e/ get

Words to Blend and Segment: get, let, met, net, set

Fluency

Practise rereading the story with a partner (orally), sharing information.



Birds need food in winter, too. You can make bird feeders for them.

Before Reading

- Help students use the title of the book and cover illustration to make predictions about the text. Read the title to them and then read it together. Discuss the meaning of *bird feeders*. Ask: When would be the best time of the year to feed birds?
- From the cover photo and title students predict what the text might be about. What are the birds doing in the photo? Discuss if this will be a fiction or nonfiction text. How do you know? (photos) What is the difference? (Nonfiction is true and informs.)
- Read the title page together. Talk about what students see in the picture. Ask: What seeds do you see? Are these seeds you could eat or are they just for birds?
- Talk/walk through the pictures. Discuss what students see on each page.
- Before turning to page 16 ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together. On page 2, ask: What time of the year is it? How do you know? Which word would say *winter*? How would *winter* start? Find the word that starts with w. Read the words in the heading together, pointing to them as they are read. Follow the same process for the sentences on pages 2 and 3.
- Follow this pattern for each page discussing the different types of bird feeder, then looking for the initial letter of the key words before reading each page. Predict the ending before turning to page 16.

After Reading

Invite students to discuss the information. Prompt if needed.

- Have students find the heading *Best Bird Food*. Ask: What ingredients have been used to make the best bird food? What are the instructions for making it?
- Talk about the headings in the text and how these are helpful to the reader. They give a clue to what the page is going to be about. Notice how the smaller heading *Get* is repeated on most pages when giving the reader instructions about what is needed to make the bird feeder.
- Notice what is included in all bird feeders. (bird food) Why is this important?
- Have students summarise the text? (It is a book giving instructions for how to make bird feeders.) What kind of text is this? (instructional)

Phonemic Awareness

- Recognise and produce words that have the same short e vowel sound: /e/. Students listen for the /e/ sound in the middle of the words as they are spoken, then they repeat, e.g. get, met, let, net, set. They think of more words with the short /e/ vowel sound, e.g. pet, bet, vet, wet.

Phonics

- Recognise words that have the same vowel sound /e/. Write the words get, met, let, net, set on the board to practise blending and segmenting the sounds together as a group, e.g. /g/ /e/ /t/, get. Students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

Word Study

- Talk about the use and meaning of the words *them, little, which, with, of, one, or, under*. Read the flash cards from the inside front cover together. Ask students to locate and read these words in the book. Play a guessing game in pairs, e.g. “I’m thinking of a word with five letters starting with u and ending in r.” (*under*)
- Help students to understand the meaning of new words in the context of the text and with picture support, e.g. *wire, string, plastic, tube*. Discuss new vocabulary and its meaning.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text, e.g. page 16, *Which bird feeder looks the best?*
- Students create and draw a bird feeder. They label it and write instructions for making it.

Fluency

- Practise rereading the story with a partner (orally), sharing information.

Writing

- Students write and illustrate “How to make a bird feeder” on a chart. They can choose any in the text or make-up their own. e.g. To make a bird tray you will need:... Their chart can be illustrated and shared with the class.
- Have students write labels or captions for the pictures on page 16.

Home/School Link

Take the book home and any related activity done in class to share with family.