



The Cheekiest Birds

Level: 2.16.1 Word Count: 265

Quick Quiz	Reading: <i>before, also, something, because, white</i> Spelling: <i>before, also, something, because, white</i>
New High-Frequency Word	even
Quick Read	Can a Shark Hear Sounds? (2.15.2) Blown By a Twister (2.15.3)
Quick Check	Snowshoe Hares (2.15.4)
Quick Write	<i>White snowshoe hares take care of their babies in the form.</i>
New Skill	comparative suffixes -er, est
New Book	The Cheekiest Birds

Quick Quiz

Buils fluency in reading and spelling words in isolation

- Use the following word cards: *before, also, something, because, white*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *before, also, something, because, white*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *even*.
- Hold up the *even* word card for the students to see.
- Have them read the word together.
- Have them write *even* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books:
Blown By a Twister and *Can A Shark Hear Sounds?*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Snowshoe Hares*.
- Check comprehension by asking students to recall the main facts in *Snowshoe Hares*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Snowshoe Hares* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
White snowshoe hares take care of their babies in the form.
- Remind the students that they know how to spell *white, of, their, in, and the*.
- Remind them that they know how to listen for the sounds in short words like *take, babies, and form* and that they know the letter combinations to write. Revise changing end of *baby* to *babies* if necessary.
- Tell the students that they know the letter combinations they need to write *hares* and *care*.
- Remind the students to break *snowshoe* into two separate words to help with spelling. Remind them that they know the letter combinations to write *snow*.
- Invite a volunteer to tell you the first two letters of *shoe*. Write the *sh* on the board and complete the spelling of *shoe* for the students to copy.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *white, of, their, in, or the*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

- Tell the students that they are going to learn some endings commonly used on words. These endings are called suffixes. Suffixes help you understand the meaning of words. Today's suffixes help you compare things.
- Write *an old house, an older house, and the oldest house*, on the board and read what you have written. Explain that by ending *er* and *est* to *old* you have compared the age of the houses. You have told the reader that of three old house, one is older, and another is older still. It is the oldest.
- Write *a tall man, a tall__ man, and the tall__ man*, on the board.
- Invite a volunteer to complete the words, read them, and explain what they mean.
- Explain that sometimes before adding a suffix you have to double the last letter of the word.
- Write *a big house, a bigger house, and the biggest house*, on the board. Explain that now you have compared the size of the three houses.
- Write *a thin man, a thin__ man, and the thin__ man*, on the board.
- Invite a volunteer to complete the words, read them, and explain what they mean.
- Explain that if the word ends in *y* you need to change the *y* to *i* before adding the suffix.
- Write *a nosy kitten, a nosier kitten, and the nosiest kitten*, on the board.

- Write *a naughty puppy, a naught__ puppy, and the naught__ puppy*, on the board.
- Invite a volunteer to complete the words, read them, and explain what they mean.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text.

- Give each student a copy of the book *The Cheekiest Birds*.
 - Read the title to the students.
 - Set the purpose for reading by saying: *This book tells you about some birds - some are cheeky, some are noisy.*
 - Discuss the cover photo. Tell the students that this bird is a kea that is found in New Zealand. The kea is the cheekiest bird because it comes right up to you and will take things out of your bag if you let it.
 - Have the students turn to the title page and look at the photo. Tell them at this bird is a hoatzin. It may look pretty but its the smelliest bird.
 - Take a picture walk discussing each photo in the book.
 - Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
 - To ensure understanding say things such as: *The smell that Hoatzins make comes from the way their bodies digest the food they eat. Dreadful means really bad. Ostriches are the tallest birds, but they are so big they can't fly. A tall bird called a crane can fly but not for long. Birds called sooty terns stay in the air for years. They float or settle on the water now and again. A peregrine falcon is the fastest bird. A bird's wingspan is the distance from tip to tip of its wings when it is flying.*
 - Read the comparative suffixes on page 12 with the students to reinforce vocabulary.
 - Tell the students that there are many words with comparative suffixes in this book. The students should look for these words to help them as they read.
 - Tell them also that the new word *even* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *even* word card to remind students.
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- Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
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- After reading, check comprehension by asking these questions:
Which bird can fly faster than a speeding car?
What do hoatzins smell like?
What do keas so that is bossy?
Which birds can sleep when they are flying?
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- Have the students turn to page 2 and find and read the words with comparative suffixes. They should find *cheekiest, smarter, bossier.*
 - Have students turn to page 10 and find and read the words with comparative suffixes. They should find *largest and longer.*

- Have the students go through the book looking for *even* and rereading the sentences with *even* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *The Cheekiest Birds* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Practise spelling using the appropriate spelling list.
- Read along with the audio book to improve fluency.
- Work with a partner or small group using the e-book to reread and discuss *The Cheekiest Birds*.