



# The Robins in My Yard

Level B / 30 words / informational text

High frequency words:

*a, are, in, is, on, the*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What type of animal is a robin? What do you know about birds? Where do they live? How do they travel? How are they born?"

## Look through all the pictures

- Using the language in the story, discuss what the robin is doing in each picture. Discuss the sequence the events happen in the story: *build a nest, lay eggs, eggs hatch, take care of baby birds.*
- Help the children find and learn the word *robin*.

## Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

### FUN FACT

The American robin was named by European settlers who thought the bird looked similar to the smaller red-breasted robins of Europe. The two birds are not closely related and sing different songs.

## After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "What is in the nest on page 11? Find page 11 and read it."
- **Inferential comprehension:** The answers are in your head. Ask, "Robins are excellent builders. What materials do you think the robin used to build this nest?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.

## Rereading for fluency

- Have the children read the story again, either independently or with a partner. Use this opportunity to listen to each student and prompt for strategy use at difficulty.

## Writing activity

- On the board, write the sentence: "*The robin is in the nest.*" Create a list of words that could be substituted for *robin* (*bird, egg, baby bird, ball*). Have the students rewrite the sentence by replacing *robin* with a word from the generated list. Then have the students draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

**Teaching Points:** Using meaning to connect pictures to text; Sequencing; Introducing new words; Matching words to print, one to one.