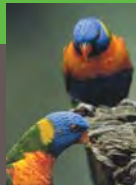
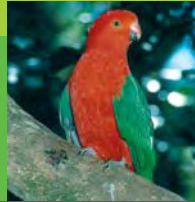


# Rainforest Birds



alphakids

Written by Keith Pigdon



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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

- All birds featured in the book are part of the same rainforest habitat
- A contents page is provided
- A diagram is included to show which bird lives at each level of the rainforest
- An index is provided

## Vocabulary

canopy, cassowary, forest floor, levels, lorikeets, mound, nectar, pollen, predators, rainforest, understorey

## Setting the context

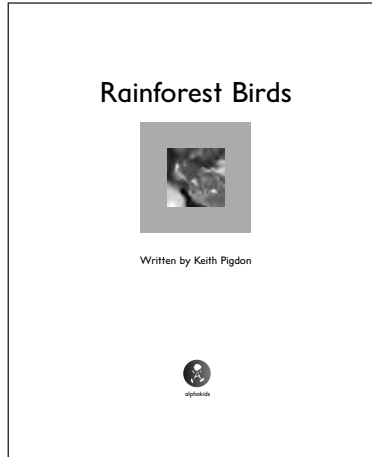
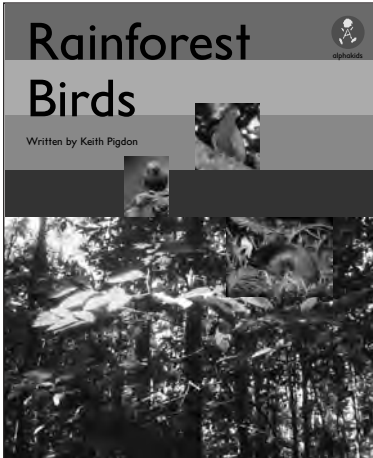
*Have you ever been to a rainforest? What was it like?*

*What is a rainforest?*

*What is the floor of the rainforest like? Which animals live there? How do they find food?*

*What is the rainforest like higher up? What animals live there? How do they find food?*

*What other parts of the rainforest are there? What are these parts like?*



## Front cover and title page

*What is on the front cover that indicates what type of book this will be?*

*What is interesting about the design of the front cover?*

Brainstorm the title by asking the children to think of what kind of information may be included in the book.

This could be written on a chart and reviewed after the book has been read.

● **Predict**

*What will we find in the table of contents? How is a table of contents organised? Why would an author use one?*

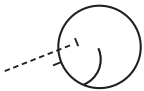
● **Read** to the end of page 3.

● **Reflect**

*Why are different colours used for the headings in the table of contents?*

*Why was a table of contents included in this book?*

*Do we need to read this book from cover to cover?*



**Observe and support**

Can the child explain the graphic device on the page?

*Why are the colours used? What do they tell us?*



## Contents

Introduction	4
The forest floor	6
The understory	10
The canopy	14
The very top	18
How it all fits together	22
Index	24

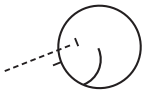
● **Predict**

*What information will be found in the introduction?  
Why are different colour bands included in the illustrations?*

● **Read** to the end of page 4.

● **Reflect**

*What would the author need to know to write this introduction?  
Why do birds live at different levels of the rainforest?*



**Observe and support**

Ask one child to read aloud to you while the others are reading silently. Can the child read the text fluently?

*I liked the way that sounded when you read it.  
It made it easy for me to understand.*

## Introduction

Many different kinds of birds live in a rainforest.

Some birds live on the ground. Some live in small plants or in the trunks of large trees. Some live in the branches of large trees. Others live at the very top of the rainforest in the tallest trees of all.

Birds find the food they need and safe places for their nests at different levels of the rainforest.



● **Predict**

*What does ‘forest floor’ mean?*

*What will the birds living on the forest floor eat?*

*How will they keep safe from predators?*

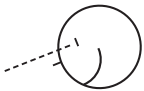
● **Read** to the end of page 8.

● **Reflect**

*What are the similarities between the two birds discussed in this section?*

*How was the forest floor described?*

*Were the colour bands used again? What did they tell you?*



**Observe and support**

Can the child use information in the photographs and text to understand new vocabulary?

*What is a cassowary? What helped you to work that out?*



## The forest floor

Some birds live on the ground of the rainforest. This is called the forest floor.

On the forest floor, large trees block out most of the sunlight. Leaves, flowers and fruit from the trees fall onto the forest floor.



The brush turkey feeds on insects, fruit and seeds on the forest floor. It builds a large mound on the ground to hatch its eggs. It only flies up into the trees to sleep or to escape from predators.

6



7

The cassowary is a bird that cannot fly. The cassowary finds its food on the forest floor. It eats fruit which has fallen from the trees and dead animals on the ground.

It gathers fallen leaves to make its nest.

The forest floor

8



9

● **Predict**

*What does 'understorey' mean?*

*Look at the illustrations on pages 10 to 13. What do you think the birds that live on this level of the rainforest will be like?*

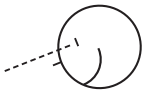
● **Read** to the end of page 13.

● **Reflect**

*What do these birds feed on?*

*Are they similar in any way? How?*

*Where do they build their nests?*



**Observe and support**

Can the child understand the inferences in the text?

Example: *Why does the riflebird build a nest in the tops of small trees?*

## The understorey

Some birds live in the understorey.  
Small plants and trees and the trunks of big trees  
are found here.

Not much sunlight reaches this level.



10

This riflebird flies among the trees and clings to  
the bark to eat fruit, insects and spiders.  
It uses its long bill to find food in the bark.

It builds a nest in the tops of smaller trees.



11



12

This tree creeper lives on the trunks  
and branches of rainforest trees.  
It climbs along the branches looking  
for food. It holds on to tree trunks  
with its claws and uses its sharp beak  
to find insects and spiders under the  
bark.

The tree creeper makes its nest inside a  
hollow part of a tree.


## The understorey



13

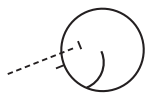
## **Predict**

*Look at the illustrations on pages 14 to 17.  
How do you think the canopy will be described? Why?  
Tell me some words you think the author may include in  
this section.*

 **Read** to the end of page 16.

## **Reflect**

*What birds did the author introduce in this section?  
What was special about them?  
Why do they make the canopy their home?*



## **Observe and support**

If meaning is lost while the child reads, try the following prompts:

*What would make sense here? Can you tell me what this means? Look at the picture. What could you try?*

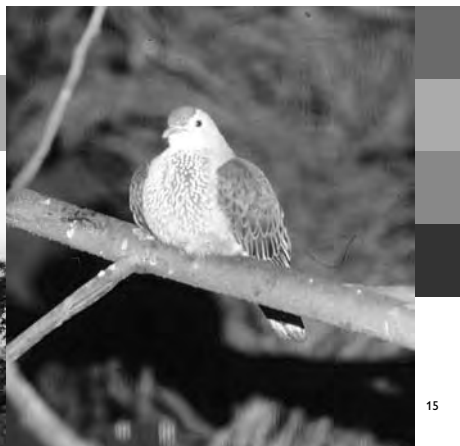
## The canopy

Some birds live high above the ground in the canopy. The branches of large trees make up the canopy. It is the thickest part of the rainforest. Sunlight reaches the top of the canopy.

Most animals in the rainforest live at this level.



This fruit dove feeds in the canopy of the rainforest. It eats fruit from more than fifty different kinds of trees and vines that grow in the rainforest.



During the day, this owl rests in the canopy. As the sun goes down the owl moves around the rainforest looking for small animals to feed on.

It builds its nest in a hollow part of a tree trunk.

## The canopy



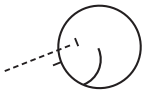
● **Predict**

*What do you think ‘the very top’ means?  
What might be special about the birds that live at this level?*

● **Read** to the end of page 20.

● **Reflect**

*How was this level of the rainforest described?  
What did you learn about lorikeets and king parrots?  
Were the colour bands useful when reading this book?  
Why?*



**Observe and support**

Can the child use their knowledge of letter/sound relationships to support their reading?

When the child cannot read the word, ask:

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



These lorikeets mainly feed on flowers and fruit at the top level of the rainforest. They have tongues like brushes. They use their tongues to collect pollen and nectar from flowers.

## The very top

The biggest trees grow at the very top level of the rainforest. They grow above the canopy. Many birds from the canopy visit this level.

Strong winds and hot sun can make the very top of the rainforest a hard place for animals to live.

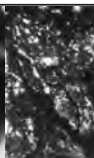


18

19

The king parrot can be found feeding at the very top of the rainforest. It has sharp claws to hold on to branches and a strong beak to break nuts and seeds.

## The very top



20

21

● **Predict**

*What will be included in the section ‘How it all fits together’?*

*What does an index tell us?*

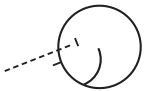
● **Read** to the end of page 24.

● **Reflect**

*What can you tell me about the diagram on pages 22 and 23? Why would the author have included it?*

*What have you learned about rainforest birds from reading this book?*

*How does an index work? Can you demonstrate how to use it?*



**Observe and support**

Does the child notice when errors occur in their reading?

*How did you know that was wrong? What did you think about? What could go there? What would sound right? What would look right?*



# How it all fits together



22

23

## Index

- brush turkey 6
- cassowary 8
- fruit dove 15
- king parrot 20
- lorikeet 19
- owl 16
- riflebird 11
- treecreeper 13



24

## 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 the different levels of a rainforest?*

*Which birds live on the forest floor?*

*What do they eat?*

*What is it like at the very top of the rainforest?*

*Why do birds live in the rainforest?*

*What other animals could live in the rainforest?*

### Being a code breaker

Children may like to explore the following language features:

- compound words: rainforest, sunlight, cannot, understorey, riflebird, inside
- use of similes: ‘tongues like brushes’ (page 19)

### Being a text user

*How is this book organised? Is this a useful structure? Why?*

*What did you learn about rainforests by reading this book?*

### Being a text critic

*What does the author of this book want you to know about?*

*Did the author present the information clearly? Why?*

*What other information would you like to know?*

## Responding to text



Children could work in cooperative groups to make a mural showing the different layers of the rainforest and the birds that live there. Encourage the use of labels and captions to add information to the mural.



Children could make bird masks of some of the birds shown in the book. They could wear these masks and then explain where they live in the rainforest and what they eat. The masks could be displayed with a sentence describing a characteristic of the bird.



Children could represent the compound words in the book as pictures, e.g. rain/forest. This activity could be modelled first and then children could be given the task of finding others in the text to illustrate.

## Possible assessment focus

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Can the child:

- explain the features of a report?
- use the information in the book to explain why these birds live in different parts of the rainforest?
- say how the birds in the school garden differ from the birds in the book?



whole text activity



sentence activity



word activity

## Writing links

### Shared writing

In collaboration, children could read other books about rainforests to research other animals that live there. This could be used as the basis for writing their own text, 'Rainforest Animals'. Some guiding questions could be provided:

*What is it?*

*Where does it live?*

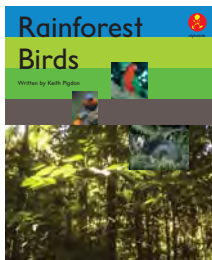
*What does it look like?*

*What does it eat?*

*How does it keep itself safe?*

### Independent writing

Children could design a poster of a bird that lives in the rainforest. Encourage the use of captions and labels to provide information.



## Teacher Edition

**Topic:** Rainforest birds

**Curriculum link:** Science

**Text type:** Report

**Reading level:** 24

**Word count:** 520

**Vocabulary:** canopy, cassowary, forest floor, levels, lorikeets, mound, nectar, pollen, predators, rainforest, understorey

### Possible literacy focus

Understanding the features of a report.

Using graphic devices and captions to interpret information.

Comparing rainforest birds with birds seen around the school garden.

### Summary

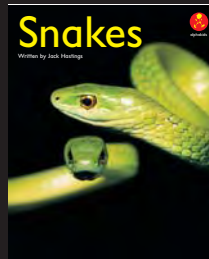
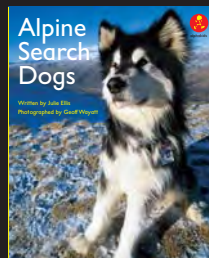
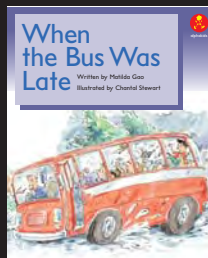
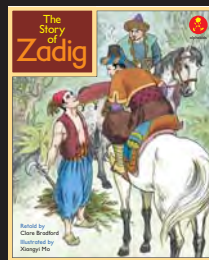
This book is about a range of birds that live, feed and nest in different parts of the rainforest. All birds featured in the book are part of the same rainforest habitat.

ISBN 0-7253-3299-9



9 780725 332990

Other books at this level



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