

Strand: Life Science

Theme: Shelter

Purpose for Reading: To find out that birds build nests in a variety of places for shelter.

Comprehension Strategies: Determining importance, summarizing.

Vocabulary

Dictionary Words: albatross, oriole, owl, penguin, stork, swallow

Vocabulary Words: branch, grass, power pole, rocks, tree, wall

High-Frequency Words: a, at, has, is, it, look, this, where

Before Reading

- Discuss with the students why birds build nests. Ensure that the need for shelter is part of the discussion.
- Read the title and ask the students to describe what they see. *Where is this bird's nest? What is the bird doing? How is the nest providing shelter for the babies?*
- Have the students turn to the title page. Then ask them the same questions.

Introduce the Picture Dictionary

- Have the students look at each photo in the picture dictionary and suggest where the nest might be. Read each label to the students. Have them read each label with you. Repeat each label as often as necessary until the students can pronounce the word correctly as they will not be familiar with the names of some of these birds.

Take a Photo Walk

- Pages 4–5: Talk with the students about albatrosses. Explain some interesting features, e.g. large wingspan, often spend time at sea, thought to be a bad omen. Ask the students to describe what they see in the photo and comment on where the nest is. Read the label together.
- Pages 6–7: Have the students say where this nest is. *Is there much shelter for the baby penguin?*
- Pages 8–9: Talk with the students about where this nest is and what it is made of. Have them suggest how the mother oriole made this nest. Read the label together.
- Pages 10–11: Invite the students to describe what they see in this photo. *Where is the nest? Do the students think this is a good place for a nest? Why or why not?* Read the label together.
- Pages 12–13: Discuss this nest with the students. *What is it made of? How does it stick to the wall? How does it provide shelter for the swallow?*
- Pages 14–15: Have the students describe the owl and say why they think it makes its nest in a hollow tree. Invite them to read the label.

Read the Book

- Ask the students to return to the title. Read the title together.
- Turn to pages 2–3. Have the students point to the dictionary words as they read them independently. Help with pronunciation if this is still necessary.
- Turn to pages 4–5. Read this page with the students. Remind them to point as they read and

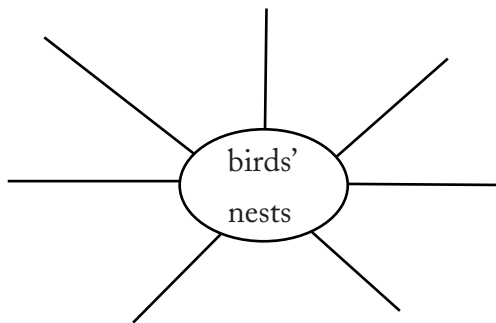
check the words they say. Explain that the pattern is not the same on every page.

- Ask the students to continue reading the book independently. Provide support where necessary, especially with the names of the birds.

After Reading

Comprehension

- Ask the students to tell you in one sentence what the book was about.
- Discuss with the students what they thought was important in the book. Have them return to each photo and say what they think the most important thing in the photo is. Use a think-aloud to demonstrate how to do this. Invite them to think about why birds build nests, also how and where they build their nests.
- Make a web to show the different places birds build nests.



Vocabulary and Word Recognition

- Have the students find the high-frequency word *has* in the text. Have them find it on each page it appears. Each time, identify the word and then read the sentence it is in. Write sentences on the board with *has* in them. Have some students come and circle *has*. Have the students write *has* over and over until they can write it fluently. Add *has* to a high-frequency word chart or word wall.
- Talk with the students about the relationship

between the words *bird* and *chick*. Ask if they know the names of any other animal babies, for example *dog* and *puppy*. Make a chart to show the relationship between the name for the adult animal and the name for the baby.

Animal	Baby
bird	chick
dog	puppy
cat	kitten

Oral Language

- Have the students take turns to describe what they see in their favourite photo in the book.

Writing

- Have the students draw one of the nests in the book. Ask them to write a sentence saying where it is. Have them copy and complete the sentence frame.

This nest is _____.

Creative Extension Activities

- Use clay to make a bird's nest with 4 little eggs in it.
- Read books such as *Owl Babies* by Martin Waddell, *The Owl Who Was Afraid of the Dark* by Jill Tomlinson, *Goodnight Owl* by Pat Hutchins.
- Make cardboard cutouts and collage birds.
- Use different-sized circles to make owl faces.

Independent Follow-Up Activities

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

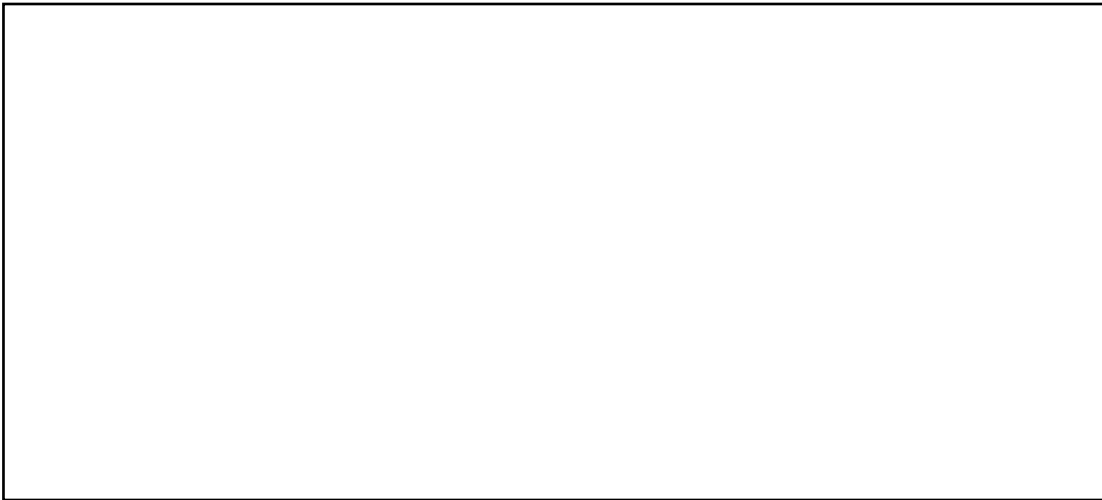
Read the sentences.

Draw the picture.

Write the name of the bird under your picture.

Where is the nest?

It is on the rocks.



Name: _____

Read the questions.

Complete the answers.

Where is the owl's nest?

It _ _ in _ tr_ _.

Where is the stork's nest?

It _ _ on _ power pole.

Where is the penguin's nest?

It _ _ on t_ _ r_ _ _ _.