

# Birds

by Stewart Gardiner

## Overview

*Use this book to help children compare ways birds may differ and ways all birds are alike.*

### Literacy Focus *Word Count: 68 words*

#### High Frequency Words

*all, are, big, small, some*

#### Content Words

*birds, fly, swim, eggs, feathers, beak, legs, wings*

#### Reinforcing Decoding Skills

- **Initial Consonants:** *b (bird, beak, big)*
- **Word Endings:** *-s (birds, eggs, feathers, wings)*
- **Phonograms:** *-all (all, small)*

#### Print Conventions

- **Punctuation:** Periods, question marks

#### Comprehension/Thinking Skills

- Comparing and contrasting
- Using illustrations to understand text
- Noting details in illustrations

#### Writing/Speaking and Listening

- Writing sentences using opposites
- Describing similarities and differences in birds
- Listening for describing words

#### Observe/Assess

See Oral Reading Records on page 179.

### Science Focus

#### Content and Thinking Skills

- Learning that all birds hatch from eggs and have wings, a beak, two legs, and feathers
- Identifying how birds differ in size, color, and means of moving
- Describing details that show differences in birds

#### Background Information

Scientists sort animals into groups according to their shared characteristics. Species are classified as birds because they share a number of traits, such as wings, feathers, and beaks. However, within this large group, there are many subgroups due to many differences among birds. A sparrow and a penguin seem so different we can scarcely believe they are

relatives. Yet the traits they have in common cause scientists to classify both of these species as birds.

#### Correlation to National Standards Life Science

- **Characteristics of Organisms**

See Standards Chart on page 206.

## Literacy Focus

### Set the Scene

Show children pictures of different kinds of animals including different kinds of birds. Ask them to raise their hands if the picture shows a bird. Display all the bird pictures on the board. Ask:

*How can you tell which pictures show birds?*

### Read and Discuss

#### Cover and Title Page

Read the title and author's name. Invite children to look at the birds on the cover and title page. Ask:

*How are these birds alike?*

*How are these birds different?*

Tell children that they will find out how birds are alike and different as they read the book.

#### Pages 2–7

Have children compare the birds on opposing pages, using the words *same* and *different* when responding. Ask them to predict what the text will say about each pair of birds.

#### Page 9

Read the text together. Invite children to predict the ways all birds are the same.

#### Pages 10–16

Continue reading the text together. Pause after each page and ask children to tell how the photographs help support what the words say.

### Respond

- Have children find the words in the book that begin with *b* (*bird, beak, big*). Read the sentences with these words together as a class. Repeat the procedure for words with the phonogram *-all* (*all, small*). Ask children to use the words in sentences.
- Make a period and a question mark card for each child. Talk about when to use each end mark. Assign each child a sentence in the book to read. Listeners hold up the card for the correct end mark.

- Write the word *Opposites* on the board and then write the words *big* and *small*. Help children name other opposites. Write the pairs of words on the board. Ask children to make a sentence with words that are opposites.

Opposites	
big/small	long/short
noisy/quiet	high/low



### Classifying

#### Activity Master, page 20

Have children match the bird parts with their names on Activity Master, page 20.



### English Language Learners

Help children apply the concept of alike and different to other living things and objects. For example, have children tell how blocks of different shapes and colors are alike and different.

## Science Focus

### Science Concept

Birds vary greatly in size, shape, and color. Birds have similar traits, such as feathers, wings, a beak, and two legs.

### Activities

#### Labeling Bird Parts

Have children draw a bird and label its beak, wings, feathers, and legs. Post the pictures on a bulletin board.

#### On the Farm

Sing a version of “Old McDonald Had a Farm,” featuring different birds. For example, children can sing about owls and their hoot and ducks and their quack.

#### Bird Sort

Have children cut out magazine pictures of birds and sort them according to a specific trait, such as size of beak or length of legs.



### All in the Bird Family

#### Activity Master, page 21

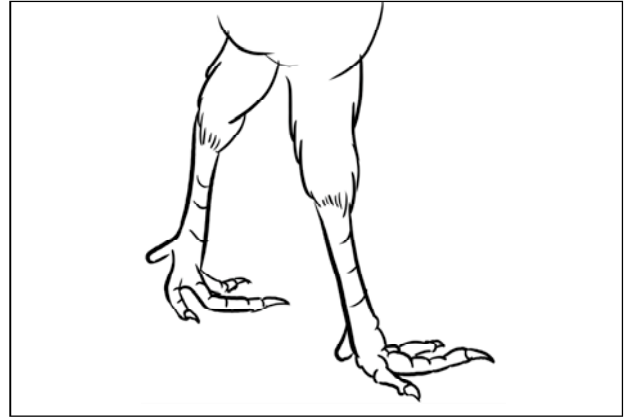
Review the traits of all birds with children. Then have children identify characteristics as ways birds are alike or different on Activity Master, page 21.

Name \_\_\_\_\_

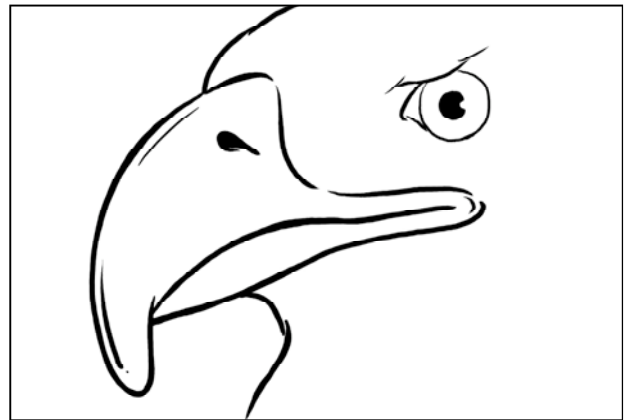
## Birds

Draw a line to match the word with the picture of the bird part.

**beak**



**wing**



**legs**



Name \_\_\_\_\_

**B i r d s**

Write the words that tell how all birds are alike under the word *Same*. Write the words that tell how birds can be different under the word *Different*.

**Word Bank**

<b>hatch from eggs</b>	<b>are small</b>	<b>have beaks</b>
<b>swim</b>	<b>have wings</b>	<b>have two legs</b>
<b>are big</b>	<b>fly</b>	

**Same**

**Different**

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