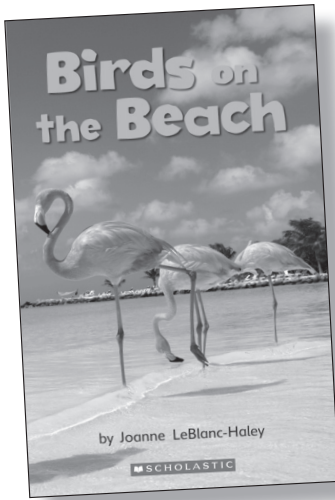


## Birds on the Beach



Written by Joanne LeBlanc-Haley

**Text Type:** Non-fiction: Description — Account

**Guided Reading Level:** A

**Summary:** This book shows the different things birds can do.

**Word Count:** 28

**High-Frequency Words:**  
*is, this*

### Text Supports

- ▶ photographs support the text
- ▶ consistent placement of text
- ▶ one line of text on each page
- ▶ repeated language pattern

### Possible Text Challenges

- ▶ action words: *walking, running, flying, eating, sitting, talking, sleeping*
- ▶ bird names on back cover

### Reading Strategies

#### Comprehension

- ▶ making connections: comparing

#### Working with Words

- ▶ using picture cues to support word recognition
- ▶ using beginning sounds to read unfamiliar words
- ▶ identifying high-frequency words

### Assessment Opportunities

Note each student's ability to:

- ▶ make connections and compare
- ▶ track print
- ▶ recognize high-frequency words
- ▶ recognize the predictable language pattern
- ▶ use picture cues and beginning sounds to read unfamiliar words

For Assessment Tools, see monitoring Progress for Guided Reading in the Toolkit at [www.lpey.ca](http://www.lpey.ca) and in the Grade One Reading Guide.



## BEFORE READING

### Making connections

#### **Activating and Building Background Knowledge**

- ▶ Ask students what birds they see in their neighbourhood. Discuss what they see these birds doing (e.g., flying, sitting, walking).

*When I watch birds on my balcony, I see them flying and sitting on telephone wires. What do you see birds doing? Do you do any of the same things as a bird?*

#### **ELL Note:**

Play a quick game of 'Simon Says' with the ELLs, demonstrating the different action words from the story. For example, "Simon says fly, sleep, etc."

### Making connections

#### **Discussing Supports and Challenges**

- ▶ Hold up the book and show students the front cover. Read the title and author's name. Ask students if they have seen a bird on the beach.
- ▶ Hand out copies of the book to each student.

*When I go to the beach, I love watching the seagulls dive into the water. Have you seen birds at the beach? What were they doing? What kind of bird was it?*

### Tracking print

- ▶ Have students turn to the title page. Encourage students to track the print with their fingers as they read the title with you.

### Word solving and building

- ▶ Turn to page 2, and explain that when you are learning to read, you become a reading detective looking for clues to help you figure out the words. Isolate unknown action words and have students solve them by looking at the initial letters and the pictures.

*Look closely at the pictures to find clues to help us figure out words. Look at the bird on page 2. What is it doing? Yes, it is walking. Let's find the word walking. What letter would it start with? That's right 'w.'*

### High-frequency words

- ▶ Have students put a finger box around the word 'this' on page 2. Next, have them locate the word 'is.' Explain to students that these words can be found on every page. Have them find the words on page 3.

### Print concepts/word solving and building

- ▶ Read page 2 together and then page 3. Draw students' attention to the language pattern 'This bird is ...'

*Let's read pages 2 and 3 together. As we read, I want you to listen for any words that repeat themselves. What words repeat? What word keeps changing?*

## Word Solving and building

- ▶ Have students look at the back cover of the book. Read the bird names together. Direct students' attention to the text, 'Birds on the beach can do many things.' Have students put their finger on the word 'birds'.

*I am going to say the word slowly, b- i- r- d- s. What was the first sound we heard? That's right 'b.' Now what sound do we hear at the end? That's right, 's.' Now that we know the word starts with a 'b' and ends with 's,' let's find the word 'birds' on other pages.*

## Making connections: comparing

- ▶ **Setting a Purpose**  
▶ Focus the readers on a comprehension purpose.

*Let's read this book together to find out if all birds do the same thing.*

**Teaching Tip:** You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at [www.lpey.ca](http://www.lpey.ca).



## DURING READING

### Analyzing/making connections Self-monitoring

### Evaluating

- ▶ Ask each student to read the book independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read quietly, assisting them with word-solving strategies, vocabulary, and punctuation. Respond to comprehension queries and offer occasional comprehension prompts to help them problem solve. Possible prompts:
  - What is the bird doing in the picture? Can you move that way?
  - Did that make sense? Reread that part again and ask yourself what would make sense and sound right.
- ▶ If students finish early, ask them to reread the text independently or with a partner. Ask them to discuss their favourite pages.
- ▶ Note successful reading strategies and any remaining reading challenges.



## AFTER READING

### Making connections: comparing

### Making connections

- ▶ Revisit the purpose for reading: Do all birds do the same things?
- ▶ Extend comprehension by offering prompts to initiate discussion:
  - Have you seen birds doing the things you read about? Can you do any of the same things? Do you see any of these birds in your neighbourhood?

*Look at the birds on pages 2 and 4. Could we switch the birds on these pages? You're right; we couldn't because penguins don't fly. Now think about the question I asked before you started reading: Do all birds do the same things? What is the answer?*

Evaluating  
Predicting/infering  
Self-monitoring



### Home Links

Provide students with a copy of the take-home text. See [www.lpey.ca](http://www.lpey.ca).

- If you were a bird, what would be your favourite thing to do?
- What other things can birds do?

- ▶ Comment on any effective reading strategies you observed.

*I noticed that Tae Ho wasn't sure what the word 'talking' was so he looked at the picture closely and then looked at the first letter and figured it out. That's what a good reader does. They use the clues to help them problem solve.*

## Rereadings

- ▶ Provide opportunities for each student to reread the text independently or with a partner.

### ELL Note:

Partner ELLs with a reading buddy. The buddy reads the story and the ELL acts out the part of the bird. Then they switch roles with the buddy offering support where necessary.

## Focused Follow-Up

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

### **Dramatize**

- ▶ Invite students to dramatize how birds move.

### **What's Your Favourite Bird?**

- ▶ Have students draw a picture of their favourite bird from the book. Encourage students to complete the sentence 'This bird is ...' referring to the book if necessary.

### **Word Building**

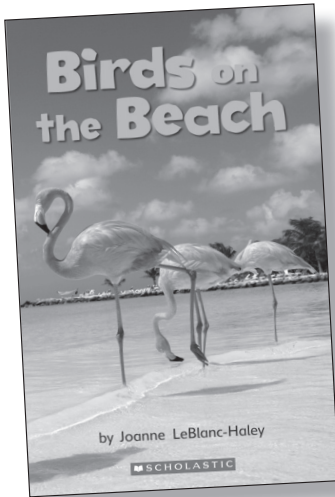
- ▶ Provide students with magnetic or plastic letters and have them build the high-frequency words 'this' and 'is.' After building each word, students can practise printing the words several times.
- ▶ Create a chart of all the action words in this book. As students think of other action words add these to the list. Prominently display the chart so students can refer it.

Evaluating

High-frequency words

Word solving and building

# Birds on the Beach



Written by Joanne LeBlanc-Haley

**Text Type:** Non-fiction: Description — Account

**Summary:** This book shows the different things birds can do.

For more information on Small-Group Shared Reading, see the Toolkit at [www.lpey.ca](http://www.lpey.ca) and the Grade One Reading Guide.

## Text Features

### Visual Literacy

- ▶ photographs of birds support the text
- ▶ labelled photographs of birds on back cover

### Print Concepts

- ▶ repeated language pattern
- ▶ consistent placement of text
- ▶ one line of text per page

## First Reading

### Reading Strategies

#### Comprehension

- ▶ making connections: comparing

#### Working with Words

- ▶ using photographic cues, initial and final letters to support word recognition
- ▶ recognizing high-frequency words
- ▶ locating the 'ing' ending in words

### Assessment Opportunities

Note each student's ability to:

- ▶ make connections and compare
- ▶ recognize high-frequency words
- ▶ track print
- ▶ use photographic cues, initial and final letters to help recognize unfamiliar words
- ▶ locate the 'ing' ending in words

For Assessment Tools, see Monitoring Progress for Small-Group Shared Reading in the Toolkit at [www.lpey.ca](http://www.lpey.ca) and in the Grade One Reading Guide.



## BEFORE READING

### Making connections

#### Activating and Building Background Knowledge

- ▶ Show students the front cover of the book. Point to each word as you read the title and author's name. Turn the book over and display the back cover. Point to the birds' names and read them together. Read the text on the back cover. Encourage students to think of some of things birds can do on the beach. Make a list of the students' ideas.

*I wonder what birds do on the beach. I see seagulls swooping at the beach. What do you see them doing?*

**ELL Note:** Play 'Simon Says' with the class, demonstrating the different action words from the story. For example, "Simon says fly, sleep, etc..." Once students are familiar with the words, charades can be played where a student acts out one or a series of actions and the class identifies them.

### Making connections: comparing

#### Setting a Purpose

- ▶ Focus the readers on a comprehension focus.

*Let's read this book together and find out if all birds can do the same thing.*



## DURING READING

### Making connections

- ▶ Read the title on the cover again and invite students to read with you. If the text is too difficult for them to choral read, then echo read the text.

*I'll read the sentence first and then you repeat it. So if I say "Birds on the Beach," what would you say? That's right, you would echo, "Birds on the Beach."*

- ▶ Turn to page 2. Draw students' attention to what the penguin is doing in the photograph. Track print as you read the text, encouraging students to look for cues in the photograph.

*What is the bird doing in this picture? That's right, it is walking. My finger is going to help me read. I am pointing to the first word. Now I am ready to read.*

### Predicting

- ▶ After reading pages 2 and 3, ask students if they can do any of the things the birds can.
- ▶ Ask students to listen for the pattern being repeated in the book, 'This bird is ...' Turn to page 4 and ask students to predict how the sentence will begin.

*On page 2 the bird is walking, can you walk? Can you run? Wow, so you can do some of the same things birds can.*

### Working with words

- ▶ After reading page 5, focus the students' attention to the repeated ending 'ing'.

*I keep hearing the same sound at the end of each sentence - walking, running, flying, eating. Let's look at these words and find out what letters keep repeating. Can anyone tell me what letters are repeating? That's right, 'ing'. So now I know that 'ing' says ing.*



## AFTER READING

**Making connections:  
comparing**

- ▶ Provide a prompt related to the purpose for reading. If a student thinks all birds do the same things, turn to page 2 and ask if penguins can fly.

*Do you think all birds can do the same things? Why or why not?*

**Predicting**

- ▶ Revisit all the things in the text that birds can do.

*What did the birds in the book do? Let's look at our list and circle the ones that are the same. What actions do we need to add?*

## Second and Further Readings

For rereadings, give each student a copy of the book and choral read the text. Depending on the needs of your students, focus on a balance of the following three areas.

**Tracking print/print  
concepts**

### Print Concepts, Tracking, and Book Handling

- ▶ Continue to support the development of print concepts, tracking and book handling by using your copy of the text to demonstrate and to verbalize key ideas (e.g., tracking print from left to right, finding specific pages, following repeated language pattern, and using photographic cues to help identify words).

*Everyone turn to page 7. This bird is talking. What letter would the word talking start with? That's right, 't.' What do we hear at the end of talking? Yes, we hear 'ing.' Let's find the word talking on this page.*

**Making connections**

### Focusing on Comprehension

- ▶ Invite students to reread the text with a focus on making connections between what birds do and what they do.
- ▶ During reading, pause and offer prompts:
  - Have you seen birds do these things before?
  - What things can birds do that are the same as you?
  - What things can birds do that are different than you?

*When we read together, think about what things the birds are doing. Does this remind you of things you have seen or done?*

**Teaching Tip:** You can change the comprehension focus each time you read to help students focus on different ideas. For example, to highlight Synthesizing you may decide to ask, "What other things can you do that birds can do as well?" For more information, see the Small-Group Shared Reading Teaching Plan in the Toolkit at [www.lpey.ca](http://www.lpey.ca).

**Word solving and building  
Phonological and phonemic  
awareness**

## Working with Words

- ▶ Focus on word recognition by:
  - framing the high-frequency words 'this' and 'is'
  - using the first and last letter to find words
  - brainstorming other words that start with 'b' as in 'bird' (sound and letter)
  - generating rhyming words that end with 'ing' (e.g., sing, king, ring, thing)
  - stretching out action words in the text and clapping the number of syllables.

*Let's say the word walking slowly. Stretch it out: w-a-l-k-i-n-g. Now let's clap the number of syllables: walk-ing. Now, let's do this for all the action words. What letters are the in the last syllable (part) of each word?*

**Teaching Tip:** After these word activities, return to the book and reread the word(s) in context. [www.lpey.ca](http://www.lpey.ca).



### Home Links

Provide students with a copy of the take-home text to read chorally with family members. See [www.lpey.ca](http://www.lpey.ca).

### Making connections

### Evaluating

### High-Frequency words

## Rereadings

- ▶ Provide opportunities for students who are sufficiently comfortable with the text to reread the book with a partner. They can take turns finger tracking.

## Focused Follow-Up

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

### Dramatizing

- ▶ Students could act out all the things birds can do. They can add other actions that the book did not include. This is a fun activity to do in the gym where students have more freedom to move to make larger actions.

### Bird Survey

- ▶ Have students create a survey asking other student's what their favourite bird is. Students can choose two to three of the birds from the back cover of the text and copy the names of listed birds.

### Making a Venn Diagram

- ▶ Create a class Venn diagram with the labels 'A bird can' and 'I can.' Compare and contrast the things birds and people can do.

### Creating a Class Big Book

- ▶ Have students draw their favourite bird from the book and write the matching line of text, for example, 'This bird is a ...' Provide the book for reference. These individual pages can be made into a class big book entitled, 'Birds Can Do Many Things.'

### Word Wall Words

- ▶ Provide magnetic letters and ask students to make the high-frequency words 'this' and 'is.' Add these words to the word wall. Invite students to locate each word in the text and spell it, by stretching out the individual sounds.