

The Home Reading Collective Small Group Reading Lesson

There are suggested time frames on each component but the lesson is intended to be completed over a few days. The scripted lesson examples are intended to show how to progress through each component timely while keeping the students engaged and actively doing the majority of the work (decoding, reading, and writing). The articles are intended to be read by students and not chorally read or read aloud, unless indicated to introduce the article or to highlight a sentence within the article. The writing portion is intended as a response and not a fully developed essay.

ARTICLE: Gouldian Finches		
FOCUS: DECODING MULTISYLLABIC WORDS (8-10 min)		
PHONICS	Decode the following words from the article (savannah, nomadic, tropical, population, legendary, and genetics) using the following process: Write a multi-syllabic word on the board (Example below is for the word savannah). DO NOT read the word to students. Follow these steps for decoding a word using syllable boards: 1. How many vowels in the word? 2. Are they together or apart? 3. Do you see a silent e? 4. Do you see a final stable syllable? 5. How many syllables does the word have?	
	1. How many vowels are there in the word?	3
	2. Are they together or apart? Every syllable has one vowel sound.	Apart
	3. Do you see a silent e?	No
	4. Do you see a final-stable syllable?	No
	5. How many syllable boards do you need? Remember, every syllable has a vowel sound. (3) Put down three syllable boards and write one vowel	a a a

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on each board. 6. Now we are going to use syllable division rules to divide the words and write them on the boards. - Starting at the left put a V under the vowels and a C under the consonants. - The first pattern is VCV. In a VCV 75% of the time the word is divided after the vowel. - The second pattern is VCCV. In a VCCV pattern the word is divided between the two consonants.	sa/van/nah VCV VCCV sa van nah
	7. Read each syllable, then read the whole word. An open syllable, a closed syllable, open syllable. In an unaccented syllable the vowel makes the schwa sound which is why the first and last open syllables 'sa' and 'na' are pronounced /su/ and /nu/ instead of /sā/ and /nā/.

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READING

PHASE ONE: Literal Comprehension (Identify main idea and supporting details) (15-20 minutes)

I DO:

1. Introduce the article by reading aloud the first paragraph and explaining that the term Outback is a word often used to describe the continent of Australia. Display a world map and point out the continent of Australia.
2. Model how to turn the subheadings into questions to set a purpose for reading. Write the question stems (Who, What, Where, Why, When, and How) on the dry-erase board then model turning the first subheading into a question such as "Home Sweet Australia" into "Where do Gouldian Finches live in Australia?"
3. Model how the answer to the question identifies the main idea of the section.

"Where do Gouldian Finches live in Australia?" - Gouldian finches live in the tropical savannah and woodlands of Australia which are in the northern part of the continent.

WE DO:

4. Do the second subheading with students. Have the students turn the subheading into a question, independently read the section, then answer the question on their own paper. Support students decoding during reading and scaffold their work as needed.

YOU DO:

1. Students create their own questions for the remaining subheadings. Each student will write the question on sticky notes and place them next to the subheading (see below).
2. Students independently read each section, then answer the question.

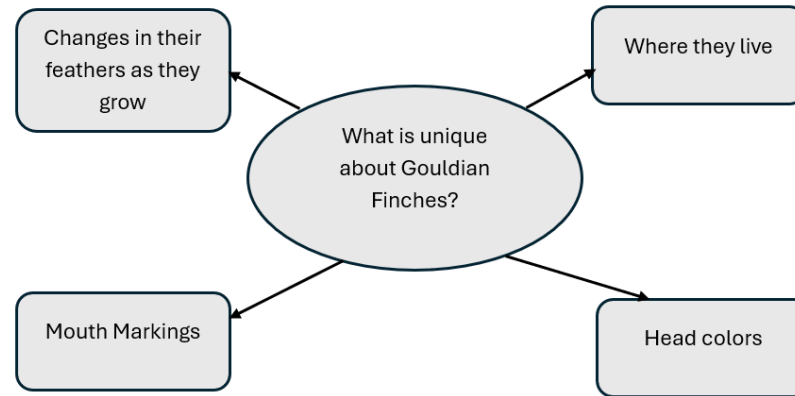
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PHASE TWO: Comprehension of the Mechanics of the Text: (10-12 minutes)

[For the teacher: There are five main informational text structures (descriptive, sequential, cause and effect, compare-and-contrast, and problem and solution). The text structure of this informational article is descriptive text structure. In descriptive text structure the author explains a topic and lists its characteristics, features, and examples. The focus is on one thing and its components. The order in which the author explores each topic is not essential like in sequential or compare-and-contrast.]

Explain: Authors write to answer an essential question. Have students read the caption under the picture of the finches on the first page: *Discover the Unique Features of These Amazing Birds*. Ask students to turn the sentence into a question. Explain that this is the essential question the author answers in the article. Draw a circle in the center of a dry-erase board – write the question that students came up with in the center. Explain that in descriptive text structure the author explains about a topic but the order in which they explain can be in any order. With students create a graphic organizer to identify the unique characteristics the author identifies about the Gouldian finches.



With students use the following summary frame to summarize the article Gouldian Finches:

Descriptive Text Structure Summary Frame

- Topic: _____ is/has _____.
- Key Detail/Feature 1: One important feature is _____.
- Key Detail/Feature 2: Another characteristic is _____.
- Key Detail/Feature 3: For example/In particular, _____.
- Conclusion: Therefore, _____ is best described as _____.

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Common Descriptive Signal Words

- For example / For instance
- Specifically, / In particular
- Characteristics / Features
- Sensory details (looks, sounds, smells, feels, tastes)

PHASE THREE: Inferential Comprehension: (10-12 minutes)

[For the teacher: To develop an inference question, identify a hidden fact or conclusion from the text that the author never actually says.]

Partner students in their small group. Give students one of the following prompts to discuss (write the open-ended prompt on a dry erase board to support responses that include complete sentences):

1. Ask:
Based on the text, why would a Gouldian finch chick born **without** glowing mouth markings likely have a lower chance of survival than its siblings?

Write this open-ended prompt on the board: ***"Gouldian finches born without mouth markings likely would have a lower chance of survival than their siblings because...."***

2. Ask:
The "Red-Headed Rebels" are described as more aggressive and dominant than the other groups. If being dominant helps a bird get more food or better nesting spots, why might they still make up only 20-30% of the population compared to 70-75% of the "Black-Headed Crew"?

Write this open-ended prompt on the board: ***"The red-headed birds are more dominant but make up fewer of them in the wild might be because..."***

[For the teacher: While the text notes their dominance, it also mentions that the "molt" (growing colorful feathers) is "stressful" and requires "plenty of warmth and healthy snacks". You might infer that the high energy required to be constantly aggressive or "tough" could be a disadvantage during stressful times like molting or food shortages, preventing them from becoming most of the population.]

Select from the following accountable talk-stems to support students' discussions:

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Agreement

- "I agree with ...because"
- "I like what ... said because"
- "I agree with ...; but on the other hand,"

Disagreement

- "I disagree with ... because ..."
- "I'm not sure I agree with what ... said because ..."
- "I can see that ...; however, I disagree with (or can't see) ..."

Clarification

- "Could you please repeat that for me?"
- Paraphrase what you heard and ask, "Could you explain a bit more, please?"
- "I'm not sure I understood you when you said ... Could you say more about that?"
- "What's your evidence?"
- "How does that support our work/mission at ...?"

Confirmation

- "I think"
- "I believe"

Confusion

- "I don't understand..."
- "I am confused about..."

Extension

- "I was thinking about what...said, and I was wondering what if ..."
- "This makes me think ..."
- "I want to know more about ..."
- "Now I am wondering ..."
- "Can you tell me more about ..."

Review

- "I want to go back to what...said."

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PHASE FOUR: Evaluative Comprehension (15 minutes)

For the Teacher:

Video of Gouldian Finches in the wild:

<https://www.youtube.com/watch?v=EioCb4xX8jY>

<https://www.youtube.com/watch?v=8TCwSuBS5Go>

Write the following prompt on the dry-erase board:

Nature often gives different animals similar "tools" to help them survive. The Gouldian finch has several unique features, such as glowing mouth markings in chicks and a head-color-based on social hierarchy. Choose another animal or bird you know about and compare it to the Gouldian finch. How are their survival tools similar or different?

Below is support for the teacher in helping students develop their responses:

The Mouth Markings Comparison:

- The Gouldian finch chick uses glowing spots to guide its parents in dark nests.
- Compare this to another animal that uses light or bright signals (like a firefly, a deep-sea anglerfish, or a mother bird with bright mouth colors).
- How does the environment of your chosen animal compare to the dark "tree hollows or termite mounds" where finches live?

The Various Gouldian finch markings:

- Gouldian finches have different markings that indicate distinct characteristics, like the "Red-Headed Rebels," who are more aggressive and dominant.
- Compare this to another social animal (like wolves, lions, or even domestic chickens).

The Change from Chick to Adult:

- Baby finches start out plain grey and olive-green but go through a "stressful" molt to grow rainbow feathers for their first birthday.
- Compare this transformation to another animal that changes its look as it grows (like a caterpillar to a butterfly or a cygnet to a swan).
- Which animal change do you think is more important for its survival? Use evidence from the text about how finches need "warmth and healthy snacks" to survive this change.

WRITING

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Continents and Oceans of the World

