

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_ School: \_\_\_\_\_

**Grade 1: Lesson 17** Bird Walk Created by Reanna Patterson for EL Education

**Lesson Objective:** Students will use the poem “Bird Walk” to identify the three things all birds have (wings, feathers and beaks) and describe what they observe either from a picture or an observed bird outside with a focus on determining the meaning of unknown words by exploring shades of meaning within the text.

We went walking,  
    We went walking,  
into the park,  
    into the park,  
to find some lovely little birds,  
    to find some lovely little birds.  
My dad said, “Look,”  
    My dad said, “Look,”  
“That bird is pretty,”  
    “That bird is pretty.”  
“That bird is gorgeous,” I said to Dad,  
    “That bird is gorgeous,” I said to Dad.  
My dad said, “Look,”  
    My dad said, “Look,”  
“Those wings are big,”  
    “Those wings are big.”  
“Those wings are humongous,” I said to Dad,  
    “Those wings are humongous,” I said to Dad.  
My dad said, “Look,”  
    My dad said, “Look,”  
“That beak is little,”  
    “That beak is little.”  
“That beak is minuscule,” I said to Dad,  
    “That beak is minuscule,” I said to Dad.  
My dad said, “Look,”  
    My dad said, “Look,”  
“Those feathers are bright”  
    “Those feathers are bright.”  
“Those feathers are brilliant,” I said to Dad,  
    “Those feathers are brilliant,” I said to Dad.  
We went walking,  
    We went walking,  
into the park,  
    into the park,  
and found some stunning little birds,  
    and found some stunning little birds.

**Guided Practice:**

bird	beak
feathers	wing
pretty	lovely
big	humongous
gorgeous	little
miniscule	bright
stunning	brilliant

**Independent Practice:**

Answer the following questions. I went for a bird walk and what did I see?

- Write 1-2 sentences that answers this question.
- Use at least two words from the chart we made. Try to use more for an extra challenge.
- Start your sentences with capital letters.
- End your sentences with the correct punctuation.

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