**Guided Reading Lesson Plan (Levels A-L)**

**Title:** Beaks and Feet  
**Level:** G  
**ISBN:** 13-978-0-7608-3638-5  
**Publisher:** Sundance

<table>
<thead>
<tr>
<th>Familiar Read: (3 min.)</th>
<th>Familiar Writing: (3 min.)</th>
<th>Word Building (3 min.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. many</td>
<td>good, food, hook, spoon</td>
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<td></td>
<td>2. all</td>
<td>sort <strong>only the 4 words</strong> then note the two sounds of <strong>oo</strong></td>
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<td>3. they</td>
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**Before Reading: (5-7 min.)**

- **Book Introduction:** (include meaning, structure, visual)
  Think of all the different kinds of birds that you see. Do they all look the same? How do they look different? Not only are they different in size and color of feathers, but they have different kinds of beaks and feet. Why do you suppose they have different kinds of beaks and feet? Read to see what you can learn about their beaks and feet. Note some of the **different** kinds of birds as you do a picture walk, and find their names in text.

- **Difficult Words/Vocabulary:** pelican, ibis, eagle, parrot, kingfisher (11) spear

- **Suggested Teaching Point:** (refer to Behaviors to Notice and Support)
  Readers think about the book as they are reading. They remember details. Think about what you are learning about the different kinds of birds and how they use their feet and beaks.

**During Reading: (5-10 min.)**  
*Revisit the teaching point as needed.

**Prompts to Support readers:**  
*Does it match?  Does it sound right?  Does it make sense?*

**After Reading: (5-7 min.)**

- **Discuss the story**
  Why are the birds’ beaks important? How does each bird use them differently?  
  Same for feet—How do they use them differently?  
  Could a duck have claws? Why wouldn’t that be a good thing?  
  Which bird did you find most interesting? Why?  
  How did the photographs help you in this book?

- **Return to Teaching Point**
  Sometimes you have to reread to make sure you are remembering and understanding all the details in nonfiction books. It also helps to write down something you want to remember that you find interesting.

- **Comprehension Strategy Focus:** connections, questions, inferences, visualizing, summarizing, **synthesizing**, determining importance  
  Think of a penguin, how are their beaks and feet used?

**Writing Connection: (5 min.)**

Write down two things they found interesting that they learned about beaks/feet.  
Which bird did you think was interesting? Write and tell how they used their beak and feet.