

Teacher Edition

Super Sea Birds



alphakids

Written by Keith Pigdon Illustrated by Liz Cogley



Horwitz Education
A Division of Horwitz
Publications Pty Ltd
55 Chandos Street
St Leonards NSW 2065
Australia

Horwitz Gardner
Education
Unit 53, Cressex
Enterprise Park
Lincoln Road
High Wycombe,
Bucks, HP12 3RL,
United Kingdom

Published edition
© Eleanor Curtain
Publishing 2003

First published 2003

Apart from any fair dealing for the purposes of study, research, criticism or review, as permitted under the Copyright Act of Australia, no part of this book may be reproduced by any process, or transmitted in any form, without permission of the copyright owner. Where copies of part or the whole of this book are made under Part VB of the Copyright Act, the law requires that records of such copying be kept and the copyright owner is entitled to claim payment.

Developed by
Eleanor Curtain Publishing
Text: Jenny Feely
Consultant: Susan Hill
Designed by
Alexander Stitt
Production by
Publishing Solutions

Printed in Hong Kong

ISBN 0 7253 2848 7
Pack ISBN 0 7253 2811 8
(6 Student Books + 1 Teacher
Edition)

1 2 3 4 5 6 7 8 9
03 04 05

How to use this book

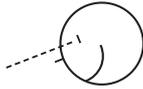
Before reading: Talkthrough

Talk through the book with the children. Encourage them to predict the text from the cover and pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.



During reading: Observe and support

Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specified learning need.



After reading: Comprehension, returning to the text, responding and writing links

To further develop children's understanding of the text, select from activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.



Text highlights:

- Labelled and captioned illustrations
- Photographs and diagrams support the text

Vocabulary

fishing, bodies, catch, high divers, ocean, underwater, skimmers, coast, long distance fliers, pointy, surface, stalkers, crabs, lizards, eyesight, spear

Setting the context

Ask: *How do sea birds catch food? What parts of their bodies do they use?*

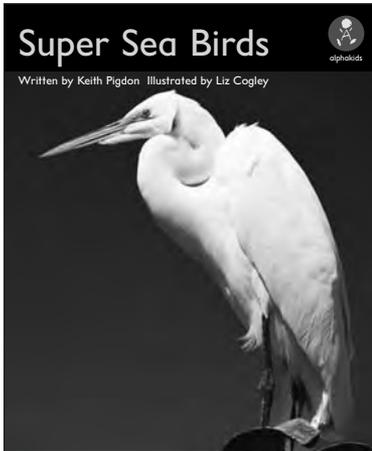
You may like to record the children's ideas on a chart for future reference.

Background information

Many animals have special adaptations that enable them to survive. Sea birds eat fish and must be able to catch them. These birds have legs, beaks, wings and bodies that are suited to this task.

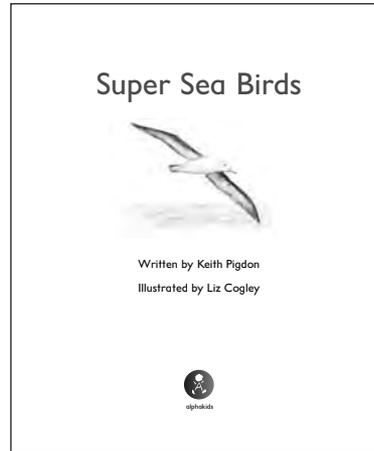
Introducing the book

This book is called 'Super Sea Birds' because it explains the very clever ways a range of birds get their food at sea.



Front cover

Look at this bird's beak. What does it look like? Why is it so sharp? How could it use this beak to catch fish?



Title page

Look at this bird's wings. How would these wings help it to catch fish?
Point out the name of the author, the illustrator and the series logo.



Talkthrough

This is a contents page. What does it tell us? How is a contents page organised? What will we read about on page 4?

Point out that a contents page helps you to choose where to start reading a book, and that you don't have to read from the front to the back.

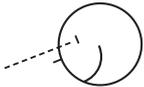
Turn to pages 4–5.

Look at the photographs of the birds.

These are all sea birds. They find their food in the sea.

Talk about the different beaks, wings and legs.

What do you think the introduction will tell us? The introduction tells us that sea birds have special bodies. In what ways are the birds' bodies in the photographs special?



Observe and support

Does the child use an understanding of letter/sound relationships to check words?

You read, 'They have special bodies'. How did you know that word said 'special'? What did you look at? What did you think about?



Contents

Introduction 4

High divers 6

Skimmers 8

Long distance fliers 10

Stalkers 12

Conclusion 14

Index 16

Introduction

Sea birds are very good at fishing.
They catch food in many different ways.
They have special bodies that
help them to catch their food.



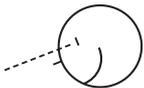


Talkthrough

Some birds are high divers. A masked booby is a high diver. What do you think ‘high diver’ means?

Point out the diagram on page 7. Discuss the use of pointers and labels. Read the caption together.

How do high divers like boobies catch food? How does the shape of their wings, bodies and beaks help them to fish?



Observe and support

Does the child search for a range of information on the page to support their reading?

When you looked at the pictures before you read the page, what were you looking for? How did that help you? What else did you check?

High divers

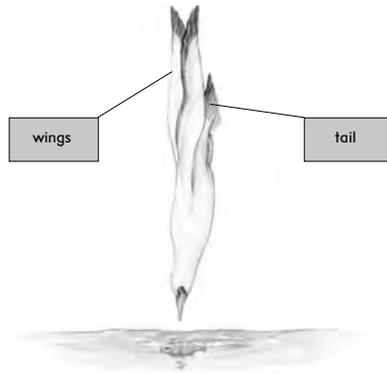
Some sea birds dive deep into the water to catch fish.

These high divers fly high over the ocean looking for fish.

They dive straight down to catch them.



They fold their wings along their bodies when they dive. Their tails help them to steer underwater.



Boobies can reach 100 kilometres per hour in a dive.

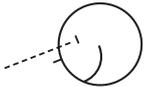


Talkthrough

This section is called 'Skimmers'. What do you think skimmers do to catch fish? What did you look at to work that out?

Look at the diagram on page 9. Discuss how the beak, wings and body of the frigatebird help it to catch fish. Turn to pages 10–11.

This photograph shows an albatross. It is a long distance flier. What does this mean? Why do you think some birds fly long distances? How might they catch fish? How do you think the albatross uses its beak to help it catch fish?



Observe and support

Can the child use the information in the text to interpret the diagrams?

How do long distance fliers find fish to eat? Why do they need long pointy wings and short bodies?

Skimmers

Some sea birds skim along the top of the water to catch food.

These birds look for food near the coast and in very deep water.

frigatebird



8

Skimmers have long, pointy wings and short bodies. Many skimmers have long beaks that look like hooks. They use these beaks to kill their food.

long, pointy wings



long, hooked beak

short body

Frigatebirds catch food by dipping into the water.

9

Long distance fliers

Some sea birds fly a long way over the oceans looking for food.

They dive into the water for their food or catch it on top of the water.

albatross

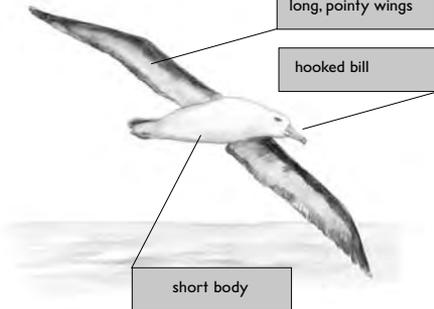


10

They have very long, thin, pointy wings and short bodies that help them to fly. They also have bills that look like hooks.

long, pointy wings

hooked bill



short body

Albatross pick up food from the surface of the sea.

11



Talkthrough

Look at pages 12–13.

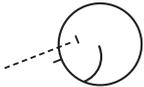
This section tells us about birds that eat fish, crabs and lizards. These birds are called stalkers. How would stalkers find their food?

Look at the diagram of the lava heron.

Which parts of the bird does the diagram point out? Why are these parts important? The book also tells us that this bird has good eyesight.

Turn to pages 14–15.

This section is called the conclusion. A conclusion sums up what the book has already told us. What will this conclusion say? Which words will you expect to see?



Observe and support

Can the child use their knowledge of letter/sound relationships to support their reading? If the child cannot read the word ‘stalker’:

What letter does that word start with? What sound might it make? Can you think of a word that starts with ‘st’ that would fit there?

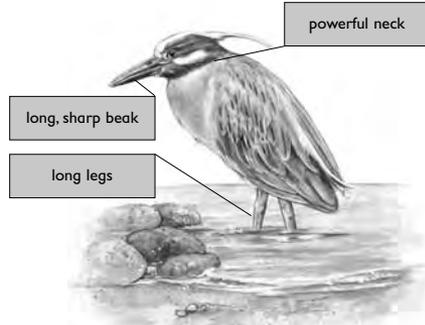
Stalkers

Some sea birds are called stalkers. They fish at the edge of the sea. They walk around rocks stalking fish, crabs and lizards.



12

These birds have long legs and strong necks. Stalkers have good eyesight and they use their long, sharp beaks to spear their prey.



This lava heron spears crabs with its long, sharp beak.

13

Conclusion

Sea birds have many different ways of catching their food.

Some sea birds dive deep into the ocean to catch fish. Others fly low to catch their food on the top of the water.

Some sea birds fly a long way looking for food in the oceans. Others hunt in the shallow waters.



14

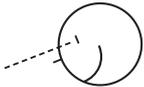
15



Talkthrough

This is an index. What does an index tell us? How is it organised? Which page will we go to find out about frigatebirds? Where can we get information about wings?

You may like to demonstrate how to use an index to find information.



Observe and support

Can the child explain how to use an index?

What is this page? How do you use it? Where would you look for information about boobies?

Index

albatross 10, 11

beak 9, 13

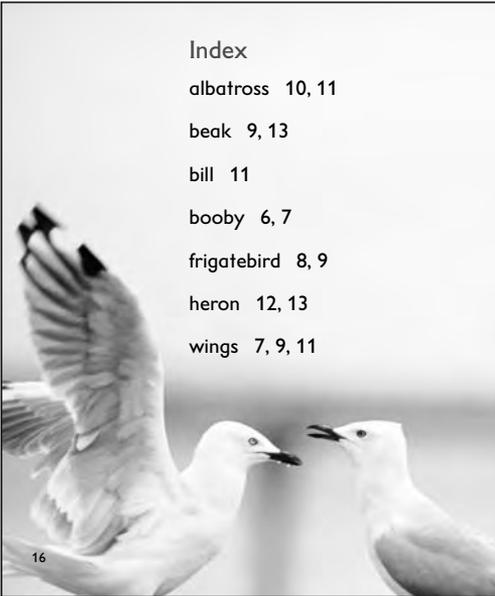
bill 11

booby 6, 7

frigatebird 8, 9

heron 12, 13

wings 7, 9, 11



Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:

What are some of the ways that sea birds catch food?

Why do different sea birds have different beaks?

What dangers would sea birds face when they are hunting?

Being a code breaker

Children may like to explore the following language features:

- Verbs: fishing, catch, dive, fly, steer, skim, kill, stalking, spear.
- Adjectives: long, strong, good, sharp, special, high, pointy, short, thin.

Being a text user

Turn to the contents page.

What is this page called? How do you read it?

Turn to page 6. Point out the caption on the photograph.

What is this called? What does it tell you about?

Point out the labels on the diagram on page 7.

What are these called? What do they tell you?

Being a text critic

What did the author need to know to write this book? How might he have learned this information?

Why did he choose to call the book 'Super Sea Birds'? What does he think about sea birds? Do you agree with him?

Responding to text



Children could work in cooperative groups to make a Super Sea Birds mobile. Each child could make and label a different bird to add to the mobile.



Children could look through other books to find out about how other birds get food. They could then write sentences about these birds.



Children could find pictures of birds in magazines or print them using image banks. These could be labelled with a range of adjectives that describe the bird's features.

Writing links

Shared writing

Discuss the features of a labelled diagram. Point out the use of pointers, labels and captions. Show the children a picture of a sea bird. Add labels, pointers and captions to show the features of the bird that help it to hunt fish.

Independent writing

Children could design their own super sea bird, drawing a labelled and captioned diagram of it. Children could then write a paragraph explaining how their bird catches fish.

Assessment

Can the child:

- Explain how the shape of a bird's body affects the way it gets food?
- Explain how to gain information from a labelled diagram?
- Monitor their own reading for comprehension and accuracy?



whole text activity



sentence activity



word activity



Teacher Edition

Topic: Living things

Curriculum link: Science

Text type: Explanation

Reading level: 17

Word count: 273

Vocabulary: fishing, bodies, catch, high divers, ocean, underwater, skimmers, coast, long distance fliers, pointy, surface, stalkers, crabs, lizards, eyesight, spear

Possible literacy focus

Interpreting information from diagrams and text.

Understanding the conventions of diagrams.

Summary

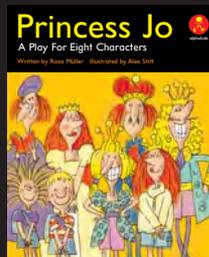
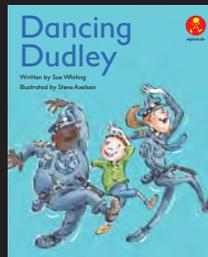
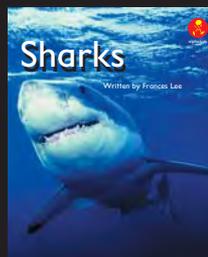
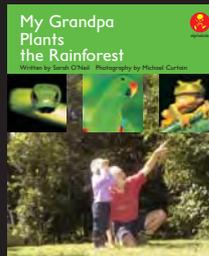
This book explains how a range of sea birds get food. It provides information about how their body shapes assist them.

ISBN 0-7253-2848-7



9 780725 328481

Other books at this level



alphakids