

Teacher Edition



alphakids

Bird Families

Written by Marilyn Woolley



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How to use this book

The Alphakids Plus teacher editions support teachers as they guide children's reading and thinking during one or more guided reading sessions. Teachers can observe children as they read and choose from the given suggestions to suit individual needs.

Before reading

Setting the context, front cover and title page:

The suggestions help teachers to set the scene and prepare children for reading the book. Prompts help to determine children's prior knowledge. Where necessary, background information is provided. Teachers are encouraged to check that children understand the vocabulary listed and to discuss the meanings and/or the structures of these words. Previous experiences with similar text types may also be discussed.

During reading

Predict, Read, Reflect:

Questions encourage children to engage with the text by making predictions. They then read a section of the text and reflect on what they have read. The focus is on the content, language and text features of the book.

Observe and support:

Prompts help teachers to focus on the strategies children use as they read. Teachers can then select from and adapt the suggestions according to the needs of the individual child. The suggestions aim to develop a child's reading abilities. Interruptions to the child's reading should be minimal.

After reading

A selection of reading and writing activities:

The last pages of the teacher edition provide follow-up activities and include the assessment focus.

Selected text features

- Section headings are used throughout
- A contents page is provided
- An index is provided

Vocabulary

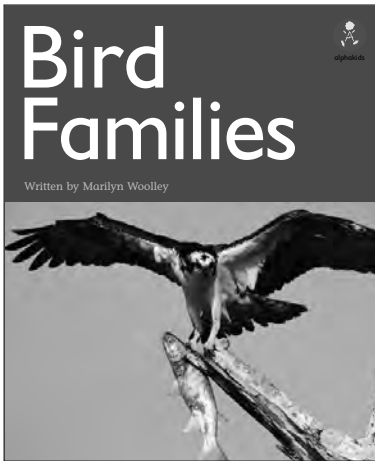
bower, cassowary, cuckoo, decorates, foster parents, osprey

Setting the context

How are baby birds looked after?

Who looks after them?

Record the children's ideas on a chart for future reference.

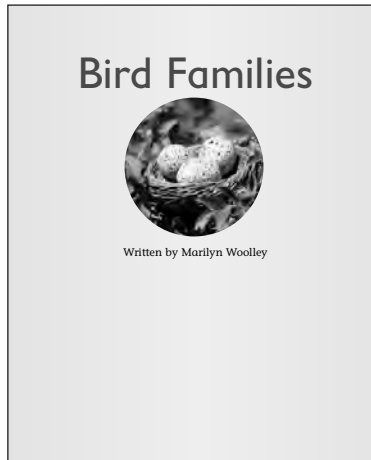


Front cover

What kind of bird is shown on the front cover?

Where do you think it lives?

What do you know about bird families?



Title page

Who is the author?

What can you see in this picture?

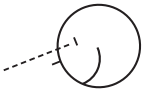
● **Predict**

Discuss the purpose and features of a table of contents.
Read through the section headings.
Look at the introduction on page 5.
What will the introduction tell us?

● **Read** to the end of page 5.

● **Reflect**

Which section heading are you looking forward to reading? Why?
After reading the introduction, what do you expect to find out in this book?



Observe and support

Can the child explain the purpose of an introduction?
Why is this called an introduction?
What does it tell us?

Contents

Introduction 4
Sharing the work 6
Busy mothers 8
Busy fathers 10
Living in groups 12
Foster parents 14
Index 16



Introduction

Looking after eggs and young chicks can be hard work for birds.

Bird families have many different ways of raising their young.



● **Predict**

Point out the captions on these pages. Explain to children that the captions provide extra information about the birds, specifically the osprey.

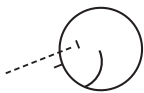
How could the birds share the work?

● **Read** to the end of page 7.

● **Reflect**

How do the ospreys work together to share the work?

What do they make their nests from?



Observe and support

Ask one child to read aloud to you while the others are reading silently. Does the child attend to paragraph breaks to support expressive reading? Point out the paragraph break.

Did you notice the extra space between these two lines? This tells us a new idea is coming. It is a good idea to pause a little before reading a new paragraph aloud.

Sharing the work

Some bird parents work together to look after the eggs and young chicks.

The female osprey sits on the eggs and the male osprey catches fish for her. When the chicks hatch, he brings fish for them too.



A male osprey.
He swoops into
the water and
catches fish in
his talons.

6

Osprey use sticks to
make their nests.
They can use their
nests for many years.



7

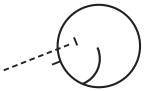
● **Predict**

*What do you think that busy mothers do?
What about busy fathers?*

● **Read** to the end of page 11.

● **Reflect**

*What does the female bowerbird do?
What does the male cassowary do?
Why do you think the female cassowary does not sit
on the eggs?*



Observe and support

Can the child understand the literal meaning of the text?
*How long does the male cassowary spend sitting on the eggs?
Why does the male cassowary show the chicks how to look for fruit that has fallen from the trees?*

Busy mothers

In some bird families, only the female bird looks after the nest and chicks.

The male bowerbird makes a bower to attract the female. He decorates the bower with feathers, berries, shells and flowers.

After mating, the male stays at the bower while the female builds a nest on her own and sits on the eggs.

When the eggs hatch, the female finds food for herself and her chicks. She looks after the chicks until they are ready to leave the nest.



Male and female bowerbirds at the bower



Female bowerbird feeding chicks

Busy fathers

In some bird families, only the male bird looks after the eggs and young chicks.

The female cassowary lays the eggs.
The male cassowary sits on the eggs for two months.

After the chicks have hatched, he looks after them until they are nearly one year old.

Cassowaries cannot fly, so the father takes his chicks through the rainforest and shows them how to feed on fruit that has fallen from the trees.



10

Male cassowary with chick



11

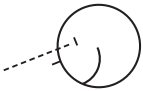
● **Predict**

Look at the pictures on pages 12 and 13. What types of birds do you think live in groups? What are foster parents?

● **Read** to the end of page 15.

● **Reflect**

*Why do you think some birds live in groups?
Who looks after the chicks?
What are foster parents?*



Observe and support

Can the child explain the information presented in the text?

How does the cuckoo look after its young?

Living in groups

Some birds live in groups.

All the birds in the group help to look after the nest and chicks.

The male and female birds take turns to sit on the nest. When the chicks hatch, all the members of the group help to bring food to feed the chicks and the parents.

Grey breasted jay



Acorn woodpecker



Pied kingfisher



Foster parents

Some birds find another family to raise their young.

Some female cuckoos lay their eggs in a nest belonging to other birds. The cuckoo waits until the other birds leave the nest, then lays her egg.

The other birds sit on the egg and look after the cuckoo chick when it hatches.

Channel billed cuckoo



Two birds feeding a cuckoo chick. The cuckoo chick is very big so the foster parents have to find a lot of food for it to eat.



● **Predict**

What is the purpose of this page?

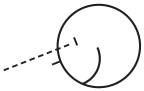
Why are there pictures down the left hand side?

● **Read** page 16.

● **Reflect**

Why are there two page numbers after each entry?

Which entry would you like to read again?



Observe and support

Can the child compare the ways different birds look after their young?

What are the differences between the way ospreys raise their young and the way woodpeckers raise their young? What are the similarities?



Index

bowerbird 8, 9

cassowary 10,11

cuckoo 14, 15

jay 12, 13

kingfisher 13

osprey 6, 7

woodpecker 12, 13

After reading

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 bird families raise their young?

How does the cuckoo look after its young?

What is the same about all of the birds in the book?

Being a code breaker

Explore the following language features:

- the sound /oo/: looking, foot, woodpeckers, cuckoos
- the sound /ew/: too, fruit, groups, food, to, two

Being a text user

Refer to the chart drawn up before reading the book.

Which of these ideas do you still agree with?

Which ideas do you want to change?

Did you learn anything new by reading this book?

What things do you still want to know about bird families?

Being a text critic

How has the author organised the information in the book?

What has she left out?

What would you change if you were writing a book like this?

Responding to text



Children could work in cooperative groups to create a mural showing the birds featured in the book building nests, laying eggs, finding food, etc. Children can show information contained in the book by using captions and labels.



Provide children with material about other birds. This could include books, posters, pictures and appropriate websites. The children could each choose a bird to research with particular focus on how this bird raises its young. The reports could then be made into a class book.



List words with the sound /oo/. Children can group the letters used to represent the sound

by drawing their own charts.

Example:

oo	u
looking	cuckoos
foot	put
woodpeckers	bull
cuckoos	

Writing links

Shared writing

Discuss with children what they have learned from this book. Ask them to write and illustrate a description of one of the bird families featured. These could then be shared with the class.

Independent writing

Ask children to write about their favourite bird from 'Bird Families'. They could explain what they liked about it and why.

Possible assessment focus

Can the child:

- explain the similarities and the differences in the ways various birds raise their young?
- explain how a cuckoo looks after its young?



whole text activity



sentence activity



word activity



Teacher Edition

Topic: Birds

Curriculum link: Science

Text type: Report

Reading level: 18

Word count: 319

Vocabulary: cassowary, cuckoo, bower, decorates, foster parents, osprey

Possible literacy focus

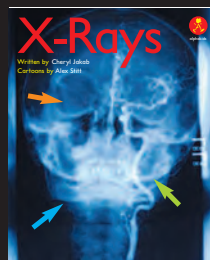
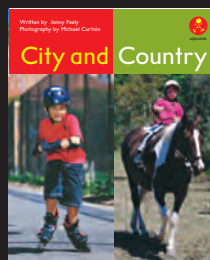
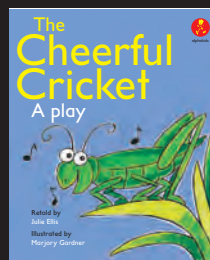
Understanding contrast and comparison.

Understanding the literal meaning of the text.

Summary

This book compares and contrasts the ways in which different birds look after their young.

Other books at this level



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