

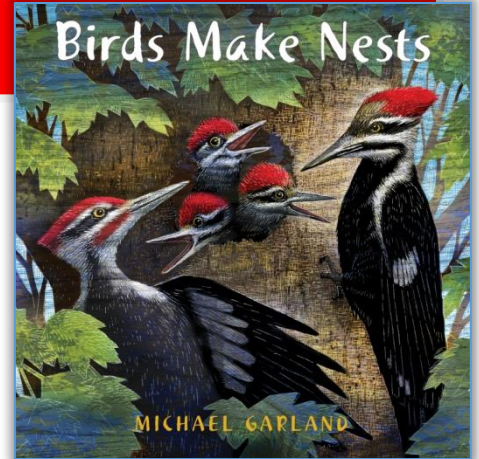
# LESSON PLAN

STEM

## Birds Make Nests

Written and illustrated by Michael Garland

*Birds make different kinds of nests in different places. Journey with birds from all over the United States and visit their natural habitats.*



9780823436620 • Ages 4–8 • E-book available

**Objectives:** Students will be able to read for purpose and understanding, identify text type, answer comprehension questions using text support, identify the “who, what, where, when, and why” of a text.

**Guided Reading Level:** F

**Grade Level:** 1

**Interest Level:** Pre-K–3

### Instructional Standards

**Reading Informational Text:** RI.K-3.1,2,3,4,6,8

**Reading Foundation Skills:** RF.K-2.1,2,3,4

**Writing:** W.K-2.2,7,8

**Speaking and Listening:** SL.K-1.1,2,3,4,5,6

**Language:** L.K-2.1,4,5,6

### BEFORE READING

1. Discuss the front and back cover illustration and the book title.
2. Is this book about real things or make-believe things? Explain.
3. Do you think this book will give us information that is true?
4. Discuss the text type, fiction or nonfiction, and why it is important to think about the text type before reading.
5. Have the students identify fictional bird characters from stories (Big Bird from *Sesame Street*, Sophie the Swan from *Ballerina Swan*, Yo Mama Goose from *Barnyard Slam*).
6. Discuss how fictional bird characters look and behave.

### Take a picture walk through the book.

1. What do you think this book is about? Do you think the birds are real or fictional?
2. What do you already know about birds and nests? Have you ever seen a nest up close? What do birds need to survive?
3. Write the vocabulary words on the board and discuss each word: **nest, bird, shape, mounds, burrow, slopes, snakeskin, predator, chick**. Identify the beginning sounds and their meanings. Call attention to the compound word “**snakeskin**.”



**DURING READING**

1. First reading/shared: Teacher reads aloud and models as students read along.
2. Second reading/independent: Students read silently.
3. Identify the “who, what, where, why, and how” of the story.

who: **birds**, what: **build nests**, where: **high, low, on the ground, in burrows, on grassy slopes, in holes in a tree**, why: **to keep eggs and chicks safe**, how: **with grass, animal hair, mud, sticks, leaves, and snakeskin**

4. What are the meanings of the new vocabulary words in context?
5. How do the illustrations enhance meaning?
6. What are the main idea and details of the story?
7. What is the author’s purpose, to entertain, explain, or persuade? Why do you think the author chose to write this book?

**AFTER READING****Make Connections**

1. What did you learn about birds’ nests? What did you find interesting? Why?
2. Where do birds build nests? What materials do they use?
3. Why do birds build nests? How do nests help birds?
4. Compare and contrast the different kinds of birds in the book. How are they alike and different?
5. Why do you think different birds build different types of nests?
6. What time of year do you think they build nests? Why?
7. What do you think will happen next?
8. Go back to the text, find new vocabulary words, discuss, and add to the class’s “Word Wall.”

**STEM Group Activities**

Research different types of nests.

1. Build a nest:
  - a) Start with a cardboard base.
  - b) Construct the nest using glue, tape, and papier-mâché to form the body of the nest with coarse material like sticks, heavy grasses, and straw.
  - c) Line the nest with cotton, fine grass, hair, etc.
  - d) After they have built their nests, have students display them.
  - e) On a piece of paper next to the nest, ask students to label the type of nest it is, what bird uses it, where it is usually built, and what it is made of.
2. Have students draw or find pictures of the examples of birds that build each nest type.
3. Have students pick a bird species that builds the type of nest they chose to build in class and research the bird’s natural history and behavior.



4. Different species nest in different areas. To help protect birds while they are nesting it is important to protect all areas. Create a plan to protect bird nests in each of the habitats.

Ex.: Protecting “weedy” areas for **ground nesters**, shrubs and plants for **open cup nesters** (birds that nest off the ground in tall weeds and plants), dead trees and snags for **cavity nesters** (birds that nest in holes in trees), and trees for **canopy nesters** (birds that build their nests in the tops of trees.)

## For the Teacher

### Five Main Nest Types

**Cavity nest:** A cavity nest is a hollowed-out opening in the trunk of a tree, either found naturally in dead trees or purposely made by birds such as woodpeckers. The cavity is smallest at the beginning of the opening and is largest inside the trunk where the eggs are laid.

**Cup nest:** A cup nest is cup-shaped and can be made with a variety of materials such as grass, moss, lichen, or spiderweb. The material on the outside of the nest is coarser and thicker. The material for the inside of the nest is usually softer and finer than the outside, to cushion the eggs and keep them warm.

**Pendulum nest:** A pendulum nest is typically built from mosses, lichens, and small twigs into a pendulum or hanging sac-like shape, usually suspended from a small tree branch.

**Platform nest:** A platform nest is mostly flat and supported by tree limbs. Platform nests built by birds in the raptor group can be extremely large and usually are found at the top of large dead trees. This type of nest is also commonly found on the ground in marshy areas and used by waterfowl.

**Spherical nest:** A spherical nest is globe- or ball-shaped and usually made of grasses, with a single opening or hole on one side. Marsh wrens will build many of these nests at one time, but use only one as their “active” nest. The other nonactive nests, or “dummy” nests, are used to confuse predators and prevent them from finding the nest with eggs or young.

Guide written by Marla Conn, reading/literacy specialist and educational consultant

