

H is for Hummingbirds – Lesson Plan

By Merry Bradshaw

Vocabulary

New Words:

camouflage

kaleidoscope

symmetry

fledgling

molt

torpor

gorget

ornithologist

vertebrates

iridescence

regurgitate

Vocabulary Strategy: Context Clues

- Select the new vocabulary words you want to emphasize from the list above. Explain that they will hear these words in the book you read aloud today. Some words may be new to students. Point out that meanings can often be learned through *context clues*. Sometimes words are explained within the sentence or in sentences nearby. Read aloud the poem for the letter “F” – Fledgling. Ask students what they think fledgling means, what clues do they hear in the poem?
- Explain that another way to figure out a meaning of a new word is noting when an *example* is given. Have students listen as you read the poem for letter “V” – Vertebrates. Ask students what *example* helps them understand the meaning of vertebrates. Say, “How is a tiny bird like a crocodile?” Further explain how the example of comparing hummingbirds to dogs, frogs and crocodiles helps you understand the word *vertebrate* because all four animals have a backbone.

Before Reading: Activate Prior Knowledge

- Show the students the front of the book and say, “By looking at the cover of this book, what do you think it is about? Tell me what the clues are?” Agree that the title and the picture both suggest the book is about hummingbirds.
- Then have students turn to a partner and for one-minute talk about what they know about hummingbirds. Point out facts are things we know have been proven or observed. We might have opinions about hummingbirds like they are cute. But today let’s focus on facts.
- Using a whiteboard or chart paper create a **KWL** chart. Ask students to share facts they brainstormed with their partner and list under **K** for what they *know*. Then ask students *what* they *want* to learn about hummingbirds and list under **W**. After reading the book aloud return to the chart completing the **L** column with what students *learned* about hummingbirds.

During Reading: Access Information

- In this book, each letter of the alphabet focuses on a different aspect of hummingbirds. A poem and nonfiction paragraph accompanies each letter. Try reading the poem aloud first. Ask students what image came to mind. Then read the nonfiction paragraph aloud to provide more information. Have students give a *thumbs up* if they learned something new or *thumbs down* if they didn’t for each page read.
- Tell students that when they listen to a non-fiction book being read aloud they may have questions about something they hear. Jotting down a word or two can

help them remember what their question is later. Have students use a piece of scrap paper for this purpose. After reading the book allow time for students to ask questions referring to the words they wrote down. Explain that when writing down words or a short note to yourself you don't need to use complete sentences.

After Reading: Going Further

- Complete the **KWL** chart together by reviewing *what* students **wanted** to learn about hummingbirds listed under **W**. If they *learned* the answers to their questions write that under the **L** column. Ask students if they learned other facts that were not listed under **W**. For any questions still not answered, create a "Hummingbird Detective Group" to use the websites listed in the back of the book to find the answers and share with the class.
- Sentence Completion: Have students complete one or more of the following:
 - "I can't believe...."*
 - "I wonder why...."*
 - "I was surprised...."*
 - "I don't understand...."*
- Exit Slip: After listening to the story have students answer the following:
 - What is one new thing you learned about hummingbirds?*
 - What question do you still have about hummingbirds?*
 - Why do people think hummingbirds are so unique or special?*
- Peer Teaching: Have students create a 5 to 6 page booklet about hummingbirds for a younger student. Ask them to include one fact with each picture. Share booklets with a younger class or have students read their booklet with a paired student.
- Research: Have advanced students learn about *hummingbird migration* and share with the class.

(Comprehension Check answer key : T, F, T, T, T, F, F, T, T, F)