

Wings



Topic: Animals around us

Curriculum link: Living Things

Text type: Report

Reading level: 7

Word count: 109

High-frequency words: have, their, to, some, but, they, all, this, can, these, with, are, the, that

Vocabulary: animals, wings, birds, insects, mammals, fly, ladybird, bats

Possible literacy focus:

Using language relating to quantity: most, some, all.

Identifying features of a factual text.

Understanding how to use a contents page and index.

Follow-up activities

Features of factual texts

Show the children examples of factual texts. Discuss the features of a factual text, e.g. index, table of contents, headings. Talk about the purposes of each and show the children how to use these features. Discuss:

How can you tell if a book is a factual text?

What is an index? What is an index used for? How are the words in an index organised? What words go in the index?

What is a table of contents? How do you use it?

What else does the book Wings have to help us find information?

Give children the opportunity to re-read *Wings* and to practise using these features.

True or false

Pose the true/false statements below for the children to consider. Take time to discuss each one. Highlight to the children the use of language related to quantity, e.g. some, most, all, many. For false statements, ask the children to replace a word to make the statement true. Encourage children to use *Wings* to check for accuracy.

All animals have wings. (F)
 Most birds have wings. (F)
 Some insects with wings cannot fly. (T)
 All birds use their wings to fly. (F)
 Many mammals have wings. (F)
 Most animals use their wings to fly. (T)

Have the children write their own statements for the group to consider. These could be collated into a class book with the answers covered by flaps.

High-frequency words

Cover some of the high-frequency words in the text with sticky notes and ask the children to predict what the word could be. For example:

_____ animals have wings.
 _____ birds have wings.
 This swan _____ fly.
 They _____ their wings to fly.

Ask questions to support children in using a range of information to check their answers. For example:

Does that make sense?

Does it sound right?

Do we say it like that?

Does that look right?

If it was 'Most', what letter would you expect to see at the beginning?

Making wings



You will need:

cardboard, scissors, crayons, fake feathers, coloured paper, cellophane, pipe cleaners, string

1. Choose an animal that has wings.
2. Make its wings to wear.
3. Use the string to tie the wings to your arms.
4. See if your friends can guess what animal you are.



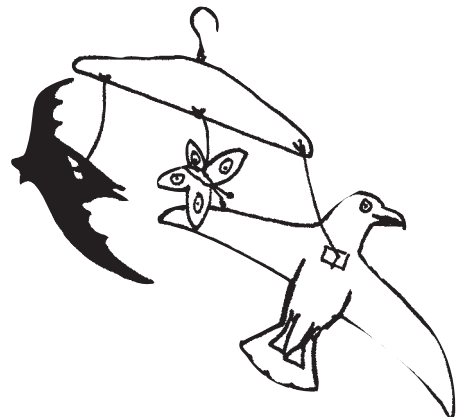
Flying mobile



You will need:

felt pens, cardboard, scissors, string, wire coathanger

1. Choose a bird, and a mammal and insect with wings.
2. Draw these animals on cardboard and cut them out.
3. Use string to attach the animals to the coathanger.
4. Write the name of each animal on small pieces of cardboard. Attach the labels to the mobile.











Name _____

Summary chart

Draw and label.

	Can fly	Cannot fly
birds		
insects		
mammals		

Word bank

ostrich 	bat 	swan 	ladybird 
turkey 	penguin 	eagle 	butterfly 

Instructions Ask the children to use words from the word bank, as well as their own ideas, to fill in the summary chart. They may like to use the summary chart and word bank to write their own summary of *Wings*.

Name _____

Make a book

Draw and write.

<p>This _____ has wings. It _____ fly.</p>	<p>This _____ has wings. It _____ fly.</p>
<p>This _____ has wings. It _____ fly.</p>	<p>This _____ has wings. It _____ fly.</p>
<p>This _____ has wings. It _____ fly.</p>	<p>This _____ has wings. It _____ fly.</p>
<p>Cover</p>	<p>Index</p>

Instructions Ask the children to make their own books by drawing pictures of animals with wings and writing about them. Children could use the word bank from page 38 to help them. Have the children assemble their book, add page numbers and then make an index.