

Guided Reading with **WHAT BIRDS DO**

Guided Reading: D

DRA: 4

Intervention: 5

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Overview: Do you know the meaning of the different things birds do? Read this book to find out.

8 pages, 56 words

Genre:

Nonfiction

Concepts of Print and Reading Strategies:

- use context to predict unknown words; confirm by attending to letter sounds
- use a wide variety of high frequency words as markers
- use background and vocabulary knowledge to read unknown words
- look at each part or syllable of a longer word to read it
- read verbs with -s and -es endings

Supportive Text Features:

- illustrations support most text details
- text depicts a series of simple, related ideas
- includes short sentences and predictable text

High-frequency Words:

a, can, do, from, an, the, to, its, when, it, is, in, some, off, where, you, they, go

Phonics:

- consonant digraphs: th, ch

National Standards:

- RF.K.1 (a-d), RF.K.3 (a,c), RF.K.4
- RI.K.1, RI.K.2, RI.K.7

ELL/ESL

Lo qué hacen los pájaros

[See back page](#)

Getting Ready to Read

1. Introduce the concept and vocabulary by asking open-ended questions:

- What kinds of birds do you know? What are some things birds do?
- How do birds get what they need?

2. Connect children's past experiences with the book vocabulary:

- Hold the book. Call children's attention to the title. Read: *What Birds Do*.
- Ask children to predict what birds will be in this book and what they might do.
- Show the back cover and read the copy. Ask children to predict why birds do some of the things they do.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the photographs.
- Ask them to notice what each photograph shows.

3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"
- Encourage children to look at the pictures and the beginning sound of the word, blend all the sounds in a word, or break a longer word into



parts to read it.

4. Be aware of the following text features:

- The book contains familiar words: a, can, do, from, an, the, to, its, when, it, is, in, some, off, when, where, you, they, go
- The book contains topic-specific vocabulary words including: hatches, worms, chirps, splashes, season. It also contains a list of bird names at the end.
- Most pages start with, "A bird...." and describe something birds do.
- The last page contains a question mark.

Reading the Book

1. Set a purpose by telling children to read the book to find out about what birds do.

2. Have children read quietly, but out loud. Each child should be reading at his or her own pace. Children should not read in chorus. Listen to children as they read by leaning close or bending down beside each child.

3. Look for these reading behaviors during the first reading:

- Do they identify more words by sight?
- Do they rely on the print and not just the pictures when reading?
- Do they read with increased confidence?
- Are they self-correcting to get meaning from the story?
- Have they begun to cross-check by using language patterns and letter sounds?
- Do they reread to check accuracy and meaning?
- Are they using chunks of words rather than individual letters when sounding out?
- Do they expect to get meaning from the text?

- Do they make connections between the text and previous experiences?
- Are they asking questions about the content?

4. As children read, suggest a reading strategy if they are struggling: "Try rereading the sentence. Try looking at the picture to make sense of the print." Encourage children to take a guess based on the subject of the book or to use the beginning sounds or known parts of the word. Encourage children to take a guess or read past the unknown word and return to it.

5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Explore the information presented, including the topic-specific vocabulary.
- Review how to determine what is important in a picture or sentence.
- Model asking questions or making "I wonder..." statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process.
- Model how to revisit the text to find specific examples or ideas in the story.



After the First Reading

1. Have children confirm their predictions and talk about what the birds did in the story.

2. Ask questions like:

- How are birds born? What did the photograph teach you?
- What do birds eat and drink? What did the photographs teach you?
- What sounds do birds make? Why?
- What else do birds do?
- Why did it say “some” birds fly off when the season changes? Where do you think they go?
- What are the features of a bird? For example, how is a bird different from a butterfly or a dog?
- What else would you like to learn about birds?

Second Reading

1. Have children reread the book in a whisper voice or to a partner.

2. **This is a time for assessment.** While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student’s reading behavior.

Cross-Curricular Activities

Language: Provide children with some of the sentences from the book to cut out, read, and match to relevant illustrations or photos.

Have children search the text for words with consonant digraphs ch and th. Brainstorm additional words with these digraphs and practice reading the list.

List verbs from the book with –s and –es endings. Talk about how these endings sound different. Brainstorm other verbs with each ending.

Read the bird names from the list at the back by looking at each syllable or word part.

Science: Use the book to list categories of information about birds on a chart (e.g., What Birds Eat and Drink, Baby Birds, Where Birds Live, etc.) Read nonfiction books or use online resources to learn more about birds. Add information gathered to your chart.

As a class, investigate the role of feathers. What is the purpose of feathers? Why do they come in different colors? How do feathers help birds be safe and healthy? How are feathers different from fur or hair?

Social Studies: Choose several types of birds to research their migration routes. Look at a map to see where they go.

Art: Have children draw or paint birds of their choice using photographs as a reference.

Music: Listen to recordings of various birdcalls. Ask children to imitate the sounds in different rhythms.



Guided Reading: E
EDL/DRA: 6
Intervention:

Guided Reading with LO QUE HACEN LOS PÁJAROS

The book introduction and guided reading lesson follow the outline for the English edition. Children need exactly the same support and strategy instruction as their English-speaking classmates.

Be aware that many children speak dialects or may mix Spanish and English. During the introduction, help children understand that “book language” does not always match the words we use every day. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

Noun & Adjective Support: The following objects relating to birds and their actions are listed in the story: un huevo, las lombrices, agua

Print the illustrations from the story. Then, write the names of objects on word cards. Have students match the word cards with the appropriate illustration.

Verb Support:

The following birds’ actions are listed in the story: nace, come, le trae, pía, llamar, bebe, tiene sed, chapotea, limpiarse, vuelan

Using the illustrations from the story, have students match the corresponding action with the appropriate photograph. Have students note that some photographs may have more than one action (come/le trae; pía/llamar).

For students engaging with both English and Spanish texts, have students note there is a question asking readers on the first and second to last page and an exclamatory statement on the last page. In Spanish, the question marks and exclamation points come before the sentence in an upside-down orientation and after the sentence in the opposite orientation

If children have difficult with concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

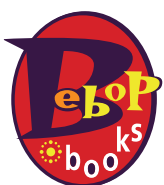
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