



**Book Title/Author**

*Two Little Birds* by Mary Newell DePalma

**Florida State Standards** (2<sup>nd</sup> grade standards)

**Priority Standard:**

*LAFS.2.RL.1.2* – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.

**Supporting Standards:**

*LAFS.2.RL.1.1* – Ask and answer such questions as who, what where, when, why, and how to demonstrate understanding of key details in a text.

*LAFS.2.RL.1.3* – Describe how characters in a story respond to major events and challenges.

*LAFS.2.RL.3.7* – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

*LAFS.2.W.1.3* – Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

*LAFS.2.W.2.5* – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

*Benchmark SC.F.1.1.4* The student understands that structures of living things are adapted to their function in specific environments. *Second Grade Expectation:* understands that structures of living things are adapted to their function in specific environments

**Preparation/Resources Needed**

Book – *Two Little Birds* by Mary Newell DePalma  
Copy of graphic organizer (provided)

**Genre**

fiction

**AR/Lexile Level**

2.3/AD230L

**Reading Content Focus**

- \*sequence events in a story
- \*compare and contrast habitats

**Vocabulary**

flap, frolicked, cozy, effort, emerged, migration, habitat

**Essential Questions**

- \*How do events in a story guide retelling?
- \*Why are temporal words needed when retelling a story?

**Big Idea**

- \*Identifying major events of a story and placing them in order assist in sequencing and retelling the story both orally and in writing.
- \*Temporal words (ex: first, next, finally) are time words that signal when events in a story have changed.

**Differentiation (Access and Enrichment)**

**Access** - Provide students the transition words to be used with each picture. Allow the students to use the work completed whole group to finish their individual graphic organizers.

**Internet Resources**

- [All About Orchard Orioles](#)
- [Game Migrating Mishap](#)
- [YouTube Video of Orchard Oriole](#)
- [YouTube Video – Naturalist Outreach – Speaking on bird migration and habitats](#)

**Enrichment** - Encourage students to write sentences using their own words. Have them use the information in the graphic organizer to write the story into a paragraph.

*(The questions included in this lesson plan are only a guide. Use some or all as appropriate for your purpose and students.)*

**Activate Background Knowledge:**

Introduce the students to the type of bird in the story, the Orchard Oriole. Prior to reading, activate background knowledge by developing a whole group KWL chart. Use [website](#) and [picture](#) as resources.

**Teach/Model:**

Read the story to the students using these questions to guide discussions and introduction to new vocabulary.

Read first two pages.

Q: What does effort mean?

Q: Looking at this picture, what effort is being required?

Continue reading and discuss.

Q: What does the word emerged mean?

Q: Where are the baby birds?

Q: Why do these baby birds look different than the pictures I shared with you before we started reading?

Continue reading and discuss.

Q: What are some things baby birds might do?

Q: What does the word frolicked mean here in the story?

Q: Did you notice how the baby birds look different than on the previous pages?

Continue reading and discuss.

Q: At what are the two birds pointing?

Q: Where do you think all those birds are going? Why?

Continue reading and discuss.

Q: Why do you think they decided to join the other birds?

Continue reading (until you reach “*Where are we? We are lost!*”) and discuss.

Q: What do you notice about the setting here that is different from the beginning of the story?

Continue reading and discuss.

Q: What about the setting here?

Continue reading and discuss.

Q: What does the word flap mean here in this story? (You could also use this moment to discuss multi-meaning words and the other meaning of flap.)

Q: Why do you think the birds wings ached and it hurt to breathe?

Continue reading and discuss.

Q: Where do you think the little birds are now?

Q: Compare their habitat now to the one at the beginning of the story?

Continue reading and discuss.

Q: What does the word cozy mean?

Continue reading and discuss.

Q: Where are the birds going?

Q: Why did they decide to leave?

Continue reading to the end and discuss.

Q: Where are the birds now?

Q: What just happened?

After finishing the story, show students the [migration map](#) of the orchard oriole and discuss. Points for discussion:  
\*Compare and contrast the two habitats of the orchard oriole. (Create a Venn Diagram or Thinking Map comparing the two habitats.

\*Why do they migrate south?

### **Guided Practice:**

Have students sequence the events in the story using the graphic organizer below (or use a Thinking Map). Guide the students through events using transition words such as the beginning, next, after that, finally. Walk students through writing a simple sentence for each event (solicit student suggestions) while completing a graphic organizer whole group.

### **Independent Work:**

Have each student complete his/her own graphic organizer sequencing the events in the story and then draw a picture that depicts what has been written.

### **Extension Activities:**

Using construction paper, allow students to create their own nests with eggs and/or orchard orioles to attach to their completed paper and/or graphic organizer.

Take students outside to observe birds in their habitat and discuss the possible migration (great activity during the winter months in Florida).

Allow students to act out the migration by creating two areas in the room that represent the two different habitats of the birds. Have students “fly” from one habitat to another discussing the time of year and conditions of the flight. Compare the different habitats. Use the game [Migration Mishap](#) as a resource for playing the game.

What do your kids do when the going gets rough? As a group or individually, have kids explore things they can do to keep going and reach a goal like the birds in the story.

### **Assessment**

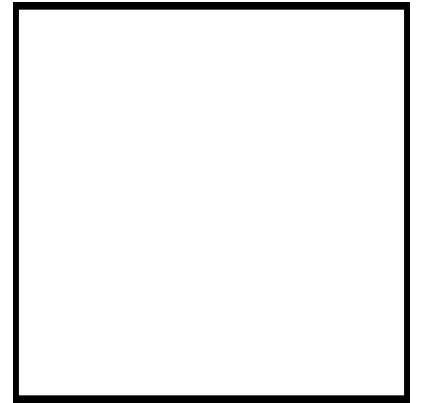
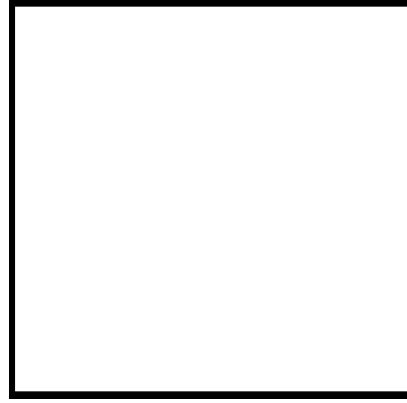
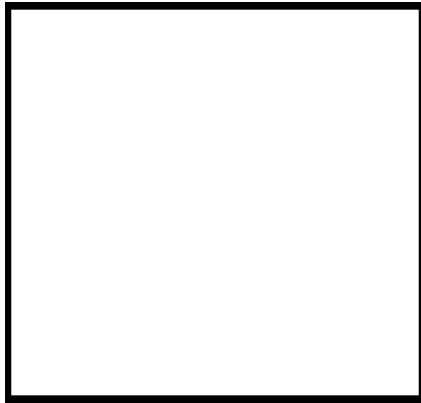
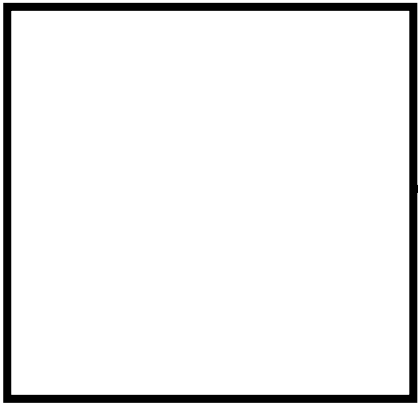
Formative Assessment:

\*observations and anecdotal notes of student participation in classroom discussions and activities.

Summative Assessment:

\*Completion of graphic organizer and/or written paragraph.

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*Children's B*

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