

**National Bird Week**

**17–23 Oct. 22**

# **Birds, Birds, Birds, Birds!**

**(Foundation–Year 2)**

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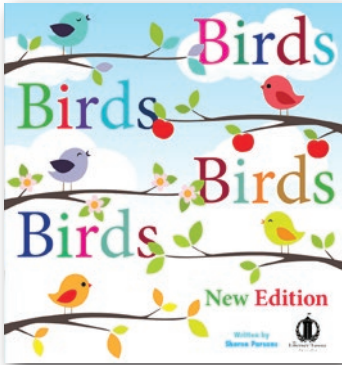
1. *Birds* Student Book Pages 1–3
2. *Birds* Teacher Edition Pages 1–3
3. *Birds* Activity Sheet – Description / Inquiry



**The Literacy Tower Australia**



# Literacy Tower Australia ORDER FORM



Student book



Teacher Edition

## Birds, Birds, Birds, Birds

New Edition 2020

Level 10 8 pages Years F–2

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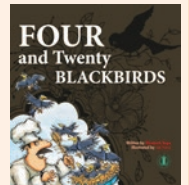
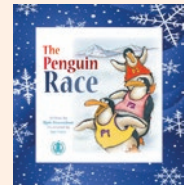
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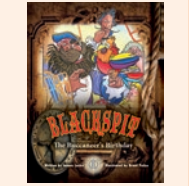


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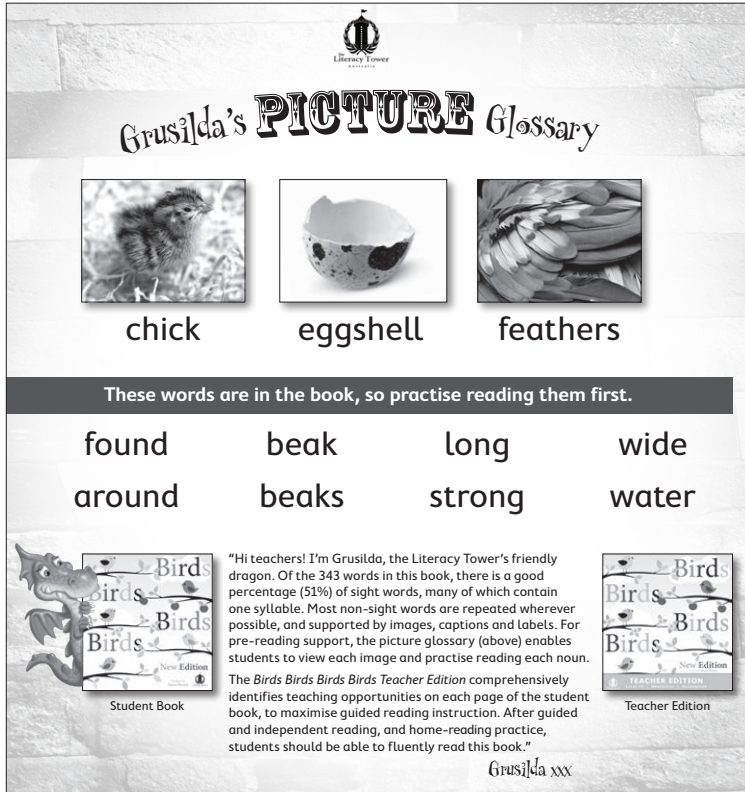
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#### STUDENT BOOK

#### Inside Front Cover and Page 1



Grusilda's **PICTURE** Glossary

chick      eggshell      feathers

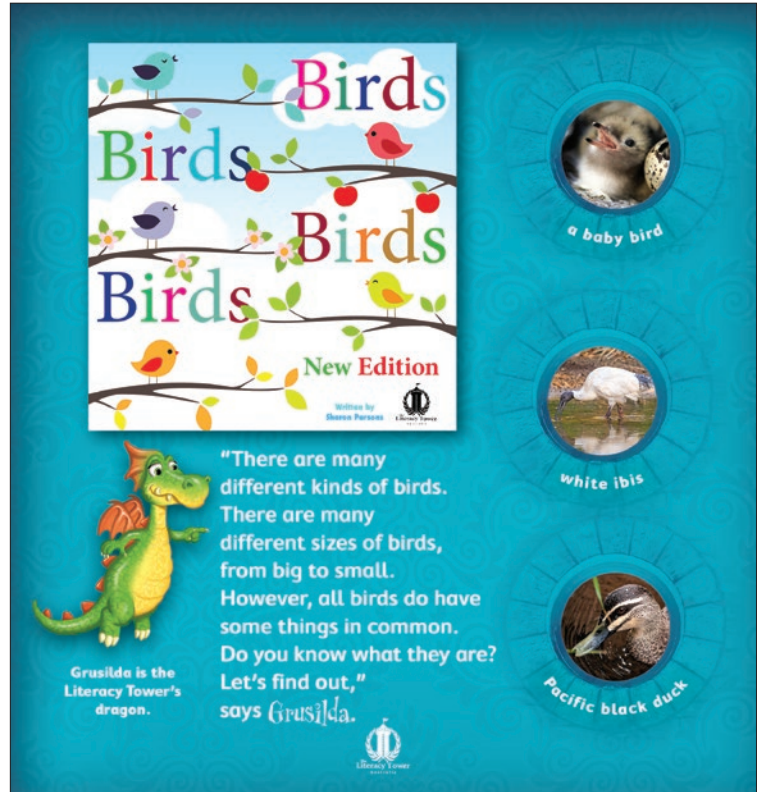
These words are in the book, so practise reading them first.

found	beak	long	wide
around	beaks	strong	water

"Hi teachers! I'm Grusilda, the Literacy Tower's friendly dragon. Of the 343 words in this book, there is a good percentage (51%) of sight words, many of which contain one syllable. Most non-sight words are repeated wherever possible, and supported by images, captions and labels. For pre-reading support, the picture glossary (above) enables students to view each image and practise reading each noun.

The *Birds Birds Birds Birds Teacher Edition* comprehensively identifies teaching opportunities on each page of the student book, to maximise guided reading instruction. After guided and independent reading, and home-reading practice, students should be able to fluently read this book."

Grusilda xxx



**Birds**  
**Birds**  
**Birds**  
**Birds**  
New Edition

Written by  
Gisela Peters

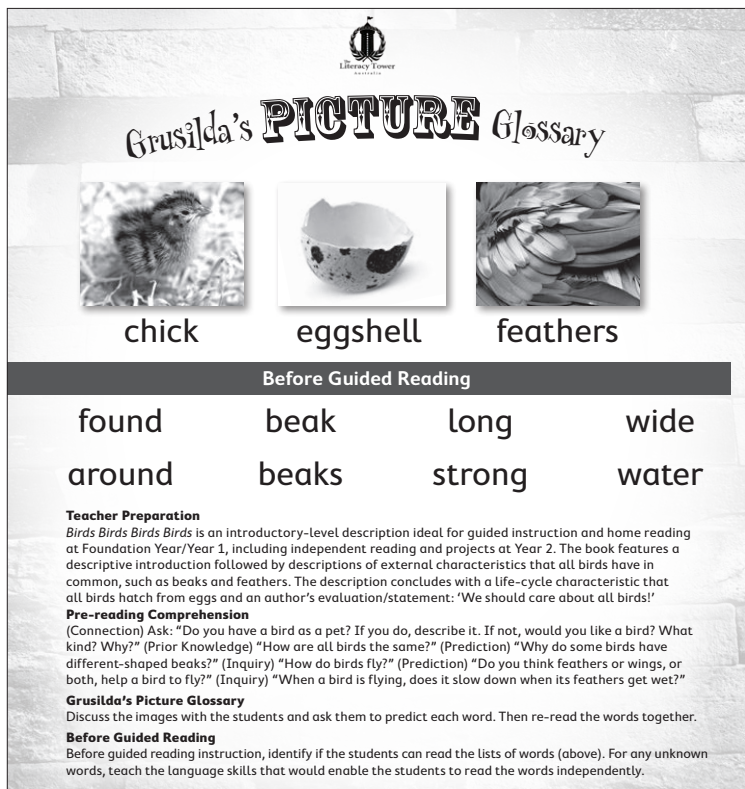
Grusilda is the Literacy Tower's dragon.

"There are many different kinds of birds. There are many different sizes of birds, from big to small. However, all birds do have some things in common. Do you know what they are? Let's find out," says Grusilda.




a baby bird  
white ibis  
Pacific black duck

#### TEACHER EDITION

#### Inside Front Cover and Page 1



Grusilda's **PICTURE** Glossary

chick      eggshell      feathers

Before Guided Reading

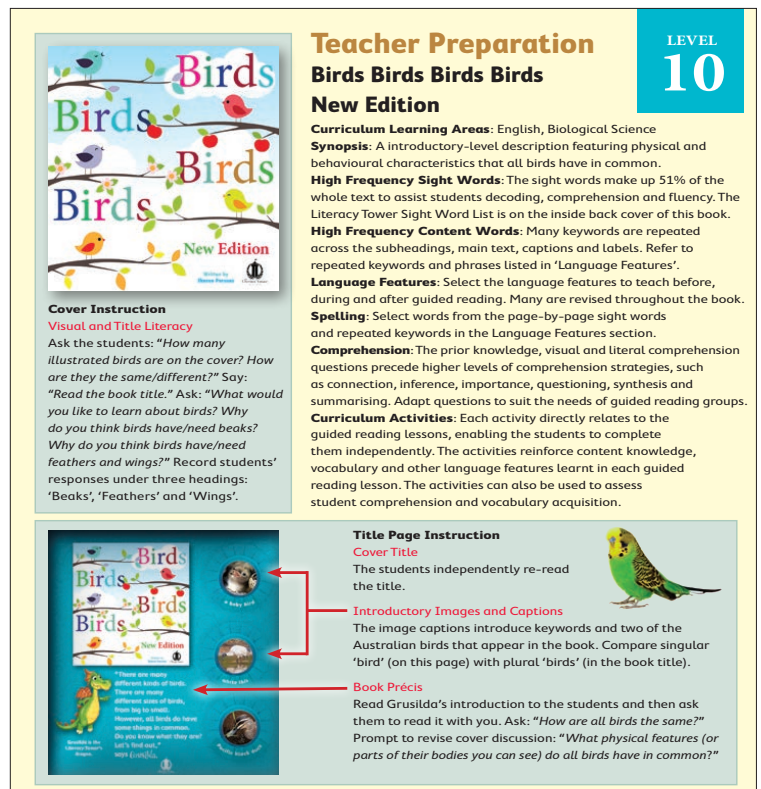
found	beak	long	wide
around	beaks	strong	water

**Teacher Preparation**  
*Birds Birds Birds Birds* is an introductory-level description ideal for guided instruction and home reading at Foundation Year/Year 1, including independent reading and projects at Year 2. The book features a descriptive introduction followed by descriptions of external characteristics that all birds have in common, such as beaks and feathers. The description concludes with a life-cycle characteristic that all birds hatch from eggs and an author's evaluation/statement: 'We should care about all birds!'

**Pre-reading Comprehension**  
(Connection) Ask: "Do you have a bird as a pet? If you do, describe it. If not, would you like a bird? What kind? Why?" (Prior Knowledge) "How are all birds the same?" (Prediction) "Why do some birds have different-shaped beaks?" (Inquiry) "How do birds fly?" (Prediction) "Do you think feathers or wings, or both, help a bird to fly?" (Inquiry) "When a bird is flying, does it slow down when its feathers get wet?"

**Grusilda's Picture Glossary**  
Discuss the images with the students and ask them to predict each word. Then re-read the words together.

**Before Guided Reading**  
Before guided reading instruction, identify if the students can read the lists of words (above). For any unknown words, teach the language skills that would enable the students to read the words independently.



**Teacher Preparation**  
**Birds Birds Birds Birds**  
New Edition

**LEVEL 10**

**Curriculum Learning Areas:** English, Biological Science  
**Synopsis:** An introductory-level description featuring physical and behavioural characteristics that all birds have in common.  
**High Frequency Sight Words:** The sight words make up 51% of the whole text to assist students decoding, comprehension and fluency. The Literacy Tower Sight Word List is on the inside back cover of this book.  
**High Frequency Content Words:** Many keywords are repeated across the subheadings, main text, captions and labels. Refer to repeated keywords and phrases listed in 'Language Features'.  
**Language Features:** Select the language features to teach before, during and after guided reading. Many are revised throughout the book.  
**Spelling:** Select words from the page-by-page sight words and repeated keywords in the Language Features section.  
**Comprehension:** The prior knowledge, visual and literal comprehension questions precede higher levels of comprehension strategies, such as connection, inference, importance, questioning, synthesis and summarising. Adapt questions to suit the needs of guided reading groups.  
**Curriculum Activities:** Each activity directly relates to the guided reading lessons, enabling the students to complete them independently. The activities reinforce content knowledge, vocabulary and other language features learnt in each guided reading lesson. The activities can also be used to assess student comprehension and vocabulary acquisition.

**Cover Instruction**  
**Visual and Title Literacy**  
Ask the students: "How many illustrated birds are on the cover? How are they the same/different?" Say: "Read the book title." Ask: "What would you like to learn about birds? Why do you think birds have/need beaks? Why do you think birds have/need feathers and wings?" Record students' responses under three headings: 'Beaks', 'Feathers' and 'Wings'.

**Title Page Instruction**  
**Cover Title**  
The students independently re-read the title.

**Introductory Images and Captions**  
The image captions introduce keywords and two of the Australian birds that appear in the book. Compare singular 'bird' (on this page) with plural 'birds' (in the book title).

**Book Précis**  
Read Grusilda's introduction to the students and then ask them to read it with you. Ask: "How are all birds the same?" Prompt to revise cover discussion: "What physical features (or parts of their bodies you can see) do all birds have in common?"



### STUDENT BOOK Pages 2–3



Birds can be found all around us.  
There are many kinds of birds.

There are birds that can fly.

There are big birds.  
*The biggest bird is an ostrich.*

There are small birds.  
*The smallest bird is a bee hummingbird.*

There are more than ten thousand kinds of birds.


*The Australian king parrot can fly.*

There are birds that can not fly.  
*The emu can not fly.*

So how are all birds the same?

### TEACHER EDITION Pages 2–3

**Pages 2 and 3**  
**Description – Introduction**  
Introduces the subject of birds, by describing some general characteristics, such as their size and flight capabilities.  
**Visual Comprehension**  
Before reading, ask: "Which birds do you know? Have you seen the birds you can't name? In real life, which of these birds might be the biggest? Which birds might be small? Do you know why?" Ask the inquiry question (p. 2): "How are all birds the same?"  
**Vocabulary Instruction**  
Refer to the chart (opposite) for pre-reading instruction. Dependent on student readiness, some (or all) of the word lists can be used for spelling practice.



Birds can be found all around us.  
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There are more than ten thousand kinds of birds.

*The Australian king parrot can fly.*

There are birds that can not fly.  
*The emu can not fly.*

So how are all birds the same?

**Vocabulary Instruction**  
These words are on pages 2 and 3.

<b>b</b>	<b>ou</b>
be	found
bee	around
bird	thousand
birds	
big	
biggest	
<b>m</b>	<b>all</b>
many	small
more	smallest

**Pages 2 and 3**  
**Print Features**  
Bold-font inquiry question: How are all birds the same?  
Larger-font main text: provides level-appropriate text for guided reading  
Smaller-font italicised text: captions support images and provide extension text  
**Language Features**  
Words starting with 'b': be (1), bee (1), bird (2), birds (8), big (1), biggest (1)  
Words containing 'ou': found, around, thousand  
Repeated phrases: there are (6); there are birds that can (2); can fly (2); can not fly (2)  
Adjectives 'many', 'more': many (kinds of birds); more (than ten thousand kinds of birds)  
Adjectives ending in '-est': biggest, smallest  
Related adjectives: small, smallest; big, biggest  
Rhyming words: all, small  
Antonyms: big, small  
Number words: (more than) ten thousand

**Comprehension – Prior Knowledge, Literal, Multiple Choice, Inference, Estimation, Visual, Connection, Prediction**  
**(Prior Knowledge)** Write two headings: 'Big birds' and 'Small birds'. Ask the students to share known birds that are big and small. List their responses under either heading.  
**(Visual, Connection)** "Look at the photos of birds. Which bird would you like to learn more about? Why?" **(Literal, Multiple Choice)** "Are there ten, ten thousand or ten million kinds of birds?" **(Inference, Estimation)** "If there are more than ten thousand different kinds of birds around the world, how many birds might there be?" **(Literal)** "Which bird is the biggest in the world? Which bird is the smallest? Which Australian bird can fly? Which Australian bird can not fly?" **(Prediction)** "So, how are all birds the same? We'll find out about one feature on the next page."  
**Activity – English, Arts, Geography and Science**  
Pre-activity: Discuss places where different kinds of birds have been seen in your local environment. Then introduce the sequence of tasks for this activity.  
Activity: The students write two headings: 'Big birds' and 'Small birds'. Next, they draw big birds and small birds under each heading. Last, they write name labels.

**Pages 2 and 3 Sight Words**  
Read and revise these sight words to assess which words should be used for spelling. Many of the words appear throughout the book:  
a, all, an, are, be, big, can, do, have, how, is, many, more, not, of, so, than, that, the, there, us, what, (number) ten.

Student name \_\_\_\_\_

## Teacher Notes

**Biological Sciences:** Identify that living things, such as birds, have a variety of external features which determine how they look and move.

**English and Maths:** Use adjectives and superlatives to describe and compare the size of different species of birds.

**Inquiry Revision:** Look at the birds below. How are these birds the same?

**Revise and prepare for 1.** In this context, explain that 'found in' means the same as 'native to' Australia. Which birds are native to Australia?



Reader (FY-Y2)

## 1. Colour in two birds that are found in Australia.

Birds can be found all around us.  
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*The smallest bird is a bee hummingbird.*

There are more than ten thousand kinds of birds.

There are birds that can fly.  
*The Australian king parrot can fly.*

There are birds that can not fly.  
*The emu can not fly.*

So how are all birds the same?



## 2. Write a caption about the biggest bird.

## 3. Write 5 words that begin with b.

✓ birds

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_