

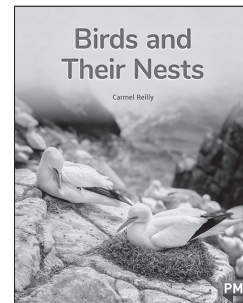
Birds and Their Nests

PM Level 16

Orange

Text Type Information Report

Running Words 318



Preparing for Guided Reading

Prior Knowledge

- Discuss an information report as a non-fiction text, and talk about what students should and should not expect to find in one.
- Invite students to share their experiences with pet birds or wild birds, and discuss what their nests are like.

Orientation to the Text

- Nests are important to keep eggs and young birds safe. Learn about the many different places that birds find to make their nests and raise their families.

Building the Balanced Reader

Vocabulary

Key Vocabulary

above, build, building, great, keep, other, people, quickly, sides, themselves

Content Words

animals, burrows, cliffs, nests, treetops

Decoding

- Point out plural nouns to students and talk about what was added to make 'more than one'.
- Prompt students to read on and read back when they are not sure of a word.
- Look at the word *building* on page 12 together. Ask, *What is the base of this word? How is the meaning of the base connected with the word?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What can you see in the photo? How does this connect with the title of the book?*
- Look at the table of contents together. Ask, *Why did the author include this? What is it telling us?* Practise finding a few of the chapters listed in the table of contents together.
- Read pages 2–3. Talk about the 'nd' blend at the end of *ground*. Ask, *What other word on this page ends with the same blend?*

- Point out the two words in bold on page 2. Ask, *Why did the author put these words in bold?* Guide students to find each of the words in the glossary and discuss their meanings.
- Continue to page 8. Ask, *Why are the words at the top of the page in a different colour? Where else can we find these words?*
- Point out the word *warm* on page 12. Ask, *What is the two-letter blend at the end of this word? Can you think of other words that end in the same blend?*
- Read to the end of the text. Discuss with students how the table of contents, chapter titles and glossary help readers to navigate and understand what the author has written.

Comprehension

- Why do burrows make good nests? (*Literal*)
- Why are the tops of city buildings good places for some nests? (*Inferential*)
- What are some places that might not be good for birds to build nests in? (*Applied Knowledge*)

Follow-up Activities

- Review the photos in the book and discuss the different types of birds in the images. Conduct some research together to find the names of some of the birds and why they build nests in particular places.
- Together, make a list of different animals and the names of their homes, such as a spider in a web and a dog in a kennel. In pairs or individually, instruct students to choose one of the animals and write one or two sentences about where it lives. Students should then draw a picture to match. Allow students to share their finished pieces with each other to build their vocabulary about animals.
- Make a bird seed wreath with students using a Bundt cake tin with bird seed, corn syrup, flour and water, or buy a hanging bird seed ornament. (Check to make sure the ingredients used are safe for the native birds in your local area.) Help students to choose a place to hang the wreath, then monitor the different kinds of birds that come to feed there. Work together to identify and describe the birds that you see.

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Learning Intentions

- We are learning to use the features of non-fiction texts.
- We are learning to read two-letter blends at the end of words.

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Success Criteria

- I can find, describe and use the contents, chapter titles and glossary.
- I can identify and read words ending in 'nd' and 'rm'.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up