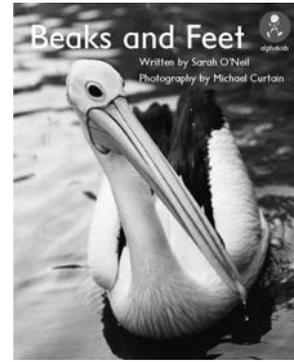


Beaks and Feet

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Photography by Michael Curtain



Getting ready for reading

Make a chart with the children listing some birds that they know. Record what they think beaks and feet might be used for.

Bird	How the beak is used	Feet used for
Duck	Eating plants	Swimming

List any questions children may have about bird’s beaks and feet.

Discuss whether they know they are right about the information in the chart.

Talking through the book

You could introduce the book by saying: *This book is about beaks and feet. It may tell us whether our chart is correct or not.* Turn through the book, making sure that children can identify each bird. Look at the beaks and feet, and comment using words from the book – *spoon, scoop, hook, spear, wedge, webbed, claws, toes.*

Reading the book

Children read the book independently while the teacher observes the children’s reading behaviours.

Teaching opportunities

Select the most appropriate teaching focus for the learning needs of the group.

Being a meaning maker

Discuss these questions. Encourage children to support their responses with evidence from the book.

What is a kookaburra’s beak shaped like?

How does a pelican catch food?

What does a parrot eat?

How do webbed feet help a bird to swim?

Do all birds use their feet to help them get food?

TEXT FEATURES

- **This book is an information text about the structure and function of a range of birds’ beaks and feet.**
- **Demonstrates the report genre.**
- **Simple text with opportunity for practising new words once they have been introduced.**
- **Text supported by colour photographs placed variously on the page.**
- **Line breaks support phrasing.**
- **Introduces a puzzle page at the end of the book.**

Being a code breaker

Vocabulary

- High-frequency words: *there, are, of, they, have, and, to get, is, this, a, it, its, for, good, like, in, long*
- Word families: ‘ea’ – *eagle, tear, beak, break, eat*

Sounds and letters

- Hearing words: Children listen for words with two syllables.
- Hearing sounds: Children listen for words with a long /e/ sound – *eagle, eat, feet*

Writing conventions

- Punctuation: full stops, capital letters
- Use of possessive apostrophe: *duck’s, pelican’s, eagle’s, ibis’s, parrot’s, kookaburra’s*
- Role of words ending in ‘ing’ – *swimming, catching, walking, holding*

Being a text user

Children compare the chart they constructed before reading the book with the information in the book. Ask: *Were your predictions confirmed or challenged. If challenged, how can the information be checked elsewhere?*

Discuss:

Did the book provide answers for the other questions we had?

Would this be a good book to use to find out about what animals eat? Why?

Would it be a good book to use to find out about where animals live? Why?

Being a text critic

Discuss:

What did the author need to know in order to write this book?

Where do the birds in the book live?

Are they the kinds of birds that live near our school?

Literacy learning centres

Writing centre 1

Children innovate on the text by writing their own beaks and feet book about birds that live near the school. Alternatively, challenge them to invent a group of imaginary birds to write about.

Writing centre 2

Children make a series of labelled charts about the birds from the book with headings such as ‘Birds with webbed feet’ and ‘Birds that eat fish’.

ABC Alphabet centre

Children list words from the book with ‘ea’ letter pattern by the sound made. They can use other familiar texts to add to the list, and then form generalisations about the sounds made, for example: *‘ea’ often makes a long /e/ sound.*

Keeping track

Annotation can be added to children’s work by attaching slips of paper to the back of their charts. These charts can then be kept for portfolios or sent home to provide parents with feedback about their child’s progress.