



Teacher Notes

Building a Bird Feeder (Literacy Focus)

* Literacy Focus



Building a Bird Feeder

Emergent Level 2-3 (magenta/red)

Introduction:

Discuss: What birds do you see near your house? Sparrows? Tuis? Waxeyes? Black birds? Thrushes? Kereru? Can you tell me what they look like? How are they the same? How are they different? What do birds like to eat? How can we encourage birds into our garden? What can we feed the birds? How can we make it safer for the birds to eat, so cats can't get them?

Discuss: Making a bird feeder.

Shared reading: The teacher reads the book to the children as they follow the text with their eyes either reading a BIG book or where each child has their own copy of the book.

1. Questions:

- What tools do you need to build a bird feeder?
... hammer, saw, wood, nails, paint, paintbrush, plane, vice, clamp, chisel, etc.
- What is the difference between a nail and a screw?
- What tools do you need if you use screws? ...screw driver, a drill.
- What must you do before you paint something? ...sand smooth and clean the surface, mix the paint.
- Where could we put the bird feeder?

2.

Find the following words in the text and match the cards to them:

Here	are	the
tools	is	wood
nails	paints	paintbrush
bird feeder	birds	

Matching:

- Find the shortest words. How many letters are there?
- Find the longest words. How many letters are there?
- Put all the two letter words together.
- Put all the three letter words together.
- Put all the four letter words together.
- Put all the five letter words together. Etc.

Rhyming words: Can you think of a word that rhymes with:

- here – dear
- are – star
- tools – pools
- nails – tails
- is – his
- feeder – leader
- paints – faints
- birds – herds
- wood – stood
- brush – thrush ...etc

Make up two sets of the cards for 'Memory Game':

Select pairs of words, and place the cards face down on a flat surface. Children can take turns turning over two cards at a time and reading the words. If the cards match they can keep the pair if the words have been read correctly. If the cards do not match they must be turned face down again before the next person has a turn. Add words as the children recognise them in isolation.

Choose a word and draw a picture for that word.

3. Sequencing:

Make up the following text on cards, each line on a separate card.

Here are the tools.

Here is the wood.

Here are the nails.

Here are the paints.

Here is the paint brush.

Here is the bird feeder.

Here are the birds!

Shuffle the cards then children, working in pairs or in a small group, place the cards in the correct sequence of the story, with, then without, the book.

4. Write a story:

Children could tell or, with help, write a story about an experience feeding birds. (maybe ducks?) Maybe they have built a bird-feeder?
Encourage imaginative personal stories.



* Free audio available from: www.giltedgepublishing.co.nz/audio-books