

LESSON 3: NAME-WORDS • BIRDS**FIRST BOOK IN LANGUAGE****PART 1.1 READ AND DISCUSS • BIRDS WITH FEATHERS****NATURE STUDY****dove**

gentle bird • perching

**robin**

singing bird • perching

**duck**

water bird • swimming

**hen**

farm bird • scratching

- Think of some object that has feathers. Is it alive? Of what use are its feathers?
- How many feet has it? How many toes on each foot? What are on the ends of the toes?
- Can it fly in the air? Does it like to swim in the water? Do you see its name in this lesson?

PART 1.2 Memorize: A word that tells the name of any bird or creature is a name-word.**PART 2.1 Practice Work — Complete the bird story:**

Choose a duck, hen, robin, or dove

1. I thought of a _____ .

2. It _____ alive.

3. Its _____ keep it warm.

4. It has _____ feet.

5. There are _____ toes on each foot.

6. There are _____ on the ends of the toes.

7. It _____ fly in the air.

8. It does _____ to swim in the water.

9. I _____ see its name in this lesson.

• FEET OF BIRDS (NATURE STUDY) •

Webbed skin for swimming



Sharp claws for scratching



Slender toes for perching



Grasping toes for roosting

Notice how each bird's foot is adapted for swimming, scratching, or perching.

PART 2.2 Telling: Read your finished bird story aloud clearly and proudly to your teacher or parent.

Nature Study Pedagogical Core • Charlotte Mason Method:

- **Habit of Living Observation:** Encourage the child to visualize or inspect real bird feathers and compare bird feet.
- **Functional Adaptation:** Ducks have webs between toes for paddling; hens have sturdy claws to scratch soil for grains; robins and doves possess three front toes and one hind toe for clamping onto branches.
- **First Composition Exercise:** The 9 sentences form the child's very first connected descriptive paragraph!

#	SENTENCE FRAME (TEXTBOOK P. 14)	EXPECTED ANSWERS (DUCK / HEN / ROBIN / DOVE)	SAMPLE READING (EXAMPLE: DUCK)
1	I thought of a ____.	duck (or hen, robin, dove)	"I thought of a duck."
2	It ____ alive.	is	"It is alive."
3	Its ____ keep it warm.	feathers (or down)	"Its feathers keep it warm."
4	It has ____ feet.	two	"It has two feet."
5	There are ____ toes on each foot.	four (3 forward, 1 back)	"There are four toes on each foot."
6	There are ____ on the ends of the toes.	claws, webs, or nails	"There are webs on the ends of the toes."
7	It ____ fly in the air.	can (or does)	"It can fly in the air."
8	It does ____ to swim in the water.	like (duck) / not like (hen, robin, dove)	"It does like to swim in the water."
9	I ____ see its name in this lesson.	can, do	"I can see its name in this lesson."

Pedagogical Guidance • Paragraph Narration

- **Connected Thought:** Point out that unlike isolated exercises, these 9 lines tell a complete, living story about a real animal.
- **Oral Narration (Telling):** Listen for complete sentences and natural vocal cadence when the child reads aloud.
- **Grammar Reinforcement:** Review that *duck, hen, robin, dove, feathers, feet, toes* are all **name-words**.

Assessment Rubric (Primer ELA • Nature Study)

- 4 • Advanced** Accurately completes all 9 slots for chosen bird; neat writing; expressive reading.
- 3 • Proficient** Completes sentences logically; legible letter formation; reads fluently.
- 2 • Developing** Needs prompting for toes or swimming habits; handwriting developing.
- 1 • Beginning** Requires guided one-on-one discussion to describe the bird's traits.