



Birds Around the Pond

Level H / 105 words / informational

High frequency words:

around, live, over, they

Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: bold words, glossary, photographs.
- Possible discussion questions: "What types of birds have you seen outside? What types of birds have you seen around a pond?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *hawk, heron, Mallard, red-shouldered, and red-winged*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice and discuss the hyphenated words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

FUN FACT

A bird's eye takes up about 50 percent of its head;
our eyes take up about five percent of our head.
To be comparable to a bird's eyes,
our eyes would have to be the size of baseballs.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What types of birds live around the pond? Which birds were swimming in the pond?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why is the pond a good habitat for these birds? Would you like to live around the pond?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the words with the *-ing* suffix: *flying, sitting, and swimming*.
- Find and discuss the compound words: *blackbird* and *cattail*.
- Point out the apostrophe in the word *bird's*. Explain that the 's means possession.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, and word stress.

Writing activity

- Have each student create a web diagram graphic organizer for birds around the pond. A web diagram is often used to list ideas, facts, characteristics and/or traits related to a single topic. Have them read their web diagrams to each other.

Teaching Points: Introducing nonfiction/informational texts; Introducing new words; Noticing hyphenated words; Practicing words with the *-ing* suffix; Noticing compound words; Introducing possessive words with the 's ending; Rereading; Introducing the web diagram graphic organizer.

Name

Web Diagram Graphic Organizer

