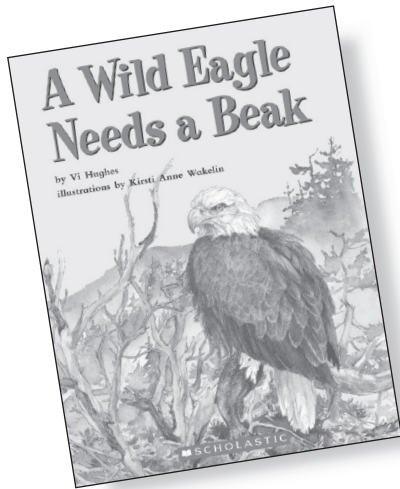


A Wild Eagle Needs a Beak



Written by Vi Hughes

Illustrated by Kirsti Anne Wakelin

Text Type: Non-fiction: Retell — Account

Guided Reading Level: J

Summary: This is a true account of how an injured eagle received extraordinary care from many people, including a dentist! Highly supportive illustrations and a high-interest story supply readers with many facts about eagles.

Word Count: 295

Text Features

Visual Literacy

- ▶ labelled photographs

Text Supports

- ▶ illustrations and photographs support the text
- ▶ labelled photographs

Possible Text Challenges

- ▶ density of information
- ▶ some challenging words, e.g., *medicine*, *newspaper*
- ▶ some difficult vocabulary, e.g., *salmon*, *patient*, *wildlife refuge*

First Session (pages 1-7)

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ evaluating

Working with Words

- ▶ word solving and building: using beginning sounds to read unfamiliar words
- ▶ using picture and context cues to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ analyze text and illustrations to find facts
- ▶ evaluate: give personal opinions
- ▶ use beginning sounds and picture and context cues to read unfamiliar words

Teaching Tip: When assessing students' learning, make sure you observe them throughout the Guided Reading session and not just at the end.



BEFORE READING

Making connections: text to world

Activating and Building Prior Knowledge

Begin by introducing the book's topic to students: *You will be reading about a wild eagle on Vancouver Island in British Columbia that was injured and became a patient in a wildlife refuge.* Use some of the new and challenging vocabulary, as indicated above, throughout the discussion before reading. Hearing the words in context will help children to read them later.

Ask, *What happens to birds and other animals that get hurt in the wild? Is there anyone to help them? What kinds of groups do this kind of work?* Discuss what a wildlife refuge is. If possible, have a brochure, poster, or Website available from a wildlife refuge in your area to support this discussion. From this information and students' personal knowledge, chart how refuges help wildlife.

ESL Note: Some ESL and other students may benefit from locating Vancouver, BC on a map or globe during this discussion. You can use the map on page 10 of the book.

Predicting

Overcoming Text Challenges

Hand out copies of the book. Show and read the title of the book. Note the detailed title and the detailed cover illustration. Ask, *What sorts of questions does the title raise in your mind? What questions does the illustration make you think of?* As students provide ideas, jot them on the board or chart paper. Students will probably wonder what an eagle needs a beak for and what has happened to the beak of the eagle in this story.

Read the back cover text. Ask, *What do you think the author expects readers to think about after reading the text? How do you think the eagle's beak got broken? How do you think people might help the eagle?*

Word solving and building

Show some other unfamiliar words that will be challenging. Model using multiple strategies to solve unfamiliar words, such as beginning sounds, picture and context clues, and personal knowledge. For example, on page 2, focus on the word *salmon* and say, *I knew the eagle was looking for something beginning with "s." I read ahead and read that he would "catch them." I looked at the illustration and saw he had a fish in his talons. I know that in B.C. there are salmon. I checked my guess with the word. I decided he was looking for salmon.*

Evaluating

Take a picture walk to page 7 to help students to get the gist of the account. Discuss story possibilities using the illustrations. Ask, *In your opinion, is this a true story?* Establish that it could have happened, although students may argue that a dentist can't make a beak.

Analyzing

Setting a Purpose

Tell students that the purpose of reading today is to learn facts about wild eagles. As they read this book up to page 7, they are to use the text and illustrations to find facts about eagles. Give each student three sticky notes to

place where they found an eagle fact in the text. After the reading, all eagle facts will be written on a chart. Ensure students are able to restate and explain this purpose.



DURING READING

Tell each student to read the book independently, thinking about the purpose that has been set.

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts to help students problem solve as they read. For example, ask, *Can you use beginning sounds and the picture to help you solve that word? Try reading ahead. Does the word sound right in the sentence?*

Note the students' successful use of reading strategies and discuss with them any difficulties they encounter.

If students finish before others have completed the reading, ask them to think about this question, and to discuss it with a partner if possible: *Why is it important to have eagles in our world?*



AFTER READING

Analyzing

When all students have finished reading the text and placing their sticky notes, chart the various facts students found. Revisit the specific pages of the text to locate the facts.

Evaluating

Invite students to form and share opinions about why eagles are important in our world.

Word solving and building

Select a few of the challenging words (e.g., *salmon, catch, sharp, broken, wild, people, medicine, newspaper, dentist, false*) or other words that were challenging for students. Ask them what strategies they used to work these out, referring to the text if the strategy involved visual cues.

Point out positive reading strategies you observed during the lesson. For example, *I noticed Luc using beginning sounds and looking at the illustration to read the word newspaper.*

ESL Note: Some ESL students may need to discuss and work with new vocabulary to gain clear meaning. For example, *wild* can have many meanings. Ask, *What is a wild eagle? What other wild animals do you know about? What animals are not wild?*

Second Session (pages 8-12)

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ evaluating

Working with Words

- ▶ word solving and building: using beginning sounds to read unfamiliar words
- ▶ using picture and context cues to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ analyze text and illustrations to find facts
- ▶ evaluate: give personal opinions
- ▶ use beginning sounds and picture and context cues to read unfamiliar words



BEFORE READING

Making connections: text to world

Activating and Building Prior Knowledge

Remind students that they are reading an account of a *wild eagle* on *Vancouver Island* in *British Columbia* that was injured and became a *patient* in a *wildlife refuge*. Review the events students read about on pages 1–7 and ask them to predict what might happen next.

Review the purpose for reading in the First Session — to find eagle facts. Read over the Eagle Fact Chart to review the text. Ask a few students to state their opinion about why eagles are important to our world.

Visual literacy

Overcoming Text Challenges

Hand out copies of the book. Take a picture walk through pages 8–12. The purpose of this picture walk is to continue the gist of the story and to note the transition from illustrations to photographs on page 10. Point this out if students do not remark on it. Ask, *Why do you think the first part of the book is illustrated and the last part includes photographs? How do you think the text on pages 10–12 might be different from the text in the illustrated part of the book?*

Word solving and building

Remind students to use strategies such as beginning sounds and picture and context cues to solve unfamiliar words, and to think aloud as they do so.

Analyzing

Setting a Purpose

Tell students that the purpose of reading today is to find more facts about wild eagles. As they read pages 8–12, they are to use the text and illustrations to find facts about eagles. Again, give each student three sticky notes to mark where they have found an eagle fact in the text. After the reading, these new eagle facts will be added to the chart. Ensure students are able to restate and explain this purpose.



DURING READING

Tell each student to read independently, thinking about the purpose that has been set.

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts to help students problem solve as they read. For example, *Can you use beginning sounds and the picture to help you solve that word? Try reading ahead. Can you take apart the word to help you solve that word? Does the word sound right in the sentence?*

Note students' successful use of reading strategies and any difficulties they encounter.

If students finish before the others have completed the reading, ask them to again discuss this question with a partner: Why is it important to have eagles in our world?



AFTER READING

Analyzing

When all students have finished reading the text and placing their sticky notes, add eagle facts to the chart created in the first session. Revisit specific pages of the text where the facts were noted.

Evaluating

After charting the rest of the eagle facts, use the Think-Pair-Share strategy to have students share opinions as to why the world needs eagles. Opinions may be charted or discussed orally.

Revisit the following question from the first session: *Is this a true story?* Discuss with students what kind of a book this was (a non-fiction retelling) and why both illustrations and photographs might have been included.

Word solving and building

Select a few of the challenging words: *measured, models, patient, assistant, finally, seventh, true, perfect, world, watch, listen, study, learn, wildlife refuge, continue* or other words that were challenging for students. Ask them to describe the strategies they used to work these out, referring to the text if the strategy involved visual cues.

Point out positive reading strategies you observed. For example, *Today I noticed Kier really searching the page and whispering while solving the word patient. He used beginning sounds and the illustration to read the word patient.*

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

Discussion

Evaluating

Discuss the events in the book with students and ask, *Do you believe that this is a true story? Why do you think as you do? What did the author help you to understand about eagles?*

Sequencing

What Happened?

Provide students with a copy of the Story Board BLM invite them to write and draw about the events in the story, in sequence. Encourage students to use labels and captions to add or highlight details. Students can complete their story boards during independent reading or take them home to share with family members.

Teaching Tip :

To help students complete the BLM, ask them to identify the beginning and the end of the story first. Ask, *What happened first? What happened last?* After they have filled out frames 1 and 6, students can go back and fill in the intermediate events.

Analyzing

What if...

Invite students to think about alternate events in this account of a wild eagle who lost his beak. For example, what if the hunter's shot had hit another part of the eagle's body, such as his foot or wing? What if the new beak comes off? What if the eagle can never leave the wildlife refuge? Students can use the second BLM to answer a What if... question of their choice, using words and pictures.

ESL Note:

Help make the task more manageable for ESL students by providing them with the What if... question and inviting them to dictate their answer to a scribe.

Evaluating

What's Your Opinion?

Have students complete the sentence starter "The wild world needs wild eagles because _____." They can draw a picture to accompany their sentence.

Word solving and building

Finding "w" Words

There are many words beginning with "w" in this story. Students can find 10 words in the story that begin with "w" and then sort them according to syllables. These words can also be built using magnetic, plastic, or card letters.

Word solving and building

Find the Action Words

Students can hunt through the story to find words like *hunt*, *fly*, and *catch* that create an action in their minds. Words can be listed and built using magnetic, plastic, or card letters.

What Happened?

Name: _____

3	6
2	5
1	4

What If...

Name: _____

What if _____
