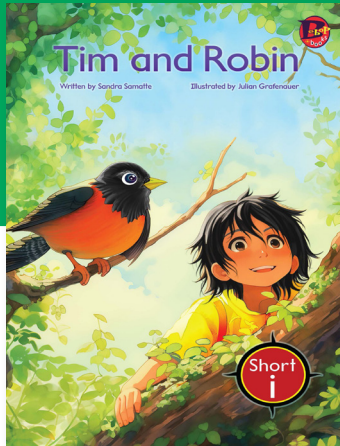




BEBOP CLASSROOM CONNECTION



Tim and Robin

Guided Reading Level: F

DRA Level: 10

Lexile Level: 280L

written by Sandra Samatte and illustrated by Julian Grafenauer

Overview: Can Tim help an injured robin heal its wing so it can fly again? In *Tim and Robin*, young readers will practice reading words the short /i/ vowel sound as a kid named Tim helps fix a robin's wing so that the bird can zip and dip through the sky again.

About the Book

Drumbeat Decodable Series:

Each book contains a word list, high-frequency words, short vowel words, and fun activities for extended learning. *Tim and Robin* is part of the Drumbeat Decodable Book Collection, a groundbreaking beginning reader series designed to strengthen and advance phonics and reading skills (www.leeandlow.com/books/drumbeat-decodable-book-collection).

The series was written by Sandra Samatte, Anishinaabe, member of Ne-biimiskonaan (Skownan) First Nation, Treaty 2 Territory, and illustrated by Julian Grafenauer, Anishinaabe, member of Ditibineya-ziibiing (Rolling River) First Nation, Treaty 4 Territory.

Page number: 15, **Word Count:** 155

Genre: Realistic Fiction

Focus: Concepts of Print and Reading Strategies

- blend letter sounds to read phonetically regular words
- use high frequency words
- read varied sentences fluently, with expression and stamina

Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes some repetitive language

High-frequency/Sight words:

is, a, six, and, in, the, too, of, his, wants, to, big, for, there, asks, will, with, on, now, does, not, to, can

Note: words based on Dolch Sight Word List and Fry's Instant Words lists

Phonics:

- decode words with short /i/ vowel sound

Lesson plan designed to support foundational language skills and comprehension skills, K-2:

- Common Core Standards
- Texas Essential Knowledge and Skills (TEKS)

Reviews

"Simple text with clear and specific targeted practice for emergent readers reinforce foundational skills like segmenting and blending CVC words. . . Wonderful resources for parents to read together with children. The illustrations are breathtaking and lend themselves to lots of rich conversation." - *School Library Journal*, *starred review*



Getting Ready to Read

1. For the first reading, focus on decoding the text. Many students might not know the meaning of the words *fig*, *robin*, or *twig*. Teachers can observe a student's ability to decode/sound out without depending on their prior knowledge or relying on the pictures to guess the word. In later re-readings, students can study the story features of the book, the vocabulary, and work on comprehension skills.

2. Remind students of the strategies they know and can use with unfamiliar words:

Encourage students to sound out each letter if the word can be phonetically sounded out. Point out any consonant blends, digraphs, word families, and vowels sounds they may know

3. In subsequent readings, the focus can shift to comprehension practice and vocabulary development. Introduce unfamiliar words and their meanings. Talk about the vocabulary words and ask students what they might mean.

- zip and dip = fly around in the sky
- tin = old, empty can
- pit = ditch
- fit = healed, in good shape
- well fed = to be full after a meal
- for a bit = short or brief amount of time

4. Be aware of the following text features:

- The book contains familiar words, some of the most common words in English that students learn to read on sight without sounding them out: *is*, *a*, *six*, *and*, *in*, *the*, *too*, *of*, *his*, *wants*, *to*, *big*, *for*, *there*, *asks*, *will*, *with*, *on*, *now*, *does*, *not*, *to*, *can*

- The story is filled with many words with the short /i/ vowel sound, at least three examples per page. Short /i/ vowel words: *Tim*, *robin*, *tip*, *hid*, *hits*, *kid*, *six*, *Sis*, *his*, *zip*, *fix*, *sit*, *fit*, *Tim*, *fig*, *is*, *big*, *pit*, *bit*, *tin*, *dip*, *in*, *with*, *wing*, *twig*, *will*, *bring*.
- Multisyllable words: *happy*, *watches*, *robin*.
- Content-specific vocabulary words and phrases include: *sky*, *twig*, *wing*, *robin*, *fig*, *dip low*, *tin*, *pit*, *fit*, *watches*.

Reading the Book

1. Set a purpose by telling students to read the book to find and practice decoding words with the short /i/ vowel sound. Additional purpose for future re-readings: Learn what Tim does when he sees a bird (Winged-One) injured. How does Tim help a bird (Winged-One)?

2. Have students read quietly, but out loud.

Each student should be reading at their own pace. Students should not read in chorus. Listen to students as they read by leaning in close or bending down beside each student.

3. Look for these reading behaviors during the first reading:

- Do they rely less on the pictures and more on print when reading?
- Do they sound out an unfamiliar new word correctly even if they do not know what it means?
- Do they have a growing sight vocabulary?
- Do they use beginning, middle, and ending sounds to read unknown words?
- Do they easily move from one line of text to



the next when making a return sweep?

- Do they use punctuation appropriately and to gain meaning?

4. As students read, suggest reading strategies if they are struggling: Encourage students to sound out each letter if the word can be phonetically decoded. Point out any consonant blends, digraphs, word families, and vowels sounds they may know.

After the First Reading

1. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words students have learned and used. Refer to the Word Lists on the last page of the book.
- Practice sounding out the multisyllable words.
- Be aware of the irregular or more challenging words: *yawns, sky, low, grows, looks found, now, why, too, happy, watches, robin.*
- Pick one of the short /i/ vowel words and have students find that word throughout the story.

2. Make a photocopy of or put an overhead projector film sheet over the Read and Review and Fill in the Blanks sections you can find at the end of the book. Using a whiteboard marker on the film sheet, students can follow the directions for both activities focused on words with the short /i/ vowel sound.

Second Reading for Meaning and Comprehension

1. Have students reread the book in a whisper voice or to a partner.

2. Have students confirm their predictions and talk about what Tim does on his adventure that day and how he takes care of a wild bird.

3. Ask students to retell what happened in the story. Encourage them to share something they found funny, sad, or unexpected.

4. Ask a combination of literal and higher thinking questions, including the following:

- What does Tim see first on his walk?
- What happens to the robin?
- How does the robin get hurt?
- Why does Tim pick up the robin?
- Does this story show Tim as kind? Why or why not?
- Why do you think Tim puts the robin in a tin?
- Why do you think Tim first hides in a pit? Why do you think Tim is worried he will get in trouble?
- Is Sis mad at Tim? Why or why not?
- How does Sis help Tim?
- What do Tim and Sis do to help the robin heal?
- What does Tim feed the robin?
- When do Tim and Sis know the robin is ready to be released?
- Why do you think Tim sets the robin free? Do you agree with Tim's decision? Why or why not? What is best for the robin?



- How do you think Tim feels when he watches the robin fly away? Why might he be happy/sad/proud?
- What does this story teach us about living in balance and harmony with Nature?
- Describe how Tim spends his day. Tell what he does first and then what came next and so on.
- Why is it important to ask an adult for help with an injured animal?
- What advice do you have for Tim holding the robin safely?
- Do you think a robin makes a good pet? Why or why not?
- Do you think Tim has a fun day? Why or why not?
- Would you like to go birdwatching (Winged-One watching)?
- How does Sis care of Tim and the robin? How does Sis show kindness?
- Where are good places where you live to observe birds (Winged-Ones)?
- What are some ways you and your family enjoy Nature together? Share a time you had a special day with someone. What did you do? Where did you go?
- Has anything similar in one of the story's scenes ever happened to you?

5. This is a time for assessment. While students are reading, watch what they do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student's reading behavior.

Cross-Curricular Activities

Language: Make a photocopy of and place in sheet protectors or put an overhead projector film sheet over the Read and Review and Fill in the Blanks sections of the book. Using a whiteboard marker on the film sheet, students can follow the directions for both activities focused on short /i/ words.

List and practice reading multisyllable words and names from the book. Talk about how to divide each word into syllables and how that helps them read the words. Talk about open vs. closed syllables.

Encourage students to make a list of other short /i/ words they know.

Ask students to think of other words that rhyme with *sit*, *fit*, *bit*. Students can illustrate several of the other words they thought of.

Looking at the text, ask students to look for short /a/ words: *can*, *and*, *asks*, *fast*, *want*.

Write out and cut up the words, *Tim*, *and*, and *Robin*. Encourage students to work in small groups to rearrange only these letters to make new words. How many words can they make? Encourage students to write down their new words or assist them in making a list.

Reading: Read the story, *All My Relations* (<https://goodminds.com/products/all-my-relations-hc-pre-order-for-aug-30-25>), written by Nikki Soliman and illustrated by Julian Grafenauer. In a First Nations, Inuit, and Métis context, this story will help children learn about our connections to each other and the world around us, including: The Winged Ones, The Swimmers, The Crawlers, The Four-Legged, The Two-Legged, and All Our



Relations.

Have students read the story, *A Man Called Raven* (<https://www.leeandlow.com/books/a-man-called-raven/>), by Richard Van Camp and illustrated by George Littlechild. Compare this text to *Tim and Robin*. Both stories are set in Canada. What do these stories teach us about respecting Nature?

Read other books featuring how birds (Winged-Ones), including: *A Sky That Sings* (<https://www.leeandlow.com/books/a-sky-that-sings/>), *What Birds Do* (<https://www.leeandlow.com/books/what-birds-do/>), *Hey! You're Eating My Homework* (<https://www.leeandlow.com/books/hey-youre-eating-my-homework/>), *Silent Sam* (<https://www.leeandlow.com/books/silent-sam/>), *The Crane Girl* (<https://www.leeandlow.com/books/the-crane-girl/>), and *Puffling Patrol* (<https://www.leeandlow.com/books/puffling-patrol/>). Make connections between the texts.

Read more contemporary Indigenous and Native American stories of kids having fun and being kids. See the Additional Resources suggestions at the end of this lesson plan for curated book recommendations.

Writing: Encourage students to write and sketch a special place outside they like to go to enjoy Nature. With whom do they go? Why is this place meaningful to them?

Science: Learn more about the American Robin. Listen to its sounds and explore where it lives: <https://www.allaboutbirds.org/guide/American-Robin/overview>. Are robins found where you live? Ask students to determine whether where they live would make a good habitat for robins or not.

Review what to do if you find a baby bird or injured

wildlife from the U.S. Fish and Wildlife Service (<https://www.fws.gov/story/baby-birds-and-injured-wildlife-california>) and The Audubon Society (<https://ny.audubon.org/birds-0birdsways-help/how-help-injured-or-orphaned-bird>). Talk about what is best for the animal and for students.

Find out if students or their families own a pet bird. If possible, invite the adult to bring the bird to class for students to observe. Point out and describe the typical features of birds (Winged-Ones). Discuss which types of birds make good pets.

If possible, plan a visit to a nearby park, botanical garden, or nature preserve and arrange for a local professional “bird watcher” (Winged-One Watcher) to lead students on a bird (Winged-One) walk. Have students take notes during their walk. Write a class report of the trip, and let students illustrate the report with drawings and diagrams of things they observed.

Math: Write and practice simple bird (Winged-One) story problems, such as “I see two big birds (Winged-Ones) and three small birds (Winged-Ones). How many birds (Winged-Ones) do I see in all?”

Social Studies: Discuss the different types of jobs people can have working with birds (Winged-Ones). Make a list with students and show pictures of people with different jobs (entertainer, zookeeper, pet store owner, scientist, park ranger, tour guide, veterinarian, and so on).

Birds (Winged-Ones) have significance in many Indigenous and Native American cultures. Studying and appreciating birds are important because people can learn valuable lessons. The National Museum of the American Indian has resources dedicated to teaching about Native Americans’



relationships with birds (<https://americanindian.si.edu/nk360/informational/native-american-spirit-animal>).

Read additional contemporary Indigenous and Native American stories about showing thanks and gratitude toward Nature and being good stewards towards Nature: including *When a Shadbush Blooms* (www.leeandlow.com/books/when-the-shadbush-blooms/), *Nibi's Water Song* (<https://www.leeandlow.com/books/nibis-water-song/>), *This Land is My Land* (<https://www.leeandlow.com/books/this-land-is-my-land/>), *What's the Most Beautiful Thing You Know About Horses?* (<https://www.leeandlow.com/books/whats-the-most-beautiful-thing-you-know-about-horses/>), *All Around Us* (<https://www.leeandlow.com/books/all-around-us/>), *Where Wonder Grows* (<https://www.leeandlow.com/books/where-wonder-grows/>), *Giving Thanks* (<https://www.leeandlow.com/books/giving-thanks/>), and *The People Shall Continue* (<https://www.leeandlow.com/books/the-people-shall-continue/>).

Reach out to your county or state government to connect with local Indigenous and Native American communities. Invite Indigenous/Native American Language Keepers and Knowledge Keepers, librarians, and storytellers to share their stories. A local university or public library may also be a good resource to learn more.

Learn more about Indigenous and Native American communities and their relationship with birds (Winged-Ones) in your state. There may be websites or videos of contemporary and traditional ways Indigenous and Native American communities respect birds (Winged-Ones).

Help students understand the importance of Land to Indigenous Peoples of Turtle Island (North

America). Share a map of traditional territories. Talk about how different territory and geography influence culture, stories, and language. Check out Native Land Digital www.native-land.ca or "Coming Home to Indigenous Place Names in Canada" map from the University of Maine Canada-American Center: <https://umaine.edu/canam/coming-home-map>.

Read more stories in the Drumbeat Decodable Book Collection: www.leeandlow.com/books/drumbeat-decodable-book-collection and the Canadian editions <https://goodminds.com/collections/indigenous-education-press/products/drumbeat-decodable-set-1-5-books>.

Multilingual Language Learners: Draw and label the anatomy of a bird (Winged-One). Include the following terms: *eyes, beak, wings, tail, feathers, backbone/spine, nostril*, and so on. Compare the parts of a bird to those of a human being. Diagrams and descriptions can be found here: <https://academy.allaboutbirds.org/features/birdanatomy>.

Make a KWL chart on birds: what do students think they know about birds, what do they want to know, and after reading: what have they learned about birds from this story.

Bring in a few examples of feathers. If possible, invite an Elder or Knowledge Keeper, or refer to someone from your community who has been gifted an Eagle Feather to share their story. Make a list together of adjectives to describe feathers with each of our senses. This is also a great opportunity to show and practice antonyms: *soft/rough, big/small, bright/dull*, and so on.

Consider consulting www.multilinguallearningtoolkit.org for more ideas on



how to support Multilingual Learners.

Additional Resources: Seek out First Nations, Inuit, Métis, Indigenous Peoples and Native American stories for the curriculum and classroom. From GoodMinds.com, Indigenous book distributor and publisher: “Indigenous stories have familiar connections for Indigenous healing, empowerment and resilience and enhance cultural understandings, mutual respect, empathy, and reconciliation through shared realities.” Check out:

<https://goodminds.com/>

<https://cynthialeitichsmith.com/>

<https://americanindiansinchildrensliterature.blogspot.com/>

<https://americanindian.si.edu/nk360>

<https://ailanet.org/>

To evaluate Indigenous Peoples and Native American children’s literature, consider this worksheet from the National Museum of the American Indian: <https://americanindian.si.edu/nk360/pdf/Native-American-Literature-in-Your-Classroom-Worksheet.pdf>.

Helpful lesson plan from Native Knowledge 360, Smithsonian National Museum of the American Indian: “Native American Cultures and Clothing: Native American Is Not a Costume:” <https://americanindian.si.edu/nk360/resources/Native-American-Cultures-Clothing-Not-Costume>