



Running words: 329

Book Summary

This book describes animals that have wings, such as bats, birds and insects. It features those that are night flyers and fast flyers.

Themes

Animals, birds and insects, Scientific investigation, Life science

Features of the Book

- The information contained in the photographs, labelled diagram, Contents page and glossary
- Content words for discussion: *bat, bird, feathers, fly, insects, wings*
- Phonics and phonemic awareness: consonant blend *fl*
- Similes: *fly like a bird; hover like a helicopter*

Strategies

Wonderful Wings introduces and reinforces the following strategies:

- finding main ideas
- compare and contrast

Materials

- copies of the BM, pencils

Wonderful Wings

by Yvonne Morrin

Introducing the Text

Begin by asking the students if they know any animals that have wings. Allow them time to recall from their personal experiences.

Reading the Text

Ensure each student has a copy of the text. Make sure that the content words (*bat, bird, feathers, fly, insects, wings*) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose. Encourage the students to use the information in the photographs, labelled diagram and text to determine the strategies of finding main ideas and comparing and contrasting as you work through the book.

Cover

Together, read the book's title and the name of the author. Point to the photograph of the fly. Ask:

- *What do you notice about the fly's wings?* (two wings, thin wings)

Together, turn to the back cover and point out the photograph of the dragonfly. Ask:

- *What do you notice about this insect?* (four wings, thin wings)

Read aloud the preview question on the back cover: *Can you think of any animals with four wings?*

Title Page

Explain to students that a Contents page often appears at the start of a non-fiction book. It lists each section of the book and tells you which page the section starts on. Ask:

- *Which page would I turn to if I wanted to read about night flyers?* (page 6)
- *Which page would I turn to if I wanted to find out what a bolded word in the text means?* (Glossary)

Page 2

Look at the photograph of the bird flying through the air. Ask:

- *We usually think of birds when*

someone asks us which animals fly. Does anyone know any other animals that fly? (Answers will vary.)

Read the heading and body copy text together. Then read the caption. Ask:

- *What is unusual about the heading now that we have read the caption?* (not all birds can fly)

Page 3

Look at the three photographs. Ask:

- *Besides birds, what other animals have wings and can fly?* (bats and insects)

Read the body copy text with students. Then read the three captions. Talk about how a page has a main idea and details that support that main idea. Ask students what the main idea on page 3 is (Birds, bats and insects are the only animals that have wings.) Have the students then tell you the main idea's supporting details (Birds and bats have two wings. Insects have two or four wings.)

Pages 4!5

Point to the photograph on page 4 and ask:

- *What is a bird's wings made from?* (feathers)
- *What are feathers like?* (light and strong)

Together, read the body copy text and caption. Then turn to page 5. Compare the wing shape of the hummingbirds with the albatross. Read the body copy text and captions together. Talk about the photograph of the hummingbirds. Explain that the birds are flapping their wings so quickly that the camera taking the photograph cannot get them in focus and they appear blurry.

Pages 6!7

Read the heading with the students, then look at the labelled diagram of the bat. Ask the students what they notice about the diagram (Bats have skin on their wings, as well as legs, toes, fingers, elbows, thumbs!)

Wonderful Wings

Together, read the text. Ask:

- *The heading for page 6 is Night Flyers, so what do you think we are going to learn about bats? (Bats fly at night.)*

Turn to page 7 and talk about the top photograph and how the bat is asleep and hanging upside down. Then read the body copy text and caption together.

Page 8

Point to the photographs of the blue butterfly, especially the close-up photograph of its wings. Ask students what the scales on their wings remind them of (roof tiles). Read the heading and body copy with students. Ask them what they think the word *hover* means. Encourage them to draw on any personal experiences they might have had regarding a hovering helicopter. If they need assistance, encourage them to turn to page 12 to read the definition of *hover* (to stay in one place in the air).

Page 9

Point to the photograph of the dragonfly. Ask:

- *What do you notice about the dragonfly's two sets of wings? (They are around the same length.)*

Compare and contrast a dragonfly's wings with a bird's wings. Then read the body copy text and caption. Ask students what the word *prey* means in context to the sentence (another animal). If they need support, turn to page 12 and read the definition of *prey* (an animal that is hunted and eaten by another animal).

Page 10

Ask the students if they know what kind of insects are in the photograph (monarch butterflies). Explain that these monarch butterflies fly south every autumn to escape the cold weather. They fly thousands of kilometres from parts of the United States and Canada to Mexico. Then read the text with the students.

Page 11

Point to the photograph and explain that this is a winged animal that lived during the age of the dinosaurs. Talk about how some animals with wings have been flying around Earth for millions of years. Together, read the body copy text and caption. Point out the pronunciation guide for the word *pterodactyl* and explain that it helps us say unfamiliar words.

Page 12

Look at the glossary. Quiz the students by reading the definitions and having them say which word you are referring to.

Revisiting the Text

- Revisit page 2 and point out the heading and text that say "*fly like a bird*". Explain that this is called a simile, which is a way of describing something by comparing it with something else, and that similes often use the word *like*. Encourage the students to find another example of a simile in the book (hover like a helicopter on page 8). Have some fun brainstorming a list of other similes such as: *fight like cats and dogs, eat like a horse, sleep like a log, shine like a diamond, glide like an albatross, etc.*
- Point to the *fl* letters in the word *fly* on page 2. Explain that this is known as a consonant blend, which is when two or more consonants are blended together, but each sound can be heard in the blend. Demonstrate this by saying the word *f-l-y* very slowly. Ask the students if they can hear the different letter sounds. Encourage the students to find some other *fl* consonant blends in the book (*flapping, flap, flyers, flying, flakes*). Then brainstorm other words that contain the *fl* consonant blend: *flower, flag, flamingo, floor, flat, float, etc.*

Following Up

- Re-read the information about bats on pages 6 and 7 and butterflies on page 8. Put the information into a Venn diagram to show how the wings of bats and butterflies are the same and different. Research bats and butterflies on the Internet if you need more information.
- Give the students copies of the BM for this title.