

# How to Make a Bird Feeder



**Text Type:** Non-fiction: Procedure/Description — Poster

**Guided Reading Level:** L

**Summary:** This two-sided poster provides information in two formats. Side one is a procedure about how to make a bird feeder. Side two is a description, describing six birds found in various parts of Canada.

## Text Features

- ▶ titles
- ▶ headings
- ▶ text boxes
- ▶ bulleted text

## Visual Literacy

- ▶ detailed diagrams
- ▶ inset photographs and maps
- ▶ bolded headings

## Text Supports

- ▶ numbered instructions with illustrations
- ▶ colour-coded maps
- ▶ full-colour photographs of birds
- ▶ parallel sentence structure

## Possible Text Challenges

- ▶ variety in layout
- ▶ specialized vocabulary: *dowel, funnel, centimetre, perch; checkered, shrubs, hover, marshes, eastern, southern, western, bird names*

## First Session (How to Make a Bird Feeder)

### Reading Strategies

#### Comprehension

- ▶ sequencing
- ▶ making connections

#### Working with Words

- ▶ use a range of sources to solve unfamiliar words
- ▶ identifying root words

### Assessment Opportunities

Note each student's ability to:

- ▶ use text features to read a sequence
- ▶ understand a sequence of directions
- ▶ make connections to the concept of recycling
- ▶ solve unfamiliar words

### Oral Language Opportunities

- ▶ discussing in groups and pairs

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



# BEFORE READING

## Making connections

### Activating and Building Prior Knowledge

- ▶ Provide students with a few items that are commonly repurposed, such as a margarine tub, a coat hanger, a grocery bag, etc. (Keep these items on hand for later use.) Ask students how they might reuse these items. Use the Think-Pair-Share strategy and then have a few students share other uses for the items with the class.

*Many things can be reused. For example, this margarine tub can be used to hold my paper clips; it can be a flowerpot; and I can also use it to scoop sand. How many ways can you think of to use these items.*

## Making connections/ analyzing

- ▶ Hand out a copy of the poster to each student with the *How to Make a Bird Feeder* side up. Explain that they are going to read a poster that shows how to reuse a plastic jug to make a bird feeder. Provide time for the students to look at the text. Ask them to look at the different elements of the poster.

*Take a minute or two to look carefully at the poster. What are the different parts of the poster? How is the information shared?*

## Text features/analyzing

### Discussing Supports and Challenges

- ▶ Point out the various text features, e.g., title, text boxes, headings, and numbered steps. Read the title and the “Be a friend to birds!” text box, having students track the print along with you. Then read the “What You Need” and “What You Need to Do” headings, and note that there are numbered steps.

*Look at the title at the top of the page. What does it tell you about this poster? What do these two headings tell you? Here are the instructions for how to make a bird feeder. There are six steps. We follow the numbers from 1 to 6 to read the steps in the right order.*

## Text features/sequencing

- ▶ Ask students to find another feature on the poster (the inset diagrams) that helps them to follow the steps in making a bird feeder.

*The drawings in each text box help us to check that we’re doing things in the right order.*

## Sequencing

- ▶ Help students to recognize the structure of instructions. Ask where they should begin to read.

*This poster shows us how to make a bird feeder, so we need to read the text in order. First, we need to find out what items we need to make the bird feeder. Then we need to find out the instructions—what steps to follow.*

## Text features/sequencing

- ▶ Point out the numbers and the coloured headings: “Make the Feeder,” “Make the Perch,” “Make the Hanger,” etc. Explain that the author has used numbers to show us the order of the instructions. Ask students what else the author has done to help them as they read.

*The numbers are here to help us follow the steps in order. Why do you think the headings for each step are in colour?*

## Word solving and building

- ▶ Point to the first word in each of the numbered steps, and tell students that it is a word that tells the reader to do something. Have students act out the meaning of each action word.

*At the beginning of each instruction, there’s a word that tells you to do something. As I point to each word, read it out loud and we’ll act out what the word is telling us to do.*

## Visual literacy

- ▶ Tell students that the author has included diagrams to go with the instructions in each text box and that these diagrams will help them read and understand the steps. Locate each text box and point out the diagram.

## Visual literacy

- ▶ Have students match the list of materials in “What You Need” to the diagrams in each text box.

*This text box tells us everything we need to make a bird feeder. Let’s read each item on the list and find it in one of the diagrams.*

## ELL Note:

Show ELLs a short video of birds eating at a bird feeder. (You can find short videos on YouTube.) Replay the video, pausing to provide opportunities for questions and vocabulary instruction.

## Sequencing

### Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

*What instructions do you need to follow to make a bird feeder? What can you use to help you read the steps in order?*

## 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

### Making connections Analyzing/making connections Analyzing

- ▶ Ask each student to read the text independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read quietly, assisting them as needed. Some may require help word solving and with word meanings. Respond to questions and offer prompts to help them problem solve. Possible prompts:
  - What have you learned that can help you figure out that word?
  - You look puzzled. Read that text box sentence by sentence and then think about the meaning of each sentence.
  - Look at the diagram. What information will you find there?

## Word solving and building

- You've read that word a few times. What else can you do to figure out the tricky part?

### ELL Note:

Have available the materials needed for the bird feeder. Label each item. Provide a ruler to demonstrate the measurement of the dowel and string.

- ▶ If some students finish early, ask them to read each step with a partner.
- ▶ Note successful reading strategies and any remaining reading challenges.



## AFTER READING

### Sequencing

- ▶ Revisit the purpose for reading: What instructions do you need to follow to make a bird feeder? What can you use to help you read the steps in order? As you revisit the steps with students, veer away from using "first," "second," "third" to outline the steps and use "after that" and "what's next."

*You read this poster to find out how to make a bird feeder. What is the first (second, third, etc.) step to make a bird feeder? What do you do after that? What's next?*

### Analyzing/sequencing

- ▶ Ask questions to analyze the rationale for the sequence.
  - Why is it important to find out the materials before you begin making the bird feeder?
  - Why is it important that you do Step 1 before Step 2? What would happen if you put the bird seed in before you cut the hole?

### Self-monitoring

- ▶ Comment on any effective reading strategies you observed.

*I saw some of you notice that you were reading in the wrong order, so you went back to read in the order of the numbers. That's what good readers do.*

### Word solving and building

- ▶ Write words with suffixes, such as *feeder*, *wooden*, *marker*, and *hanger*, on card stock. Ask students to find the root word and then cut the card where the root word and the suffix meet. Mix up the words and ask students to put the words back together. Discuss which words have similar endings.

### Word solving and building

- ▶ Have students locate words and phrases in the text using the following prompts:
  - Show me the word that tells us where to draw the circle.
  - Show me the words that tell us where to poke the holes for the dowel.
  - Show me the words that tell us where to put the holes for the string.
  - Show me the words that tell us how high to fill the feeder with birdseed.

### ELL Note:

Reinforce the meanings of the words in the "What You Need" bulleted list with the illustrations in each text box.

# Second Session (What Birds Do You See?)

## Reading Strategies

### Comprehension

- ▶ analyzing
- ▶ synthesizing

### Working with Words

- ▶ use a range of sources (photographs, illustrations, context) to solve unfamiliar words

## Assessment Opportunities

Note each student's ability to:

- ▶ analyze text to create another text format—bulleted list to chart
- ▶ synthesize information to identify birds
- ▶ solve unfamiliar words

## Oral Language Opportunities

- ▶ discussing in groups and pairs
- ▶ perform a Readers' Theatre



## BEFORE READING

### Synthesizing

### Activating and Building Background Knowledge

- ▶ Tell students that they will be looking at the second side of the *How to Make a Bird Feeder* poster. Draw a simple tree with a trunk and five or six branches. Tell students you are going to create a Fact Tree together to display what they know about birds. As each fact is shared, print it on the trunk of the tree.

*A fact is something that is true. Please tell me a fact about birds.*

### Making connections/ synthesizing

- ▶ Name each branch as a category (home, food, sound, colour, size, name) and ask students which fact goes on which branch of the tree.

*As we read each word on the trunk, let's decide which branch the fact goes on. Each branch is a category.*

### Analyzing

- ▶ Hand out copies of the poster, and invite students to turn to the second side, *What Birds Do You See?* Point to the title and read it aloud. Remind students that the title provides information about the whole page.

### Text features/analyzing

### Discussing Supports and Challenges

- ▶ Review the layout of the page with students, pointing to elements of each text box (e.g., title, bulleted text, photograph, map) as you describe it.

*Each box has information about one bird. Some of the information is text, some of the information is a photograph, and some of the information is a map.*

### Text features/analyzing

- ▶ Share the purpose of the bulleted information in the text box. Ask students what could be the purpose of the photographs and maps.

*The bulleted text gives us information, just like our fact tree. What information will the photograph give us? What information will the map give us?*

## Visual literacy

- ▶ Since the students may not have developed map reading skills, on the first map point to the approximate location of where they live. Place a sticky note on the map to show the location. Leave the sticky note in place throughout the lesson.

*This sticky note shows where we live. You can see that Canada is a very big place.*

## Visual literacy

- ▶ Explain the use of colour on the map.

*The coloured sections of the map tell us the areas where each bird lives. Look at the map in each text box. Does each bird live in the same area? How do you know?*

## Print concepts

- ▶ Review the first text box under the title that provides students with the purpose for the poster.

*How do you know there is a question in this text box? What does the question ask? Where will we find the information?*

## ELL Note:

Have some online videos of birds available. Mimic the actions of the birds and embed the action vocabulary in simple sentences. For example, fly: "We can fly." "We can fly high." "We can fly low." "We can fly fast." and "We can fly slowly."

## Analyzing

### Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

*As we read this poster, look for some facts about the birds that live in Canada.*

## Teaching Tip:

The names of the birds may be tricky. Because the content is the key piece of information in each text box, have students share strategies to figure out the birds' names. If students are unsure, provide a prompt, such as, "First, we look for parts of the word we know. Let's try it."



## DURING READING

## Self-monitoring

## Analyzing

## Analyzing

- ▶ Ask each student to read the poster independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read quietly, assisting them as needed. Some may require help word solving and with word meanings. Respond to questions and offer prompts to help them problem solve. Possible prompts:
  - Did that make sense? Reread the sentence and think about what would make sense.
  - Where does the (house finch) live?
  - Show me the bulleted text that tells what the (house finch) eats.

## Teaching Tip:

As you listen to each student read, have a mini-conference to discuss the facts about one bird.

## Word solving and building

- ▶ Some technical vocabulary is unsupported by context clues and may be unfamiliar to the students (e.g., *southern, eastern, hover, checkered*). It may be necessary to tell the students these words.
- ▶ Note successful reading strategies and any remaining reading challenges.



## AFTER READING

### Analyzing

- ▶ Revisit the purpose for reading: Look for some facts about the birds that live in Canada.
- ▶ Extend understanding by having students share information about one bird in groups. Hand out an index card to each student with the name of one bird at the top and bullets down the left side. Write three questions on chart paper: What does your bird eat? What colour is your bird? What is one more fact you want to share with your group? Ask students to write their answers on their index cards.

*This poster gives information about some of the birds we see in Canada. Each one of you is going to share information about a bird. Here is an index card with the name of a bird on it. Find that bird on your poster and put the answer to these questions by a bullet.*

### Analyzing/synthesizing

- ▶ Focus on the maps in each text box. Return to the map with the sticky note indicating where you live. Moving through the other text boxes, ask students to locate where they live on the map and if the bird in that text box lives in their area.

### Analyzing/synthesizing

- ▶ Create a simple fact chart on chart paper and demonstrate how to fill it in. Show students where to find the information on the poster and where to place the information in the chart.

Name of the Bird	Colour of Male Bird	Home of the Bird	Interesting Fact	Does this bird live close to us?
Red-Winged Blackbird				
Mountain Bluebird	bright blue	western Canada	They live near farms <b>or</b> they hover when they look for food.	No. They live far away.
House Finch				

## Rereadings

- ▶ Provide opportunities for each student to reread the text independently.

## Focused Follow-Up

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

### **Create a Poster**

- ▶ Invite students to create their own How-To poster about making something new out of something old. Revisit the objects on display at the beginning of the First Session. Brainstorm possible new uses for these objects. Students can work with a partner to create their procedures. Reinforce the use of action words at the beginning of each step.

### **Readers' Theatre**

- ▶ Have students use the text boxes in *How to Make a Bird Feeder* to perform a Readers' Theatre in small groups. Assign one or two text boxes to each student. Ask them to begin their reading with the heading, followed by the information. Have students move through the procedure in sequence order. Encourage students to use expression both in their voices and on their faces. Groups can take turns performing for the class.

*As you read the script, use a "radio voice." A radio voice makes the information sound very important. Here's my radio voice (demonstrate).*

### **Comparing Photographs**

- ▶ Search online for pictures of a male and female bird for each of the birds in *What Birds Do You See?* Show the pictures side by side. Ask students to use the information in each text box to decide which bird is female and which is male.

*Here are two pictures of a Downy Woodpecker. One is a male and the other is a female. Read the text box about the Downy Woodpecker. Find the information that helps you figure out which Downy Woodpecker is a female and which is a male.*

### **Map Skills**

- ▶ Build map reading skills by asking students to "fly" around the room and "land" on a map of Canada. Have the other students search the poster to determine which bird(s) live(s) in that area. Then they can determine if that area is north, south, east, or west of where they live.

### **ELL Note:**

Review the location on the map indicating where you are located. Point to other locations in Canada and use location vocabulary to describe the location, e.g., "This is where we live. This is close to where we live. This is not close to where we live. This is far away. This is west of where we live. This is east of where we live." Use hand motions to help describe the location vocabulary.

### **Word solving and building**

### **Word Building**

- ▶ Provide a list of places where birds live (pond, marsh, forest, orchard, backyard, farm). Demonstrate how to look for chunks (segments) in each word and how to blend these segments to figure out the word. For example: Marsh = /ar/ /mar/ /sh/ /marsh/.