

The Bird Hide

Written by Roger Carr

Illustrated by Pat Reynolds

Level 20

Getting ready for reading

Ask the students if they have ever tried to get close to birds in their backyard. *What happens? Why does this happen? How might we get close to birds without scaring them away?*

Talking through the book

Give each student a copy of the book and ask them to look at the cover. You might say: *This is a picture of a little girl called Saira.* If the students are likely to be unfamiliar with the spelling of the main character's name, it may be helpful to write it on the board. Ask: *Where do you think Saira is? What is she doing? Why might she be doing this?*

Talk about the title of the book and what a bird hide is.

Reading the book

Students read the book individually while the teacher observes each student's reading behaviours and prompts students to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

Being a meaning maker

Encourage the students to support their answers with evidence from the book as they discuss these questions. Discuss the ideas the students had about Saira while discussing the cover of the book.

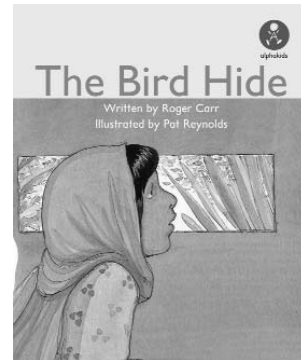
Was Saira doing what you thought she was? Which of your ideas were the same as the book? Which were different?

Why did Saira and her dad build a bird hide?

Why didn't it work the first time?

Where in the world might you find hides?

What would they be used for?



TEXT FEATURES

- **This book is a realistic narrative about a young girl whose dad helps her to build a bird hide from a cardboard box.**
- **Information about how to build a bird hide from a cardboard box is included.**
- **Colour illustrations extend and enhance the text.**
- **There are up to 13 lines of text on a page.**
- **The text features direct speech.**

Being a code breaker

Discuss:

Students could investigate the letter patterns used to represent the long /i/ sound in the book: *hide, inside, fly, wild, like, side, inside, right, cried, excitedly, outside, try, I'll, smiled, bright, time.*

Being a text user

Discuss:

Could you learn how to make a bird hide from this book?

How would you do it?

Would it work?

Being a text critic

Discuss:

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

Do all parents help their children to make things?

Why did the author start the story with Saira and her father watching a television show about animals?

Literacy learning centres – follow-up activities

T TEXT CENTRE

Students could complete a cloze activity.

✍ WRITING CENTRE

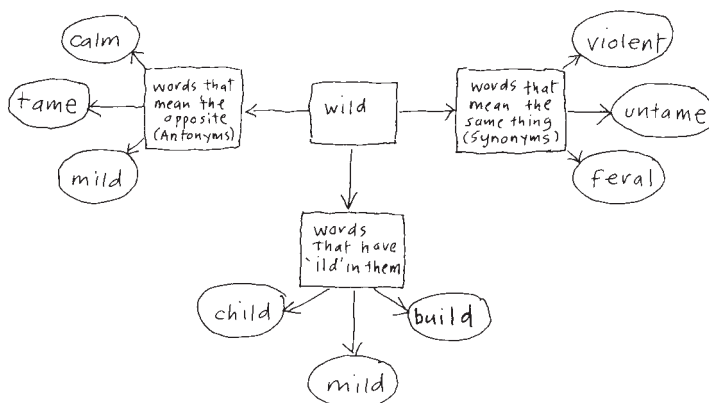
Students could write instructions about how to make a bird hide from a cardboard box (see Blackline Master 3, page 114).

🌊 INTERACTIVE LITERACY CENTRE

Students could work in cooperative groups to build a bird hide using information in the book.

😊 WORD CENTRE

Students could complete the word map (see Blackline Master 11, page 122).



Keeping track

Students' ability to reflect on the author's point of view and how this relates to their own experience provides insight into their ability to think critically about what they read.