**1, 2, 3, 4, and More Lesson for Parents and**

**Early Childhood Educators**

***Birds Being Birds***

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1st P-R-R-R-R through the book by modeling for the child how to read and think aloud the reading process as you read through the book together.

**Model reading the book with the child following the suggestions below:**

1. ***Predict by talking and thinking with the child as you look at the pictures and text content before and after reading each page.***
2. ***Read each page and model how to read aloud.***
3. ***Respond to the predictions by affirming correct responses or allowing******the child to self-correct.***

#  *Reflect on the story by using questions and retelling the story or encourage the child to retell the story.*

# *Re-read the story fluently with expression.*

**Sample Questions for reading the book together:**

* **“As you look at the cover, what do you think the book will be about?”**
* **“What birds do you see on the cover?”**
* **“Let’s read the first page of the story, what color is the bird on this page?”**
* **“What color is the bird on the next page?”**
* **“What day comes after Sunday?”**
* **“What color is the bird on this page?”**
* **“What day comes after Monday?”**
* **“If the children walked on Sunday and strolled on Monday, what do you think they will do on Tuesday?”**
* **“Let’s talk about what you think is happening on Wednesday?”**
* **“What day comes after Wednesday?”**
* **“Have you ever walked in a stream?”**
* **“Should you walk or run in the stream?”**
* **“What color is the bird on this page?”**
* **“What is the day of the week?”**
* **“Where is the girl and what is she doing?”**
* **(Continue this pattern of questioning as you finish the book.)**

**Suggested questions for use after reading:**

* **“Can you remember the order the birds appeared in the story?”**
* **“Let’s revisit the story to see if you were right?”**
* **“Did the days of the week in the story appear in correct order?”**
* **“Do you remember where the girl was on the different days of the week?”**
* **“Let’s check the days of the week and where she was?”**
* **“Did you like this story? Why or why not?”**

**2nd** Create interaction by encouraging the child to repeat the rhyming words in the poem during the second reading of *Birds Being Birds*.

**3rd** After reading the book a 2nd time, talk with the child about the the color of the different birds. You may want to look at the birds in the back of the book to discuss the different colors and types of birds. You might ask questions and listen to the child as you review the different color and type of the birds.

* **“What were some of the different colors of the birds? There are different types of birds, what was your favorite bird in the book?”**
* **“What did you learn about the birds from reading the book?”**

**4th** Encourage the child to remember the locomotor movements that the girl did in the story. Discuss different movements the girl made in the book. Talk about the difference between walking and hiking. Encourage the child to do the movements in the order they appear in the story.

* **“Can you name the movements the girl made in the book (walking, flying, strolling, skipping, jumping, running, hiking, and swimming)?”**
* **“Can you act out the movements in the story?”**
* **“What movement do you like best?” Talk about other movements that are in the story.**
* **“What is your favorite movement the girl made?”**

###### More Ask the child to create a melody to sing. Model singing the old tune, “While Strolling through the Park One Day” and change the words in the song to match the words in the book.