

Guided Reading Lesson Plan (Levels M-Z)

Title: Birds of Prey

Level: O

ISBN: 9781572554726

Publisher: Mondo

Before Reading: (5-7 min.)

*Summarize plot (M)

How many birds of prey can you name? A robin grabs bugs and worms but it isn't considered a bird of prey. This nicely photographed book will introduce us to just a few of these fascinating creatures, including some of their habits and characteristics.

*Discuss pictures (M) Photographers take hundreds of pictures in order to get the few excellent ones we see in this book. They need special telephoto lenses on their cameras to get these close-up shots.

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M)

Words/Text Layout:

*New or important words (V) Words in **bold** are defined in the Glossary.

*Unusual aspect of text layout (V) The diagram on pages 4 and 5 invites reader interaction.

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Readers isolate and interpret information gained from the table of contents, diagrams, photos, and glossary.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

Is an air sac the same or different from lungs? (see glossary)

What can you learn about owls from the diagram on pages 4 and 5?

Why do eggs have a pointed end? (p.8) (Knowledge)

On page 9, name the innate pattern of behavior the young birds are using. (Knowledge)

Why is it advantageous to have Peregrine Falcons living in a city? (p.10) (Synthesis)

Why are human tongues not shaped like a bald eagle's tongue? (p.12) (Inference)

What if land was *not* cleared for farms? What do we eat every day that comes from farms? (Synthesis)

Writing Connection (optional):

Make a list of ways human activity affects bird populations. (Gather information from pages 11, 13, and 15.)