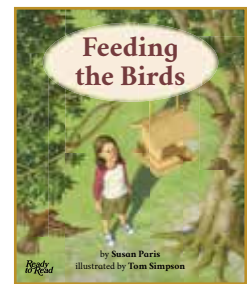


Feeding the Birds

by Susan Paris
illustrated by Tom Simpson

This text is levelled at Yellow 2.



Overview

When Ella notices the hungry birds on the windowsill, Mum suggests they make a bird feeder. This story describes how Ella and Mum work together to carry out their project.

This text supports students to develop a self-extending reading processing system, requiring them to “search and use interrelated sources of information” and use a “range of word-solving strategies and comprehension strategies to make or confirm meaning” (*The Literacy Learning Progressions*, page 10).

There is an audio version of the text as an MP3 file at readytoread.tki.org.nz

Cross-curriculum links

Technology (level 1, technological practice) – Outline a general plan to support the development of an outcome, identifying appropriate steps and resources.

Related texts

- Texts about carrying out a project:
Grandma's Vase (Red 1); *Painting the Fence* (Yellow 1)
- Texts about family members helping each other:
At the Pool (Red 2); *Getting Ready for the Visitors* (Red 3); *Painting the Fence* (Yellow 1); *At the Market, Walking to School* (Yellow 2)

Text characteristics

The students are working towards the standard for after one year at school. Many of the characteristics of Green texts are also in texts at earlier levels but in simpler forms. These characteristics, as they relate to this text, are shown in the boxes below.

The familiar setting (at home) and the familiar context of working with others

Most content explicitly stated but also some implicit content that provides opportunities for students to make predictions (for example, about the connection between Ella and the cover illustration) and inferences (for example, that Ella likes to do things for herself)

Sentences that run over more than one line but do not split phrases, supporting phrased reading



Illustrations that support and extend the meaning but may not exactly match the words

Dialogue between easily identified speakers

Many high-frequency words (for example, “are”, “Come”, “Dad”, “do”, “for”, “going”, “help”, “Mum”, “put”, “said”, “she”, “some”, “that”, “them”, “They”), several of which are repeated, and some common verbs that appear in more than one form (“look”, “looked”, “looking”; “make”, “making”)

A range of punctuation, including speech marks, commas, and exclamation marks, to support phrasing and meaning

Interest words (for example, “birds”, “cut”, “finished”, “food”, “hammered”, “hang”, “hungry”, “love”, “magazine”, “plan”, “nails”, “rope”, “seeds”, “shed”, “shop”, “wood”, “work”, “worked”) that are likely to be in a reader’s oral vocabulary and are strongly supported by the context, the sentence structure, and the illustrations

Suggested reading purpose

(What can the students expect to find out or think about as a result of reading this text?)

We are reading this story to find out how Ella made a bird feeder.

Possible learning goals

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically” about texts?)

The behaviours listed below link to *The Literacy Learning Progressions*. **Select from and adapt** them to set your specific learning goal. Be guided by your students’ particular needs and experiences – their culture, language, and identity (*Reading and Writing Standards for Years 1–8*, Knowledge of the learner, page 6).

This text provides opportunities for students to:

- make connections between their own experiences and information in the story in order to make predictions and inferences
- identify (summarise) the main events in the story
- make meaning by drawing on more than one source of information, for example, using sentence structure and context to supplement information gained from partial decoding attempts
- notice some errors in their reading and take action to self-correct.

Introducing the story

- Use your knowledge of your students to ensure that the introduction to the story activates their prior knowledge and supports them for a successful first reading. This story uses vocabulary (for example, “are”, “birds”, “good”, “help”, “hungry”, “love”, “make”, “need”, “put”, “she”, “shed”, “some”, “them”, “They”, “work”) that students are likely to be familiar with from previous reading and writing.
- Several days before reading this story, provide some simple craft activities at the classroom “making table” that require students to follow instructions.

To provide vocabulary support for English language learners, before the guided reading lesson, discuss the illustrations on the cover and title page, feeding in key words. If possible, have an actual bird feeder and some of the items used to make it. Add word labels to an enlarged copy of the illustrations and encourage the students to practise using these words during the discussion. Try to provide the words in their first language as well as in English.

- Read the title and tell the students Ella’s name. Use the cover to generate a discussion about the setting and the context. If necessary, explain what a bird feeder is. Prompt the students to make connections between the title and the illustration: *I wonder what the girl will do in this story*. Expect them to predict that Ella will have something to do with “feeding the birds”.
- On the title page, support the students to notice the connection between the pieces of wood and the bird feeder on the cover. Have two copies of the book so that you can show these two illustrations side by side. As you discuss them, draw out (or feed in) the names of the building items. Encourage the students to share any experiences of making things with wood, nails, and hammers.
- Encourage the students to make predictions about who made the bird feeder. Some may make a connection to Ella. Remind the students that the story will give them more information.
- Have the students talk with a partner about the illustrations on pages 2 and 3. *Do these pictures change your ideas about the story?* Expect them to predict that Ella and Mum are going to follow the plan and make a bird feeder. Draw out the idea of the birds being hungry by asking: *Why are the birds on the windowsill?*
- Feed in the word “magazine” and encourage the students to explore the plan on page 3. They could try and find pictures in the plan of “wood”, “nails”, and “rope” (as discussed on the title page). Make a link to their recent experiences with following plans at the making table.
- Share the purpose for the reading and browse through the illustrations on pages 4–7 to establish the steps in constructing the bird feeder. Tell the students Carl’s name.
- As you discuss the illustrations, rephrase the students’ responses or use prompts to draw out or feed in language structures and vocabulary that you think may need support. For example:
 - on page 5, feed in the term “hardware shop” and make connections to students’ knowledge of New Zealand’s main hardware chains. *Where does your family go to buy nails and wood?*
 - on page 6, to support “shed” ask: *Where are they working?*
 - discuss what Ella is doing on page 7: *Where will they put the bird feeder? What helps you think that?*
- Remind the students of the purpose for reading and that they can read on to check their ideas.

Monitoring the reading

- Observe closely as the students read the story quietly to themselves. Note their ability to use print information (in particular, initial letters, digraphs, inflected endings, and punctuation) and to read the high-frequency words and groups of words in phrases. Look for any instances of self-monitoring, cross-checking, and self-correction. Provide support to individual students as necessary. For example:
 - on page 3, if a student stops at the end of line 1 or line 2 (having assumed that the sentence is finished), remind them to read on to the full stop
 - on page 5, you may need to remind students about the word “hardware”.
- If a student makes an error without noticing a problem, wait until the end of the sentence or the page before intervening, unless they have stopped reading. Waiting provides the opportunity for a student to notice and fix it for themselves. Use appropriate prompts to draw their attention to the error. For example:

Text in book	Student reads	Teacher prompt
“... We need wood and nails and rope.”	“... We need wood and nails and string .”	<i>Yes, that looks like string in the picture, but would “string” start like this? Look at the beginning of the word (rope) and try that again.</i>
Mum and Ella worked in the shed.	Mum and Ella worked in the shop .	<i>That word begins like “shop”, but are they at the shop? Read it again.</i>
“Good work,” said Carl.	“ Got ... week ,” said Carl.	<i>You read ____ (reread the sentence). Does that make sense? Try that again and think about what Carl would say to Ella.</i>

- Remember to base your prompts on what you know about the students' prior knowledge. For example, asking an English language learner if a word or sentence sounds right may not be useful if they are not familiar enough with English phonemes, vocabulary, or syntax to know the answer. In this case, an explanation and further examples would be more effective.

- Other prompts you can use to encourage monitoring include: *Are you sure?; Were you right?; Think about what would sound right and look right; Do you know a word that looks like that?; You said ... Can we say it that way?; If the word was ____, what would you expect to see at the beginning/end?*
- Reinforce the students' attempts to problem-solve whether they are successful or not, for example: *You read “There” and then you changed it to “They”. That was good work to notice and fix it.*
- For further suggestions about ways to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1–4*, page 130.

Discussing the story after the first reading

- Encourage the students to share their responses to the ending. *Do you agree with Carl and Dad? What would you say to Ella about the bird feeder?*
- Remind the students of the reading purpose and ask them to recall the steps involved in making the bird feeder. Discuss why the bird feeder would need to be up in the tree.
- Encourage them to think critically: *How do you think Ella feels at the end of the story? Why do you think she didn't want Dad and Carl to help?* Encourage students to make connections to how they feel when they have achieved something and have been praised.
- Have the students reread the story, stopping for discussion at points of interest. You can revisit the story over several lessons, exploring such features as:
 - what the words and illustrations (including the cover illustration) suggest about Ella's feelings and/or her personality
 - the use of speech marks to indicate dialogue and the attributions to clarify who the speaker is. Encourage the students to read the dialogue so that it “sounds like talking”
 - inflected endings, for example, the verbs ending in “ed” or “ing”
 - the “eed” rime in “feeder”, “feeding”, “need”, “seeds”.

After reading: practice and reinforcement

After-reading tasks should arise from monitoring the students' needs during the lesson and should provide purposeful practice and reinforcement. Where possible, make links to other reading texts, including texts generated from language experience and shared writing, to the wider literacy programme (oral language, writing, handwriting, alphabet and word games and activities), and to other curriculum areas.

Select from and adapt these suggestions, according to the needs of your students.

- Ask the students to reread the story to a partner. Listen in, noting their ability to self-monitor and to use punctuation to support phrasing and expression. Note aspects that may need further attention. You could also take a quick running record with a student to provide more information on an aspect you have noticed.
- The students can build their comprehension and fluency by rereading the text while listening to the audio version. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Provide many opportunities for students to enjoy reading this story and other stories with similar themes (see Related texts).
- Provide practice in summarising. For example, the students could:
 - retell the story to a partner
 - choose three events from the story to draw and write about (in sequence)
 - work in pairs to identify and list three things that Ella did in the story and three things that Mum did.
- Provide practice in making inferences by asking the students to create a thought bubble for Ella on pages 7 or 8.
- The students could work in pairs on activities using advertising pamphlets from hardware stores. For example, they could:
 - look for the items that Mum and Ella needed, or you could provide a list of items for them to search for
 - cut out and paste pictures of items onto a chart, label them, and say what they would use them for.
- Continue to provide activities that involve simple instructions at the making table.
- Use the Internet to find plans for making simple bird feeders, for example, using recyclable materials like empty cardboard boxes and milk containers. Encourage the students to try making them in class, perhaps with the help of a teacher aide or parent helper, or at home.
- For both of the activities described above, have the students take photos (or draw pictures) of two or three key steps and add captions describing what they did.
- Build the students' knowledge of word structure by exploring the past tense form of some of the verbs in the story. Start with the familiar regular verb "look" and have the students add "ed" to make "looked". Repeat with "help" or "need". Create oral sentences together to clarify the meaning of the new verb forms they are making ("Look at the plan," said Ella. / Dad looked at the bird feeder). Explore the verbs "make", "go", and "feed" that are irregular in the past tense. Explain that some words can't have "ed" added.
- Have word games and activities available that encourage the students to sort words by common characteristics, such as initial digraphs, inflected endings ("ed", "ing"), or word families ("look", "looked", "looks", "looking"). You could include word families with irregular verb forms ("feed", "feeds", "fed", "feeding"; "make", "makes", "made", "making").