

# COUNTDOWN

**Title of Close Reading Text: Bird Architects- Nest with a Twist**

**Learning Intention:**

I am learning to analyse and discuss the techniques published authors use to construct informative texts so that they are interesting and engaging for the audience who reads them to develop my comprehension and improve my skills as a writer.

**Success Criteria:**

- I can identify the main idea of the text.
- I can compare and contrast the different nest building techniques of various birds.
- I can compare and contrast different texts on similar topics and make informed statements about which text is better suited to particular audiences by evaluating clarity, engagement and accessibility of vocabulary.
- I can annotate and discuss the various language features used by the author throughout the text.
- I can summarise my thoughts into clear and concise opinions.

Reading	Text-Dependent Questions	Outcome:
<p><b>1<sup>st</sup> Reading</b> What it says.</p> <p><b>Key ideas and details</b></p>	<p><b>Connecting learning:</b></p> <ol style="list-style-type: none"> <li><b>1. Have you ever seen a birds nest up close? What did it look like? Explain it to your thinking partner.</b></li> <li><b>2. If you were a bird, where would you build your nest, and what materials would you use?</b></li> </ol> <p>1<sup>st</sup> Reading:</p> <ol style="list-style-type: none"> <li><b>1. What is the main idea of the text?</b></li> <li><b>2. How do tailorbirds create their nests?</b></li> </ol>	<p>EN2-OLC-01 EN2-RECOM-01 EN2-UARL-01</p> <p>AC9E3LY02 AC9E3LY03</p>

	<ol style="list-style-type: none"> <li>3. <b>What unique material do hummingbirds and kinglets use to build their nests, and what benefit does it provide?</b></li> <li>4. <b>How do Maleo birds differ from most birds in terms of building their nests?</b></li> <li>5. <b>What unusual material do swiftlets use to build their nests, and what is the purpose of these nests?</b></li> <li>6. <b>Explain why flamingos build their nests in the mud?</b></li> <li>7. <b>How does the text suggest that bird nests are like human houses?</b></li> <li>8. <b>Why does the author include the price of swiftlet nests?</b></li> <li>9. <b>How does the teamwork between male and female flamingos building their nest remind you of any human activities?</b></li> <li>10. <b>How do the nesting habits of tailorbirds and hummingbirds/kinglets compare?</b></li> <li>11. <b>In what ways are the nesting habits of Maleo birds and megapodes similar?</b></li> <li>12. <b>How do the nests of swiftlets and flamingos differ in terms of how they are made, and materials used to make them?</b></li> <li>13. <b>Write a gist statement that captures the main points from this article.</b></li> </ol> <p><b>Teacher notes:</b> Bird nests come in various shapes sizes and materials. Tailorbirds sew their nests using plant fibers, hummingbirds and kinglets use spiderwebs, Maleo birds bury their eggs underground, swiftlets use saliva to build nests for bird's next soup, flamingos construct mud nests. Birds demonstrate creative adaptations to their environments.</p> <p>The purpose of the text is to inform readers about diverse ways in which birds build nests and to inspire curiosity about the natural world. The author's intent is to showcase the ingenuity of birds in adapting to their</p>	
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	<p>surroundings and to encourage readers to think creatively about their own adaptations and habitats. Additionally, in mentioning the high price of swiftlet nests, the author may be highlighting the human impact on bird habitats and ecosystems as it shines a spotlight on the fact complexity of sourcing these bird nests, which then incurs a high price.</p>				
<p><b>2<sup>nd</sup> Reading</b> How it says it.</p> <p><b>Craft and Structure</b></p>	<p><b>Teacher note:</b> The text is structured around different types of bird nests, each with its own section. Each section introduces a new type of nest and provides detailed information about its construction and significance. The language used is descriptive and engaging, incorporating vivid imagery and specific details to bring each nest to life. Features such as headings for each type of nest and descriptive language aid in organising and clarifying the information presented.</p> <ol style="list-style-type: none"> <li>1) <b>How does the text introduce the diversity of bird nests in the opening sentences?</b></li> <li>2) <b>How does the author emphasise the diversity of bird nest structures throughout the text? And what links can the reader make between the nest and the local environment?</b></li> <li>3) <b>How does the author engage with the reader throughout the text?</b></li> </ol> <p><b>Teacher note:</b> The text is written in the first person, which is unusual for informative texts. This narration style may be employed to create a sense of closeness and proximity between the subject matter and the reader, inviting them to explore the fascinating world of bird nests alongside the expert author. By using a conversational tone, the author may be aiming to appeal to the younger audience that reads Countdown, making the information as accessible and engaging as possible.</p> <ol style="list-style-type: none"> <li>4) <b>Compare the text to Bird architects to this text on <a href="#">A guide to bird nests: how, where and why birds make nests</a>. Compare and contrast the elements of the texts:</b></li> </ol> <table border="1" data-bbox="539 1890 1165 1960"> <tr> <td data-bbox="539 1890 719 1960"></td> <td data-bbox="719 1890 952 1960"><b>Bird Architects</b></td> <td data-bbox="952 1890 1165 1960"><b>A guide to Bird nests</b></td> </tr> </table>		<b>Bird Architects</b>	<b>A guide to Bird nests</b>	<p>EN2-OLC-01 EN2-UARL-01 EN2-RECOM-01</p> <p>AC9E3LY02 AC9E3LA03 AC9E3LY03</p>
	<b>Bird Architects</b>	<b>A guide to Bird nests</b>			

	<b>Narrator</b>	First person	Third person
	<b>Tense</b>	Present tense	Present tense
	<b>Structure</b>	Hybrid text, informative subject matter with narrative elements for story telling	Headings and sub-headings outline different types of nests.
	<b>Vocabulary</b>	Descriptive and engaging Tier 2 vocabulary	Scientific terminology, Tier 3
	<b>Sentence structure</b>	Varied, includes simple and complex sentences.	Varied but inclusive of complex sentences
	<b>5) Discuss which text was more effective and met the needs of the audience?</b>		
<b>3<sup>rd</sup> Reading</b>  What it means.  <b>Language features, sentence structures, visual components, text cohesion and repetition.</b>	<b>1) What language features, types of sentences and punctuation are used within the text for authorial effect? Annotate the text with students by highlighting and discussing collaboratively.</b>		
	<b>Annotation</b>	Example	
	Metaphor	"Just like houses, bird nests come in all shapes and sizes..."	
	Repetition	Sew, sew, sew your nest	
	Rhetorical question	"But did you know that they make their nests out of mud."	
	Exclamation	"Nature is full of surprises, and birds' nests are not exception!"	
	Imperative sentences	"So now it is your turn. If you could create a bird's nest, what would it look like, and where would it be?"	
	<b>Link to creating text:</b> Using gradual release of responsibility emulate a paragraph within the text, such as the opening paragraph, where the teacher models through think aloud the construction of an informative text employing the devices that have been identified from the above annotation of the text. Allow time for explicit instruction, gradually allowing the children to co-		
	EN2-OLC-01 EN2-UARL-01 EN2-RECOM-01 EN2-VOCAB-01 EN2-CWT-01  AC9E3LY02 AC9E3LE04 AC9E3LA10		

	construct with a peer before independently completing the writing.	
General follow up questions for each of the readings:		