

Flying Acrobats

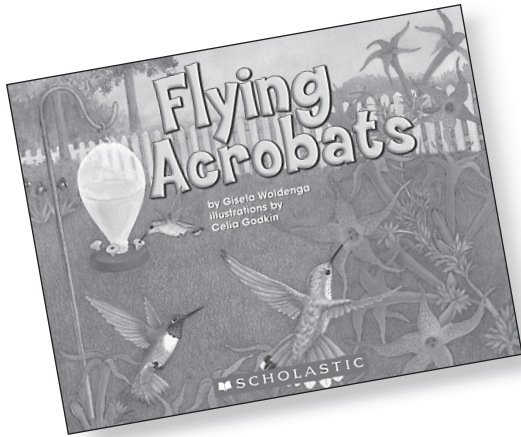
Written by Gisela Woldenga

Illustrated by Celia Godkin

Text Type: Info-fiction: Retell — Account

Guided Reading Level: M

Summary: A boy observes hummingbirds in his neighbour's backyard. He learns about the birds and describes them to the reader.



Text Features

Visual Literacy

- ▶ labelled illustrations, diagrams, maps, and photographs
- ▶ glossary
- ▶ environmental print

Text Supports

- ▶ illustrations and photographs are supportive of text

Possible Text Challenges

- ▶ specialized vocabulary: *rufous, nectar, aphids, hovering, lichen*
- ▶ labelled diagram

First Session (pages 3-7)

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ evaluating

Working with Words

- ▶ using word parts to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ analyze text and illustrations to find facts
- ▶ evaluate: give personal opinions
- ▶ use word parts to solve unfamiliar words

Oral Language Opportunities

- ▶ discussing with a group
- ▶ listening to others



BEFORE READING

Making connections:
text to self

Activating and Building Prior Knowledge

Prior to the lesson, place sticky notes or other bookmarks on page 7 of the books. This will indicate the end of the first session.

Show students the front cover of the book and read the title. Ask, *What do you see on the front cover? What do you think this book might be about? What clues are you given?* Reread the title *Flying Acrobats* to students. Ask them what they think the title means, and explain the word *acrobat*, if necessary. Turn to the back cover, show students the pictures and read the text. Ask, *Did we guess correctly?*

ESL Note: Make a list of challenging words on chart paper or the board (e.g., *nectar*, *cobwebs*, and/or specific names of hummingbirds and flowers). The meanings of the words should be discussed.

Text features/language
predictability

Overcoming Text Challenges

Tell students that there is a page at the end of this book called a glossary that helps the reader find the meanings of some unfamiliar words. Explain that when students come across words that are bolder, darker, or thicker than other words, these words will be found in the glossary.

Evaluating

Hand out copies of the book. Take a picture walk to page 7 to help students get the gist of the account. Discuss story possibilities using the illustrations. Ask, *In your opinion, is this a true story?* Establish that this story could have happened.

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

Analyzing

Setting a Purpose

Tell students that the purpose of reading today is to learn facts about hummingbirds. Remind students that the illustrations and labels will help them understand the story.

Provide each student with three sticky notes to place where they find hummingbird facts. After the reading, the facts about hummingbirds will be written on chart paper or on the board.



DURING READING

Ask students to read independently to the end of page 7, thinking about the purpose that has been set. Observe and listen to each student read, assisting as needed with word-solving strategies, vocabulary, punctuation, and comprehension strategies. Note students' successful use of the reading strategies and any difficulties they encounter.

Remind students to place a sticky note on the page when they locate a fact about hummingbirds.

Tell students that if they finish early, they should reread the section, looking for words found in the glossary. Remind them that they can read the word descriptions in the glossary to help them make sense of the word.

Ask students to think about this question and discuss it with a partner: *How are hummingbirds important in our world?*

ESL Note: Partner ESL students in the earlier stages of English acquisition with more advanced students who can read to them.



AFTER READING

Analyzing

When all students have finished reading, ask them to share their hummingbird facts. Create a chart of the facts and revisit the specific pages of the text to locate the facts.

Visual literacy

Look at the diagram on page 6. Ask, *What do you think the arrows mean? Why do the arrows point in different directions?* Elicit information about the hummingbird's flying patterns and ability to fly forward, backward, and hover over one spot.

Word solving and building

Ask students about any words they found difficult (e.g., *before, attract, feeder, world*) and have them explain how they figured them out. Write the words students share on chart paper and have them demonstrate how they figured them out. Draw their attention to words such as *bumblebee, disappeared,* and *dragonfly*, and ask them to how to find the smaller words inside the bigger ones.

Praise positive reading strategies you observed during the lesson. For example, *I noticed Caren studying dragonfly to see if there were any parts of the word she knew. She found drag and on and fly. When she blended them together, she could read the word dragonfly.*

Second Session (pages 8-16)

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ evaluating

Working with Words

- ▶ using word parts, context, and picture cues to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ analyze text and illustrations to find facts
- ▶ give personal opinions
- ▶ interpret text features (illustrations, labels, maps)
- ▶ use word parts and context clues to read unfamiliar words

Oral Language Opportunities

- ▶ describing text features
- ▶ offering an opinion



BEFORE READING

Making connections: text to world

Activating and Building Prior Knowledge

Review the purpose for reading in the first session to find facts about hummingbirds. Read the fact chart created earlier with students and talk about what else they might learn about hummingbirds.

Text features

Overcoming Text Challenges

Hand out copies of the book. Preview pages 8–16, noting the photographs, illustrations, labels, and maps. Model for students what can be learned from these features. Say, *On page 13, I noticed that the eggs hatched.* Ask students to describe what they can learn from the features on page 15.

Word solving and building

Remind students to use strategies such as looking for known words, pictures, and context clues to solve unfamiliar words, and to think aloud as they do so.

ESL Note: Have pictures of compound words, with the names printed at the bottom: *hummingbird*, *dragonfly*, *cobwebs*, etc. Students can practise saying the words as the pictures are shown, clapping their hands with each syllable.

Analyzing

Setting a Purpose

Tell students that the purpose of reading today is to learn more facts about hummingbirds. As they read pages 8–16, they are to use the text, illustrations, photographs, and maps to find facts about hummingbirds. Again, give each student three sticky notes to mark where they have found a hummingbird fact in the text. After the reading, these new facts will be added to the chart.



DURING READING

Tell students they are to read independently, thinking about the purpose that has been set.

Observe and listen to each student 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 take that word apart? Do you recognize part of the word?* Note students' successful use of reading strategies and any difficulties they encounter.

Check students' understanding of analyzing by asking them to make a list of some of the interesting facts they learned about hummingbirds.

If students finish reading early, suggest they go back and look for more compound words at the beginning of the story.



AFTER READING

Analyzing

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

Discuss what was learned in the second part of the story. Ask, *Where do hummingbirds go for the winter? Why do they migrate?* Explain to students the term "migration" and that many types of birds migrate. Ask, *What birds do you know that migrate?* If they cannot think of an example, have students turn to page 5 and point out the Canada goose, which migrates every year.

Text features

Direct students' attention to the maps on page 9 and 14. Ask, *What do these maps tell us?* Point out the different countries these maps represent and remind students that reading the labels that accompany the maps also provides information.

Evaluating

Use the Think-Pair-Share strategy to have students share opinions as to whether *Flying Acrobats* is a good title for the story.

Revisit the following question from the first session: *Is this a true story?* Discuss with students the type of book *Flying Acrobats* is (an info-fiction retelling) and why both illustrations and photographs have been included.

Word solving and building

Select a few of the challenging words: *centimetres, queen, species, Jacobin, impress, brightly, protect, shrub, lichen, cobwebs, disturb, Buff-bellied, Mexico*, or other words that were challenging for students. Ask them to describe the strategies they used to work these out. For example, say, *When Allie came to the word cobwebs, she said the first part, cob, and then sounded out webs, and blended them together to read cobwebs.*

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 the needs of your students.

Discussion

Evaluating

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

A Hummingbird Diary

Sequencing

Revisit the diary notes on pages 13 and 15. Discuss what happens on each date, beginning with June 1 when the eggs hatch and ending on April 15 when the first rufous hummingbird is seen. Talk about the life cycle of a hummingbird; begin with the eggs hatching, migrating, and the hummingbirds' return. Provide students with a copy of the first BLM and have them record what happened on each date and draw accompanying pictures.

The Hummingbirds Fly...

Analyzing

Give each student a copy of the second BLM and instruct them to connect each word to its matching picture by drawing a line from one to the other. Have students write a sentence using the word.

Finding Word Endings

Word solving and building

Have students divide a piece of paper in half, labelling one column "-ed" and the other "-ing." Have students go through the text independently and write all the words that end with these letters in the appropriate column. Have students highlight the "-ed" and "-ing" endings. Have pairs of students take turns identifying and naming both the root word and the ending of each word.

Hummingbird Poster

Using the information in the map on page 9, have students pick a country where one of the species of hummingbirds lives and create an advertisement poster designed to attract visitors to see that country's hummingbirds. Encourage students to gather facts about their chosen hummingbird and include a few of them in their poster.

A Hummingbird Diary

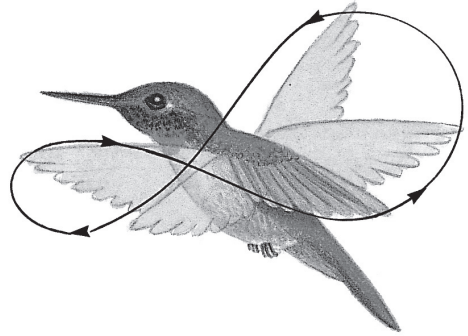
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	June 1
	June 24
	December 29
	April 15

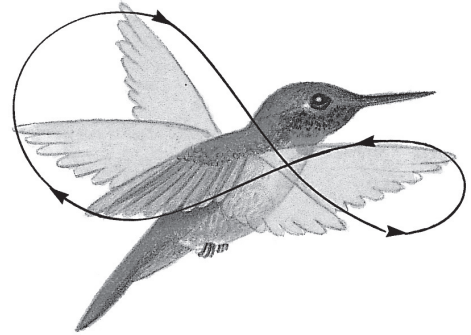
The Hummingbirds Fly...

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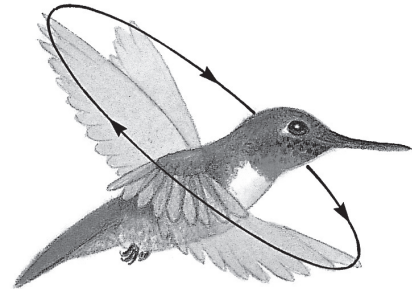
Forward



Backward



Up



Down

