

TIME
FOR KIDS

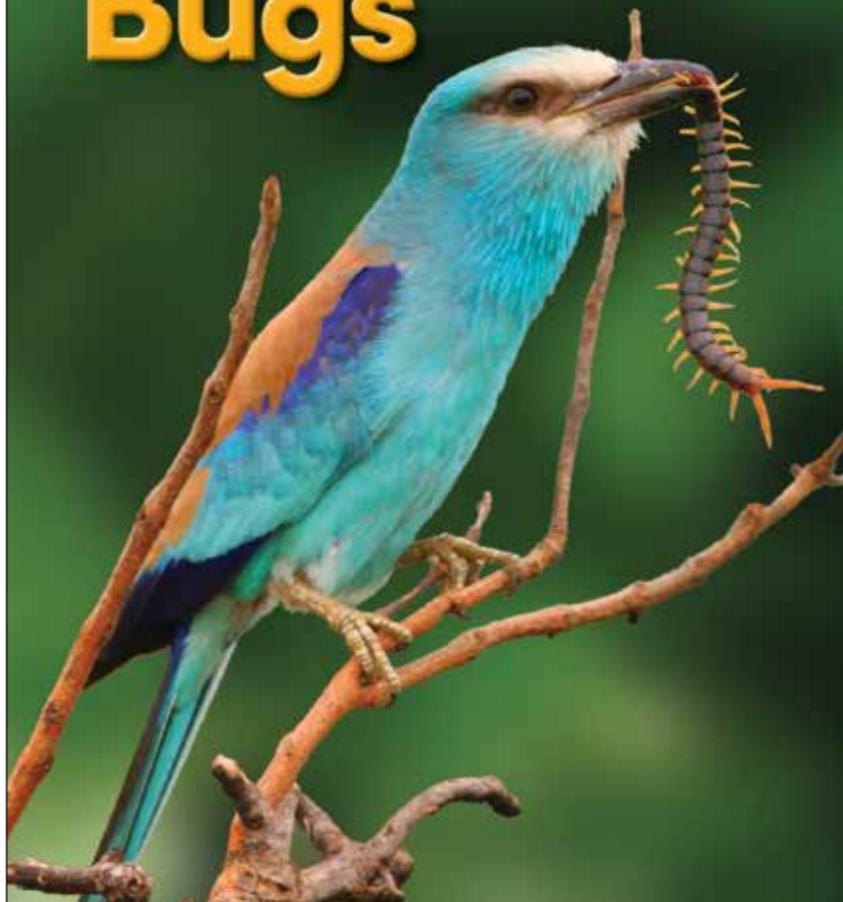
Birds and Bugs



Sharon Coan

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1 bird



2 bugs





3 birds



4 bugs



5 birds





6 bugs



7 birds





8 bugs



9 birds

Words to Know

birds



bugs





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“
Thank you for helping us
create a world in which
children love to learn!”



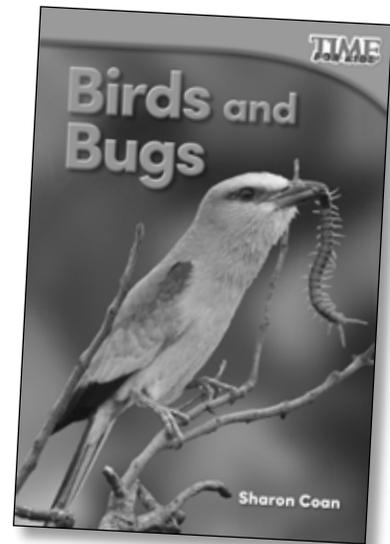
Focus Objectives

Students will be able to:

- connect spoken words to written language
- define the role of author and photographer
- use prior knowledge and experiences to relate to new information

English Language Objective

English language learners communicate information, ideas, and concepts necessary for academic success in the content areas of Language Arts and Mathematics.



Word Work

- **High-Frequency Words:** *one, two, three*
- **Word Study:** Connecting spoken words to written language
- *Number Words* activity sheet

Academic Vocabulary

- *birds*
- *bugs*

Comprehension Skills

- Defining Roles: Author and Photographer
- Using Prior Knowledge and Experience
- *Be the Author* activity sheet
- *What Do You Know?* activity sheet

Writing

Write and illustrate counting books.

Cross-curricular Connections

- **Music:** Students know personal preferences for specific musical works and styles.
- **Science:** Students know simple ways that living things can be grouped.

Building Fluency

- **Reading the Book:** repeated readings; alternate reading
- **Reading the Poem:** poetry folder; repeated readings
- “Birds and Bugs” poem

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Word Work

- 1. High-Frequency Words**—Write the words *one*, *two*, and *three* on the board. Read each word aloud.
 - Ask students to stand up. Say and point to the featured high-frequency word. Call out each letter. Have students stand up tall if the letter is tall. Have them squat down if the letter is short. For example, for *one*, students squat down for the letters *o*, *n*, and *e*. Repeat this activity for all three words. Then, encourage students to say, read, and spell the words with you.
- 2. Word Study**—Practice connecting spoken words to written language.
 - Have students count from one to 10 aloud. Explain that there is a written word for each of the numbers they counted.
 - Tape 10 sheets of paper to the board (or divide a sheet of chart paper into ten sections). Have students count again slowly. As they count, write one number word on each sheet of paper.
 - Point to each sheet of paper and have students practice reading the words.
 - Divide students into groups and provide each group with one of the number papers. Have them draw that many objects on the paper. Bind the pages together into a book that can be stored in the classroom library.
 - For additional practice have students complete the *Number Words* activity sheet.

Tip: Write the numeral and/or draw a picture that shows the number of items that corresponds to each numeral.

Academic Vocabulary

- 1.** Write the words *bird* and *bug* on the board. Define each word. Then, introduce the words *birds* and *bugs*. Ask them to identify the similarities and differences between the words.
- 2.** Explain to students that without the *s*, there is just one bird or just one bug. With the *s*, there are two or more. Practice with several examples of numbers. (*1 bird, 1 bug; 2 birds, 2 bugs; 3 birds, 3 bugs; 4 birds, 4 bugs; 5 birds, 5 bugs*).



Comprehension

Before Reading

1. Building Oral Language—Help students build oral language and connect to the topic of the text.

- Display the cover of the book. Ask students to describe what they see. For additional support, provide the following sentence frames: *I see _____. The cover has _____. There is _____. The bird _____.*
- Explain to students that there is one type of bird and one type of bug on the cover. Ask if students are familiar with other types of birds and bugs that may be in this book. Allow students to name other birds and bugs. Record their ideas on a sheet of chart paper.

2. Defining Roles: Author and Photographer—Assist students in connecting the text and photograph on the cover.

- Read the title of the book. Remind students that the author is the person who writes the words, and the photographer is the person who takes the photographs. Point to and read aloud the author's name.
- Explain that the author and photographer have to work together to make sure the text and photographs match. Ask students if the title and photograph on the cover belong together. For additional support, provide the following sentence frame: *The title matches the photograph because _____.*

3. Using Prior Knowledge and Experience—Tap into students' prior knowledge and experiences about birds and bugs.

- Ask students to share what they know about birds and bugs. Prompt students as needed with questions, such as "Where do they live?" "What do they eat?" "Do they live in groups or by themselves?"
- Encourage students to preview some of the birds and bugs they will see as they read the book by taking a picture walk through the book.
- For additional practice, have students complete the *What Do You Know?* activity sheet.

English Language Support

Show the group photographs of a variety of types of birds and bugs. Provide the name for each animal, and display the photographs along with word cards matching the names of the animals for students to reference.



During Reading

- 1. Building Oral Language**—Encourage language beyond the text that is printed on the page.
 - Assist students in reading the text at the bottom of the photograph. Then, challenge students to use the text in complete sentences. For additional support, provide a basic sentence frame that will work with all the pages: *I see _____*. Encourage students to create their own sentences as well.
- 2. Defining Roles: Author and Photographer**—Point out that the text and the photographs must match in order for the story to make sense.
 - Have students note the connection between the type of animal shown in the photograph and the text at the bottom of the page.
 - Ask students to count the number of birds or bugs on each page and make sure it matches the text at the bottom of the page.
 - For additional practice, have students complete the *Be the Author* activity sheet.
- 3. Using Prior Knowledge and Experience**—Discuss connections between the birds and bugs shown in the book and the context in which they are shown.
 - Have students name the birds or bugs shown on each page. If students are unfamiliar with one of them, provide the name.
 - Discuss the context for each bird or bug shown in the book. Ask students to tell about their own experiences seeing these animals and the contexts in which they saw the birds or bugs. For additional support, provide the following sentence frame: *I saw _____ at the _____*.

English Language Support

Dropping the *s* at the end of words is a very common mistake for English language learners. Photocopy the black and white version of the book from the USB Device and have students highlight the *s* at the end of plural words.



Assessment Opportunity—Monitor students to ensure they can independently read the high-frequency words accurately.



After Reading

- 1. Building Oral Language**—Incorporate the specific animals shown in the photographs as students create sentences to describe each page.
 - Help students notice that the text does not say the type of bird or bug. The photographs used depict specific types of birds and bugs.
 - Have students review the book again. This time, have them create sentences that include the text at the bottom of the page and the specific type of bird or bug shown in the photograph. (*There are four ladybugs.*) Challenge students who are ready to include a context as well. (*There are four ladybugs on a leaf.*)
- 2. Defining Roles: Author and Photographer**—Have students reread the book to identify the patterns presented.
 - Guide students to see that the animals shown on each page alternate: birds, bugs, birds, bugs. Additionally, the numbers are in sequential order. Tell students the pattern was intentionally created by the author and photographer.
 - Discuss how carefully creating a pattern with both the text and the photographs must be coordinated between the author and photographer. Ask students how the book would change if the author and photographer did not create this pattern or if the text and the photographs did not match. (*The reader would be confused. The information in the book would not be correct.*)
- 3. Using Prior Knowledge and Experience**—Connect what students knew about birds and bugs before reading the book to what they know after reading the book.
 - Review the book and have students identify the types of birds and bugs they see. Allow students to share their knowledge and experiences with each.
 - Return to the list of birds and bugs created before reading the book. Circle any birds or bugs that were in the book that students already named. Add any new birds or bugs that students read about in the book or that they can now remember.

Writing

Have students write their own counting books. Fold a sheet of paper in half and then in half again to make a four-page book for each child. Students can write and illustrate four numbers in the book. They can be sequential or out of order.

- Have below-grade-level students copy the number words out of the book or off a number chart in the classroom. They can then draw a picture to match each page.
- Have on-grade-level students write the number word and one other word to describe the objects they draw.
- Encourage above-grade-level students to write sentences that describe the quantity of objects they illustrate on each page. (*I see one bird in the tree.*)

Cross-curricular Connections



Music—Play classical music, such as “Flight of the Bumble Bee” (either audio or video from the Internet) by Nikolai Rimsky-Korsakov. Encourage students to buzz around the room to the music. Ask students if they notice a connection between the music and bumblebees (*think the music sounds like bees buzzing around*).



Science—Divide a sheet of chart paper into two sections. Label one section *bugs* and the other section *birds*. Guide students to identify characteristics of birds and bugs. Then, have students name animals that fit in each category.

Building Fluency

- 1. Reading the Book**—Use the alternate-reading strategy to read the book several times with students. Pair students. Have one student read the number (*one, two, or three*) aloud and the other student read the word (either *birds* or *bugs*). Then, have students reverse roles.
 - Read the book aloud as students follow along. Listening to the book being read aloud will give students an idea of how to use proper intonation, expression, and pacing when reading.
- 2. Reading the Poem**— Provide copies of “Birds and Bugs” for students to practice reading during free-choice, independent, or paired reading time.

Birds and Bugs

by Sharon Coan

Birds and bugs that crawl and fly—
I love them all and here is why:

I like how they look.
I like what they do.
I like how they sound.
I'll bet you do too!

I like a bird's nest
Chock full of blue eggs.
I like crawling spiders
That walk on eight legs.

I like robin chirps
That signal the spring.
I like buzzing bees
And honey they bring.

I like when parrots
Start talking to me,
And butterflies land
Right here on my sleeve.

I like hooting owls.
I like cooing doves.
And crickets that chirp—
These, too, I do love.

Birds and bugs, fast or slow,
Big or small—I love them so!





Name: _____

Number Words

Directions: Draw pictures to match the number words.

1.

1
one

4.

4
four

2.

2
two

5.

5
five

3.

3
three

6.

6
six

Name: _____



Be the Author

Directions: Write words from the Word Bank to match each photograph.

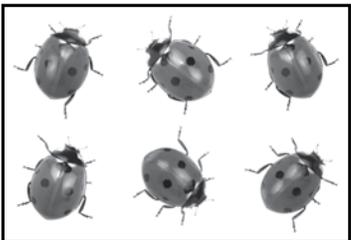
Word Bank			
birds	bugs	two	six

1. 

two

birds

3. 

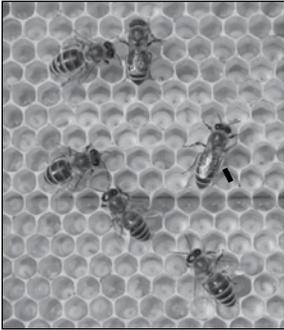
2. 

4. 

Name: _____

What Do You Know?

Directions: Draw lines to match the bird or bug to where it belongs.



Assessment Activity

.....

Name: _____ Date: _____

Directions: Draw a line from each picture to the correct circle: *bird* or *bug*.



bird

bug



Answer Key

Number Words (page 8)

Name: _____

Number Words

Directions: Draw pictures to match the number words.

1. 1 one	4. 4 four
2. 2 two	5. 5 five
3. 3 three	6. 6 six

Drawings will vary.

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Be the Author (page 9)

Name: _____

Be the Author

Directions: Write words from the Word Bank to match each photograph.

Word Bank
birds two six bugs

1.  two birds	3.  six birds
2.  six bugs	4.  two bugs

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What Do You Know? (page 10)

Name: _____

What Do You Know?

Directions: Draw lines to match the bird or bug to where it belongs.

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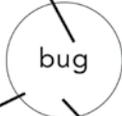
Assessment Activity (page 11)

Lesson 10: Birds and Bugs (cont.)

Assessment Activity

Name: _____ Date: _____

Directions: Draw a line from each picture to the correct circle: *bird* or *bug*.

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How to Use the Oral Reading Record

Using an Oral Reading Record

When taking an oral reading record, it may be useful to employ some or all of the following tips:

- Position yourself next to the student in such a way that you can hear the student easily, see the text clearly, and watch the student's eye and finger movements while he or she is reading.
- As the student reads, mark the oral reading record form with the conventions on the included coding chart on the following page.
- Errors to be marked include substitutions, omissions, insertions, and having to be told a word by the teacher.
- Self-corrections occur when a student realizes an error on his or her own and corrects it.
- Note where the errors and self-corrections are made via meaning, structure, or visual cues (defined below).
- If the student begins to read too quickly for you to follow, simply ask him or her to pause for a moment while you catch up with the record.
- Interrupt and intervene as frequently as possible in order to create the truest record.
- Wait several seconds when a student gets stuck before reading a word aloud for the student.
- If a student misreads a word, be sure to write the word he or she said above the correct word on the record form.
- Time the student to test for fluency. The Reading First standard for first grade is 60 words per minute. (It is 90 to 100 words read correctly by the end of second grade and 114 by the end of third grade.)

Meaning, Structure, and Visual Cues

Meaning. When the reader uses background knowledge and the context to identify words, he or she is using meaning (or semantic cues). On the oral reading record, mark these cues with an *M*.

Structure. When the reader applies knowledge of language structure in order to identify words, he or she is using structure (or syntax) cues. On the oral reading record, mark these cues with an *S*.

Visual. When the reader applies knowledge of letter and sound correspondence, including the look of the letter, letters, and the word itself, he or she is using visual (or graphophonic) cues. On the oral reading record, mark these cues with a *V*.

How to Use the Oral Reading Record

Marking Conventions Chart

Behavior	Marking Convention	Example
Accurate reading	(checkmark) above each word read	✓ ✓ ✓ This is big.
Substitution	Word read above actual word	✓ ✓ -bag This is big.
Omission	— (long dash)	✓ — ✓ This is big.
Insertion	^ and the inserted word	very This is ^ big.
Repetition of word (no error)	R (one repetition) R2 (two repetitions)	R This is big.
Repetition of phrase (no error)	R with line and arrow at point where reader returned	→ R This is big.
Self-correction (no error)	SC after error	bag/SC This is big.
Appeal (Student appeals for help either verbally or nonverbally.)	A over word where appeal occurred	A This is big.
Told (Student is asked to try again but ultimately must be told the word.)	T over word student was told	T This is big.
Beginning sound read separately and then word read correctly.	Beginning sound above word followed by mark for correct	b/✓ This is big.

How to Use the Oral Reading Record

Scoring an Oral Reading Record

Teachers will use the information gathered while observing the student and marking the record in order to calculate rates of accuracy, error, and self-correction. The error and self-correction rates are written as ratios. The accuracy rate is a percentage. (**Note:** When the reader self-corrects, the original error is not scored as an error.)

After or while marking the oral reading record as you observe the student, tally errors and self-corrections in the columns to the right of the text. Then circle whether those errors and self-corrections are in the area of meaning (M), structure (S), or visual (V) cues.

Use any of the following data calculations as appropriate to monitor student progress and inform instruction.

- **Calculate the rate of error.** Add the total number of words read. Divide that number by the number of errors made.
For example, if the text has 96 words and 8 errors were made, the ratio is 1:12 (one error for every 12 words read).
- **Calculate the rate of self-correction.** Add both the number of errors and self-corrections. Then divide that number by the number of self-corrections.
For example, if there are 8 errors and 6 self-corrections, that makes 14 total. Divide 14 by the number of self-corrections (6). This gives a ratio of 1:2.3 or, rounded, 1:2. This is interpreted as one self-correction for every two errors.
- **Calculate a percentage for accuracy.** Convert the error rate to judge the difficulty of the text. Use the information in the chart below to inform text selections for students.
For example, in a 1:12 error rate, divide 1 by 12 to get 0.08 (round to the nearest hundredth) or 8%. Subtract 8% from 100% to get 92%. This is the accuracy percentage.

Use the information below to determine test difficulty.

Accuracy Percentage	Difficulty of Text for Student
96% or higher	Easy
91%–95%	Instructional level
90% or lower	Challenging

Note: If you do not wish to assess with this level of detail, simply calculate the percentage of words read correctly and the number of words read correctly per minute. Both of these measures give adequate indications of word recognition and fluency. However, keep in mind that these calculations provide one kind of data for students—teachers should examine students' reading and learning in context, as individuals and as members of the larger learning group.

How to Use the Oral Reading Record

Fluency Rubric

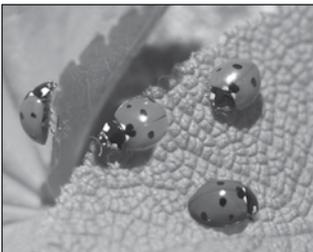
Score	Accuracy	Rate (Pace)	Expression	
			Structural phrasing, pausing, smoothness, pitch, volume	Interpretive mood, purpose, emotion, subtleties of meaning
4	Recognizes most words and reads them correctly without hesitation.	Consistently reads at a natural, conversational pace, or as appropriate for the text.	<p>Reads smoothly.</p> <p>Consistently uses meaningful phrasing and appropriate pausing.</p> <p>Adjusts pitch and volume to the circumstances (type of text or audience).</p>	<p>Recognizes different purposes for reading.</p> <p>Consistently conveys the appropriate mood and emotion.</p> <p>Distinguishes word meanings in context.</p>
3	<p>Recognizes pretaught and familiar words and reads them correctly.</p> <p>May hesitate, but can use context and apply word-attack skills.</p>	<p>Sometimes reads at a conversational pace, but is inconsistent.</p> <p>May speed up and slow down or generally read at a slightly slower pace.</p>	<p>Reads smoothly in general, but with some breaks or misuse of pausing.</p> <p>Is aware of pitch and volume.</p>	<p>Reads most text with emphasis appropriate for the purpose and mood of the text.</p> <p>May at times slip into concentrating on pronunciation, but will usually recover and resume once past the problematic area.</p>
2	<p>Recognizes and reads some words correctly, but hesitates.</p> <p>Has some difficulty using context clues and applying word-attack skills.</p>	<p>Reads somewhat slower than appropriate for text.</p> <p>May have stops and starts or have to go back and reread.</p>	<p>Reads unevenly.</p> <p>May miss punctuation clues, resulting in choppiness or run-on reading.</p> <p>Does not generally attend to pitch and volume.</p>	<p>May use natural-sounding language at times, but, in general, frequently resorts to focusing on word-by-word pronunciation without regard for the mood, purpose, or intended meaning.</p>
1	<p>Misreads words frequently.</p> <p>May not recognize words in different contexts.</p> <p>Is not adept at applying word-attack skills.</p>	<p>Reading is slow and laborious.</p> <p>Frequently hesitates, stops, or goes back to "start over."</p>	<p>Does not usually read in meaningful units, such as phrases or clauses.</p> <p>May read word by word with little attention to context or punctuation signals.</p>	<p>Reading is generally monotone and lacks a sense of awareness of mood, purpose, or emotion.</p> <p>May not recognize word meanings in context.</p>

Oral Reading Record



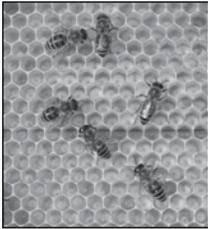
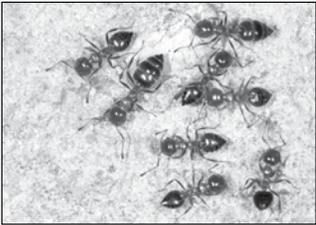
Name _____ Date _____

Assessor _____

Word Count	Page	Photo and Text	Visual	Meaning	Words
9					
Codes					
Visual Uses visual clues to discuss photo.					
Meaning Develops meaning related to book topic.					
Words Reads words. C = correct E = error SC = self-correct					
Sequence/Structure Recognizes sequence or structure of the book. (e.g., storm sequence or good/bad contrast pattern)					
Prompts					
First Prompt: Read the word, and tell me about this book. Second Prompt: Tell me more. (This may be used only once.)					
Rubric 2 = strong response 1 = adequate response 0 = little or no response Note: To pass, students should score a total of 6 or more in each category and have a 1 or 2 in the Structure/Sequence.					
	3	 1 bird	2 1 0	2 1 0	C E SC
	4	 2 bugs	2 1 0	2 1 0	C E SC
	5	 3 birds	2 1 0	2 1 0	C E SC
	6	 4 bugs	2 1 0	2 1 0	C E SC

GO ON 

Oral Reading Record *(cont.)*

Page	Photo and Text	Visual	Meaning	Words
7	 5 birds	2 1 0	2 1 0	C E SC
8	 6 bugs	2 1 0	2 1 0	C E SC
9	 7 birds	2 1 0	2 1 0	C E SC
10	 8 bugs	2 1 0	2 1 0	C E SC
11	 9 birds	2 1 0	2 1 0	C E SC
	Totals			C + SC =
	Sequence/Structure	2 1 0		



Notes

