

About the Book

Text Type: Nonfiction/Concept Page Count: 12 Word Count: 41

Book Summary

What colors can birds be? *Bird Colors* uses photographs to depict the many colors found on these feathered, flying creatures. Students have the opportunity to identify the main idea and details as well as ask and answer questions about birds. Detailed, supportive photographs, high-frequency words, and repetitive phrases support early emergent readers.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions


Objectives

- Ask and answer questions to understand text
- Identify main idea and details
- Discriminate initial consonant /p/ sound
- Identify initial consonant Pp
- Capitalize sentence beginnings
- Recognize, write, and use color words

Materials

Green text indicates resources are available on the website.

- Book—*Bird Colors* (copy for each student)
- Chalkboard or dry-erase board
- Colored markers or crayons
- Main idea and details, initial consonant Pp, capitalize sentence beginnings worksheets
- Discussion cards

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *is*, *this*
- Content words:
 - Story critical: **brown** (adj.), **colors** (n.), **gray** (adj.), **orange** (adj.), **pink** (adj.), **purple** (adj.)
 - Story critical: *bird* (n.), *blue* (adj.), *green* (adj.), *red* (adj.), *yellow* (adj.)

Before Reading

Build Background

- Write the word *bird* on the board and point to the word as you read it aloud to students. Repeat the process and have students say the word aloud.
- Explain that a bird is an animal with a beak, wings, and feathers. Ask students whether or not they have ever seen a bird. Discuss the colors of the birds students have seen. Make a list of the colors on the board.

Book Walk

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Bird Colors*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Write the following repetitive sentence on the board: *This bird is _____*. Read the sentence aloud, pointing to the words as you read them to students. Have students read them aloud. Explain that these words repeat throughout the book.

Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that good readers ask questions about a topic before and during reading. Then they look for the answers while reading to help them understand and remember what they read.
- Model how to ask questions as you preview the book.
Think-aloud: *When I read the title and look at the picture on the cover, I wonder what colors the birds in the book might be. I'll write that question on the board (What colors will the birds in the book be?). I also wonder why birds have different colors. I will write that question on the board as well (Why do birds have different colors?).*
- Show students the back cover and ask them what they see in the picture. Ask students what questions they might ask about the picture. If necessary, model once more for students how to ask questions about the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Main idea and details**

- Explain to students that most books have a big, or main, idea, which is what the book is mostly about. Read the title to students. Explain that the title often provides clues about the book's main idea. Invite students to share predictions about the main idea of this book.
- Discuss student predictions and guide them to what the main idea of this book is: *birds can be many colors*. Write the following sentence on the board: *Birds can be many colors*. Point to each word as you read it aloud with students.
- Model how to identify details.
Think-aloud: The main idea of this book is *Birds can be many colors*. I know the book will have details that help explain the main idea. Details are descriptions that help readers understand the main idea of the book. I see a black and white bird on the title page. I know that black and white are colors a bird can be. Since this helps explain the main idea of the book, I know a black and white bird might be a detail in the book.
- Review the colors that students listed in the Build Background section. Discuss whether or not any of these colors might be details in the book.


Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *It looks as though this bird is green*.
- Remind students they can help themselves when they come to a tricky word by looking at the first letter in the word and then checking the picture on the page to see what might start with the same sound and what might make sense in the story. For example, on page 4, point to the letter *b* in *bird*. Say: *I am going to help myself by looking at the picture and thinking about what object I see in the picture that starts with /b/ (make the /b/ sound)*.
- Invite students to identify the word (*bird*). Use the word in the sentence and ask students if the word *bird* makes sense.

Set the Purpose

- Have students use what they already know about birds to ask questions as they read. Remind them to think about the details that support the main idea as they read.

During Reading**Student Reading**

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*This*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
 - Ask students to place their finger on the page number in the bottom corner of page 3. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
 - Model answering questions.
Think-aloud: Earlier, I asked the question: What colors will the birds in the book be? So far I have read about a green bird, a yellow bird, and a red bird. I will have to keep reading to find out what other colors the birds in the book will be. The birds on the covers have more than one color. The birds I have read about in the book are only one color. I wonder if the rest of the birds in the book will be one color or more than one color.
 - Invite students to share questions they asked while reading.
 - Review the main idea of the book: *Birds can be many colors*. Ask students to explain whether a green bird is a detail that supports the main idea of the book and why (yes; a green bird is one color a bird can be.).
 - Introduce and explain the [main-idea-and-details worksheet](#). Write the words *green bird* on the board. Have students write the words and draw a picture that represents a green bird in one of the spaces on the worksheet.
 - **Check for understanding:** Have students read to the end of page 8. Encourage them to share questions they asked as they read. (Accept all answers that show students understand how to ask and answer questions.)
 - Ask students to think about other details they read that support the main idea, *Birds can be many colors*. Have them choose one of the details to draw on their worksheet. Ask them to label their drawing using the words from the book. Have students share the detail they drew and wrote about.
 - Have students read the remainder of the book. Remind them to ask and answer questions and think about the details that support the main idea to help them understand new information as they read.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- **Think-aloud:** *As I read the book, I thought about the questions I asked earlier in the lesson. I wondered if other birds would look like the ones on the covers with many colors. I read about a bird on the last page that has many colors. I also wondered why birds are different colors. I did not get the answer to this question by reading this book. I don't always find the answers to all of my questions by reading one book. I will have to read other books to find out the answer to this question.*

- Ask students to explain how asking and answering questions helped them to understand and remember the information in the book.

Reflect on the Comprehension Skill

- **Discussion:** Read the main idea on the board with students (Birds can be many colors). Review the details students drew on their worksheet. Invite them to explain why each of the details matches the main idea of the story.
- **Independent practice:** Have students complete the main-idea-and-details worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned about the colors birds can be. You also learned birds can be one color or many colors. Now that you know this information, can a bird's color be helpful to the bird? Why or why not?

Build Skills

Phonological Awareness: Initial consonant /p/ sound

- Say the word *pink* aloud to students, emphasizing the initial /p/ sound. Have students say the word aloud and then say the /p/ sound.
- Read pages 7 and 8 aloud to students. Have students raise their hand when they hear a word that begins with the /p/ sound.
- Say the following words one at a time and have students give the thumbs-up signal if the word begins with the /p/ sound: *penguin, goose, parrot, canary, pigeon, crow, and peacock*.

Phonics: Initial consonant Pp

- Write the word *pink* on the board and say it aloud with students.
- Have students say the /p/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /p/ sound in the word *pink*.
- Have students practice writing the letter *Pp* on a separate sheet of paper using a pink crayon or marker while saying the /p/ sound.
- **Check for understanding:** Write the following words that begin with the /p/ sound on the board, leaving off the initial consonant: *pig, pot, pit, pan, and put*. Say each word, one at a time, and have volunteers come to the board and add the initial *Pp* to each word while other students write the letter *Pp* on a separate sheet of paper.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant Pp worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Capitalize sentence beginnings

- Write the following sentence on the board: *Birds can be many colors*. Read the sentence aloud with students. Ask a volunteer to come to the board and circle the first word in the sentence.
- Explain that every sentence has a signal at the beginning so readers will know a new sentence has started. Underline the capital letter in the word *Birds*. Explain that this capital letter *B* is the signal. Point out that all sentences should begin with a capital letter.
- Write the lowercase *b* below the capital *B* on the board. Ask students to explain the difference between the letters. Encourage students to remember the difference between lowercase and uppercase letters, and remind them that uppercase letters, or capitals, always begin a sentence.
- Ask volunteers to share a detail they learned about birds. Write this information in sentences on the board, using a lowercase letter at the beginning of each sentence. Have students come to the board and correct the sentences.



- **Check for understanding:** Have students locate and circle all the capital letters in the book.
- **Independent practice:** Introduce, explain, and have students complete the [capitalize-sentence-beginnings worksheet](#). If time allows, discuss their responses.

Word Work: Color words

- Ask students to name the colors of the birds they read about in the book. *Write each color word on the board with a marker of the same color.*
- Read each color word on the list, one at a time. Have students brainstorm other animals that are also that color. Record the names of the animals under each color word.
- Have students draw a picture of one of the animals named and label it with the correct color word on a separate piece of paper.



Check for understanding: Have students reread the book. Have them underline each color word with the matching colored marker or crayon on each page.

Build Fluency
Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them discuss the main idea and details with someone at home.

Extend the Reading
Concept Writing and Art Connection

Have students draw a picture of a bird. Under the picture, have students write one sentence that tells about their picture. Remind students to use capital letters and periods.

Science Connection

Research and provide information to students about birds. Investigate what makes birds different from other animals (feathers, beaks, wings) and the uses of these body parts. Locate pictures of other birds and sort them by color. Make a graph showing the information collected. Discuss possible reasons for a bird's color (camouflage, to find a mate).

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- consistently ask and answer questions to understand text
- accurately identify details that support the main idea of the book during discussion and on a worksheet
- accurately discriminate initial consonant /p/ sound during discussion
- identify and write the letter symbol that represents the /p/ sound during discussion and on a worksheet
- correctly capitalize the beginning of sentences during discussion and on a worksheet
- correctly identify, write, and use color words in the text, during discussion, and on a separate piece of paper

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)