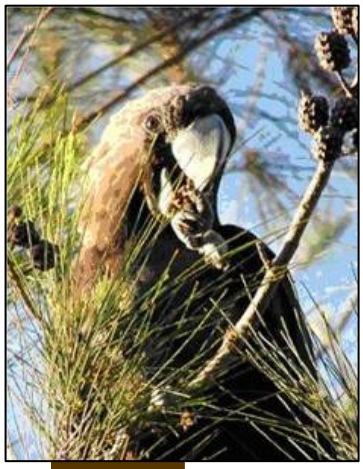

Unit One –
It's About the Birds

Unit Lesson Overview
Years P-3

Dedicated to a better Brisbane

Reference and copyright information
This resource was developed by the Glossy Black Conservancy and SEQ Catchments Ltd, 2008 with funding from the Australian Government.

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Brisbane
Resource drafting by EnviroCom Australia®

Introduction

The Glossy Black Conservancy is committed to the protection of the Glossy Black-Cockatoo across Australia. In Queensland, the Glossy Black-Cockatoo is a threatened species (listed in the *Nature Conservation Act 1992* as vulnerable) and is under pressure from development, habitat destruction and habitat fragmentation.

The Glossy Black-Cockatoo is a highly specialised bird, with a limited number of specific food sources, particular nesting requirements and a slow reproductive rate. Consequently it is highly susceptible to natural disasters and the pressures of urbanisation and development.

The Glossy Black Conservancy educates the community about the plight of this very special bird. In addition the Conservancy collects information on bird movements and numbers, as well as specific sites used by the Glossy Black-Cockatoo to feed, roost or drink. The Conservancy are asking the community to contribute to this data collection effort. More information on reporting Glossy Black-Cockatoos can be found at the Conservancy's website www.glossyblack.org.au.

The information collected is available to the public in a regular newsletter (also available from the website). It is also provided to planners and developers, in government and private industry, to raise awareness of the sites and resources used by the Glossy Black-Cockatoo.

This unit, one of four in a series of school education resources, focuses on the identification of Glossy Black-Cockatoos and their special adaptations. The unit focuses on helping students to understand that the birds are very special and highly specialised.

The four educational units available are:

1. ***It's About the Birds (adaptations and structures)*** - lesson plans and activities would target early primary, or learning outcomes by the end of Year Three.
2. ***Where Glossy Blacks live and feed (habitat and environments***) - lesson plans and activities would target middle to late primary, and learning outcomes by the end of Year Five - Seven.
3. ***Finding the Glossy Black (a field study)*** - lesson plans and activities would target early secondary school and learning outcomes by the end of Year Nine.
4. ***Managing and Protecting the Glossy Black (decisions and considerations for environmental management)*** - lesson plans and activities would target senior students and learning outcomes by the end of Year Twelve.

Unit One – It's About the Birds (adaptations and structures)

Introduction

In this unit students will investigate the adaptations and characteristics of Glossy Black-Cockatoos and how these make them special. Students will also understand how these adaptations and characteristics help the Glossy Black to survive and also contribute to its status as a threatened species.

Students will have an opportunity to touch, explore, draw and create in order to fully explore how the Glossy Black-Cockatoo is adapted to live in its natural environment.

Key Concepts

The key concepts considered in this unit of work include:

- Glossy Black-Cockatoos have special features.
- Glossy Black-Cockatoos are threatened.
- Different beaks, feathers, feet and tails have special uses.

Unit Overview

5 E's Phase	*Lesson*
Engage – to capture and discover	• Feathers, beaks and tails • Wingspans
Explore – to have shared and/or hands on experiences	• PowerPoint (See PowerPoint notes and PowerPoint presentation on CD) • Growing up – it's never easy
Explain – to demonstrate what has been learnt in the exploring phase	• My beak is different to your beak • Spot the difference, not all Black-Cockatoos have the gloss
Elaborate – to build understanding, through additional investigation	• Investigation: Why do birds have colours?
Evaluate – to review and reflect on learning	• The Glossy Black is special because…

Linking Locally

Invite a local Council Officer to explain how the habitat of vulnerable species, such as the Glossy Black-Cockatoo, is protected when new houses or roads are built.

Contact local environment or bird groups to find people with specific information on Glossy Black-Cockatoos in your area.

Review the information on the Glossy Black Conservancy website (http://www.glossyblack.org.au/); the back issues of the newsletters identify recent or past sightings of Glossy Black-Cockatoos in your area. Contributing to this information source is also strongly encouraged.

The Queensland Museum offers a loan service for subscription schools. Information on this service can be found at http://www.qm.qld.gov.au/education/loans/loans_subscription.asp.

While the loan service does not currently include a Glossy Black-Cockatoo specimen, it does include a range of birds, eggs, nests and other habitat information that may enhance the teaching within this unit.

Taking Action

One aim of the Glossy Black Conservancy is to encourage community groups, including schools, to track Glossy Black-Cockatoo populations in the region. You can help this effort by reporting sightings of Glossy Black-Cockatoos or the location of their feed trees. The information will assist in protecting resources and habitat for the birds.

Glossy Black-Cockatoos are limited in their range by the availability of feed trees, nesting sites and water sources. To assist the Glossy Black-Cockatoo, you can provide additional feeding sites by planting trees, establish safe water sources such as ponds and bird baths and protect nesting sites by not clearing all old and established trees (particularly those that contain hollows).

Essential Learnings

Essential Learnings for this unit	
Knowledge and Understanding	**Ways of Working**
Key Learning Area (KLA) *SOSE*	
Students know and understand: ▪ Resources and environments can be used, conserved and protected by valuing and applying sustainable practices	**Students are able to:** ▪ Pose questions for investigations ▪ Plan simple investigations based on questions ▪ Identify and collect information and evidence from narratives and familiar sources ▪ Participate in group decision making to achieve goals
Key Learning Area (KLA) *Science*	
Students know and understand: ▪ Animals, plants and non-living things have different features/characteristics ▪ Offspring have similar characteristics to their parents ▪ Change occurs during the life cycle of living things ▪ Living things depend on the environment and each other	**Students are able to:** ▪ Pose questions and make predictions ▪ Plan activities and simple investigations, and identify elements of a fair test ▪ Identify and collect data, information and evidence ▪ Use identified tools, technologies and materials ▪ Draw conclusions and give explanations, using data, information and evidence ▪ Communicate scientific ideas, data, information and evidence, using terminology, illustrations or representations
Key Learning Area (KLA) *Arts*	
Students know and understand: ▪ Media techniques and practices, including crop, print, record/capture and sequence images, sounds and words, are used to create media texts ▪ Regular, irregular, open, enclosed, overlapped and adjacent shapes are used to create categories and position ▪ Line is used to suggest movement and direction	**Students are able to:** ▪ Select ideas for arts works, considering particular audiences and particular purposes, using arts elements and languages ▪ Create and shape arts works by combining arts elements to express personal ideas, feelings and experiences ▪ Practice arts works, using interpretive and technical skills

Lesson One: *Feathers, beaks and tails*

Lesson Overview

Students are engaged in learning about the Glossy Black-Cockatoo by identifying physical characteristics of the birds by completing a puzzle.

Lesson Objectives

Students should be able to:

- Identify the features of a bird.
- Recall at least one fact about the characteristics of the Glossy Black-Cockatoo.
- Formulate a picture of a Glossy Black-Cockatoo.

Equipment

For the class:

- Large cut out jigsaw of a Glossy Black-Cockatoo
- Blu-tak or similar

For each student:

- Black line master (BLM) of Feathers, Beaks, Tails and Feet

Preparation

- Review the Glossy Black-Cockatoo PowerPoint and presenter's notes to familiarise yourself with the physical characteristics of the Glossy Black-Cockatoo.
- Create a display space entitled 'The Glossy Black-Cockatoo'. Headings should include:
  - Feathers, Beaks, Tails and Feet
  - Life cycle of the Glossy Black-Cockatoo
  - Why do birds have colours?
  - The Glossy Black-Cockatoo is special because…
- For information and examples of teaching strategies and organisational charts as mentioned in the lesson steps: Global Education (Templates) http://www.globaleducation.edna.edu.au/globaled/go.

Lesson steps

1. Using a KWL organisational chart, record students' responses as to what they know about birds and the Glossy Black-Cockatoo (K) and what they want to know (W). NB: What I have learnt (L) will be revisited throughout and at the conclusion of the unit.
2. To determine prior knowledge, ask students about the different characteristics or body parts of a bird, (use the BLM Feathers, Beak, Tails and Feet). Ask students to draw specific parts or record key information; complement this by placing images, photos on the board.
3. To reinforce this learning, use the image of the Glossy Black-Cockatoo on the following page to make a jigsaw that can be assembled by students.
4. Talk about the Glossy Black-Cockatoo and how it is special, with particular reference to its physical characteristics.
5. The accompanying photographs and background information on other birds can be used to compare the physical characteristics of the Glossy Black-Cockatoo with other birds.

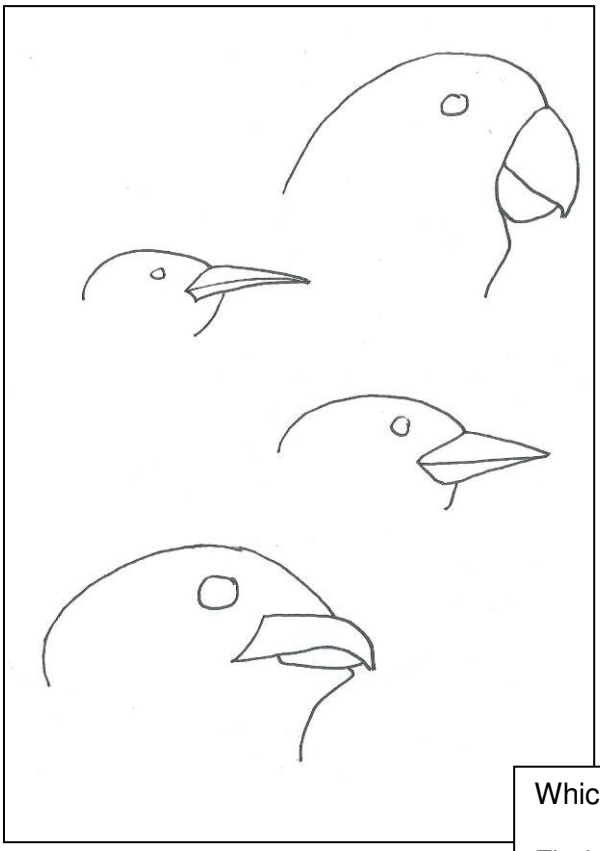
Curriculum links

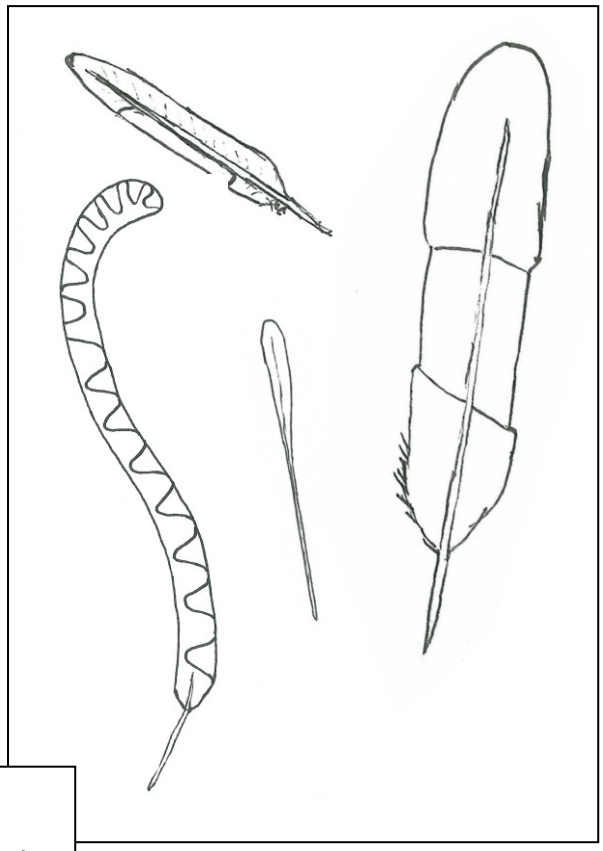
The Arts: Media

English: Reading and Viewing; Writing and Designing

Science: Life and Living

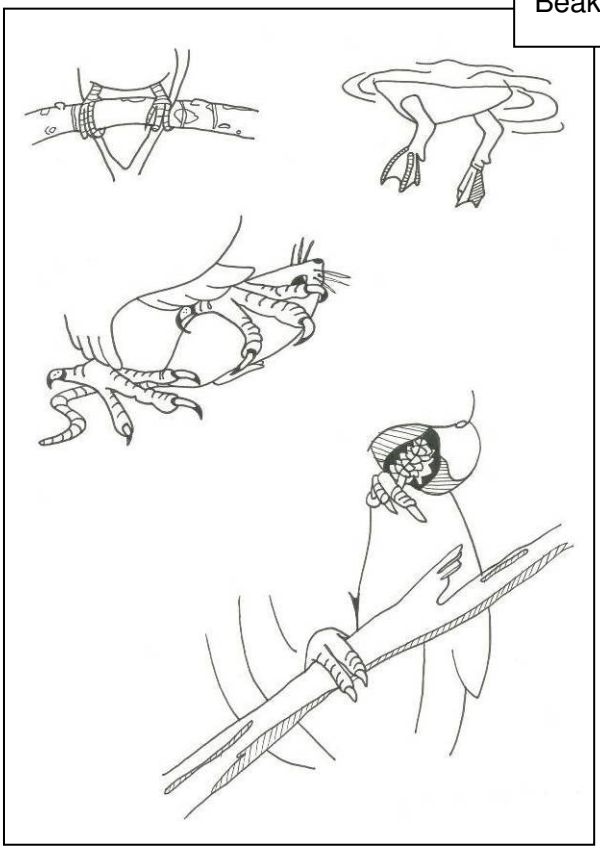
Print and cut into a class jigsaw

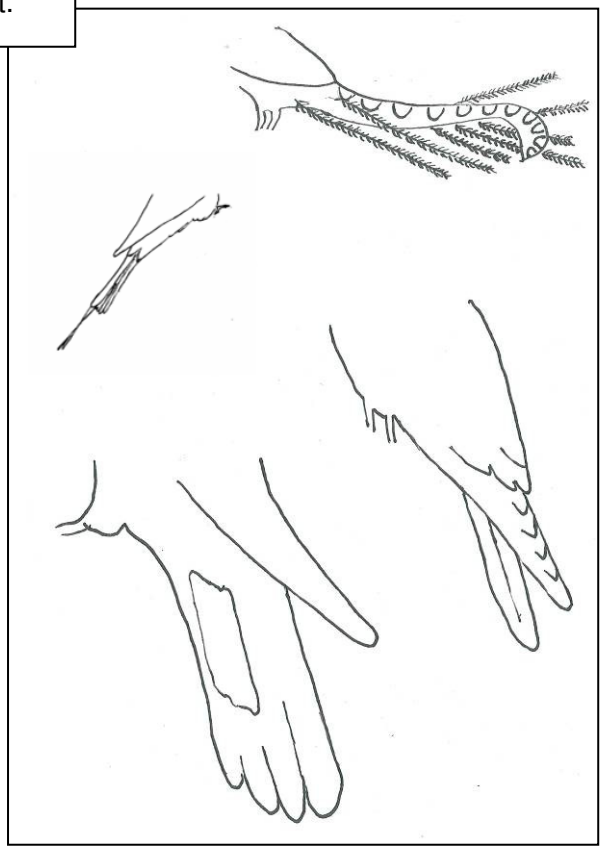




Which one am I?

Find the Glossy Black-Cockatoo Feather, Beak, Tail and Feet.





Background information for other birds. This will assist in comparing and contrasting the adaptations of the Glossy Black-Cockatoo and identify which adapted body part (above) belongs with the Glossy Black-Cockatoo.

Adaptations, Feeding and Predators	Image
Rainbow Bee Eater **Adaptations** A medium sized bird camouflaged to blend with flowering plant environments. Commonly found near water. Long bill to catch and kill stinging insects without being harmed by their venom. **Food sources** Stinging insects (bees and wasps) Dragonflies Rainbow Bee Eaters catch insects while flying and kill them by bashing them on branches before swallowing them. They will also rub off the venom sacks of bees on branches before swallowing the insect. **What eats them?** Foxes and other ground mammals may burrow into nests and eat eggs and chicks. Snakes (pythons) will do likewise.	 http://www.anhs.com.au/rainbowbeeeater.htm
Superb Lyrebird **Adaptations** The male lyrebird has a large 'display' tail to help attract and impress potential mates. They build a ground nest of leaves and sticks (a large dome) between buttress tree roots. Lyrebirds are famous for mimicking noises in the forests, including other birds and animal calls and mechanical noises. **Food sources** Ground dwelling insects found in leaf litter. **What eats them?** Foxes and other ground mammals (dogs, cats and dingos) may eat lyrebirds or dig into the nest for eggs and chicks. They use their dull colours for camouflage to avoid these predators.	 http://photos.rnr.id.au/birds_lyrebird.html
Rainbow Lorikeet **Adaptations** The tongue of the Rainbow Lorikeet is tipped with a brush like end to collect nectar and pollen from flowers. They flock together to help protect themselves (like schools of fish). **Food sources** Mainly nectar and pollen from flowers, but also fruit and seeds. **What eats them?** Birds of prey, such as Peregrine Falcons.	 http://www.idilium.com/Australian_Wildlife/birds/rainbow_lorikeet1m.jpg
Duck **Adaptations** Ducks have oily feathers to keep the water out, webbed feet to help swim and well developed migration strategies. **Food sources** Seeds of aquatic and emergent plants, algae, aquatic insects and their larvae, crustaceans and molluscs. Their bills are designed to grind the food prior to swallowing. **What eats them?** Foxes and other ground mammals (dogs, cats and dingos) may eat ducks or their eggs and chicks. Snakes (pythons) will do likewise.	 http://upload.wikimedia.org/wikipedia/commons/f/fb/Pacific_black_duck_bibra_wa_gnangarra.jpg

Powerful Owl **Adaptations** Owls have very large eyes for seeing at night and very good hearing to help locate prey. Owls fly quietly due to barbed and linked feathers that don't rustle and warn their prey. **Food sources** Small mammals, insects and lizards. **What eats them?** Pythons and goannas may prey on the eggs and chicks.	 http://www.owlpages.com/pictures/species-Ninox-strenua-9.jpg
Whistling Kite **Adaptations** The Whistling Kite is adapted for soaring and diving to catch prey. They have strong feet (talons) and a sharp beak for tearing their food into bite sized pieces. **Food sources** Fish and other small animals. **What eats them?** Pythons and goannas may eat the eggs and chicks.	 http://upload.wikimedia.org/wikipedia/commons/thumb/8/81/WhistlingKite.jpg/800px-WhistlingKite.jpg
Laughing Kookaburra **Adaptations** Kookaburra's use termite mounds on trees to build their nests. They have a powerful bill to catch and kill prey. **Food sources** Small animals such as birds, snakes, lizards, frogs, insects, mammals and sausages off the BBQ. Food is beaten on branches to kill it before swallowing. **What eats them?** Pythons and goannas, some birds of prey.	 http://upload.wikimedia.org/wikipedia/commons/0/0e/Kookaburra_portrait.jpg
Tawny Frogmouth **Adaptations** Large eyes for feeding after dark. Whisker feathers above their bills to help catch insects. Very powerful beak for catching and killing their prey. Excellent camouflage to protect it during the day when it sleeps and for ambushing prey when feeding. **Food sources** Insects, lizards and small animals. **What eats them?** Large birds of prey and pythons.	 http://www.klein.com/dvk/photos/birds/tawny_frogmouth.jpg

Lesson Two: *Wingspan*

Lesson overview

Using informal measurement students will order the wingspan of a selection of birds and demonstrate how wingspan can influence the bird's accessibility to resources.

Lesson objectives

Students should be able to:

- Define the term wingspan.
- Demonstrate through role play how a bird's wingspan can influence its accessibility to resources.

Equipment

For the class:

- String (90cm in length)
- Support pictures i.e. magpie, pigeon, pelican, lorikeet and the Glossy Black-Cockatoo.
- Bird field guide

For each student:

- Students can build wings and other props to demonstrate special awareness.

Preparation

- Glossy Black-Cockatoos roost (sleep) in old growth woodlands; the trees provide hollows for breeding; hollows can be found in both dead and living trees. Glossy Black-Cockatoos feed in new growth woodlands which can be densely packed with their favoured food tree the Casuarina or she-oak.
- The Glossy Black-Cockatoo's large wings are useful to fly between these two areas, but the size of the wings can become a problem when negotiating the smaller spaces in the feeding areas. For this reason the Glossy Black-Cockatoo generally lands on top of the tree and starts feeding from the highest branches. Other birds found in similar habitats are included in the comparative table and lesson exercises.

Lesson steps

1. Introduce the concept of wingspan – have students extend their arms, 'if you were a bird, this would be your wingspan'.
2. Using a piece of string or the like, show students the wingspan of a Glossy Black-Cockatoo (90cm). Compare with the class (e.g. student heights and arm-spans).
3. Using the support pictures provided of other birds, such as the Magpie, Scaly-breasted Lorikeet, Laughing Kookaburra and Brown Thornbill, have students determine whether these birds are bigger or smaller than the Glossy Black-Cockatoo.
4. Discuss the Glossy Black-Cockatoo and how special it is; making reference to the wingspan ('do you think a Glossy Black-Cockatoo could fly through our door?'). Introduce information on its habitat requirements such as roosting and feeding trees.
5. Culminating activity – Role play. Choose three students to play the part of Glossy Black-Cockatoos; allocate other students to play trees and a water hole. Arrange the 'trees' in two groups; the first group is a roosting area and the trees are large and spaced apart; the second group is a feeding area and the trees are close together; choose a spot in this area for the water hole. Have the 'Glossy Black-Cockatoos' extend their wings and fly around to collect food, drink and roost.
6. Record what the students have learnt about wingspan and the Glossy Black-Cockatoo.

Curriculum links

The Arts: Drama

English: Language

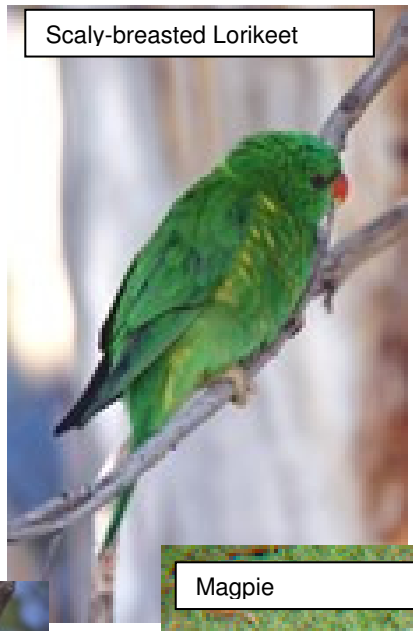
Mathematics: Measurement; Number; Space

Science: Life and Living

SOSE: Place and Space

Comparative Birds

Bird	Food Source	Size	Image Reference
Magpie	Insects and their larvae	40cm long 85cm wingspan	Australian Magpie. Photo: R Major © Australian Museum
Laughing Kookaburra	Small animals, including snakes, lizards, frogs, moths and insects.	40cm long 65cm wingspan	Laughing Kookaburra. Photo: G Threlfo © Australian Museum
Scaly-breasted Lorikeet	Nectar and pollen from flowers – they lick it out with their tongue	23cm Long 40cm wingspan	Scaly-breasted Lorikeet. Photo: K Vang and W Dabrowka / Bird Explorers © K Vang and W Dabrowka / Bird Explorers
Brown Thornbill	Small insects on trees	9cm long 15cm wingspan	Brown Thornbill Photo: K Vang and W Dabrowka / Bird Explorers © K Vang and W Dabrowka / Bird Explorers
Glossy Black-Cockatoo	Casuarina seeds	48cm long 90cm wingspan	Glossy Black Conservancy


Scaly-breasted Lorikeet


Laughing Kookaburra


Magpie


Brown Thornbill

Lesson Three: *Growing up – it's never easy*

Lesson Overview

Using sequencing skills, the concept of life cycles will be introduced and explored.

Lesson objectives

Students should be able to:

- Identify and construct the life cycle of a Glossy Black-Cockatoo using collage.

Equipment

For the class:

- Teacher's master of BLM – Life Cycle of a Glossy Black-Cockatoo

For each student:

- BLM of Life Cycle of the Glossy Black-Cockatoo.
- Collage materials (i.e. cotton wool, bark, paint, crayons, coloured paper).

Preparation

- Heading for display space 'Life Cycle of a Glossy Black-Cockatoo'.
- Review BLM – Life Cycle of a Glossy Black-Cockatoo; PowerPoint and presenter's notes.
- Collate information/images of life cycles of common animals.

Lesson steps

1. Define the term life cycle. Provide examples of familiar life cycles, such as the caterpillar or the chicken.
2. Using the activity sheet discuss the lifecycle of a Glossy Black-Cockatoo.
3. Using the blank sheet ask students to cut out and identify each stage of the life cycle; then using collage materials make a display that further illustrates key points in the cycle. Recreate lifecycle using cut outs and collage.

Curriculum links

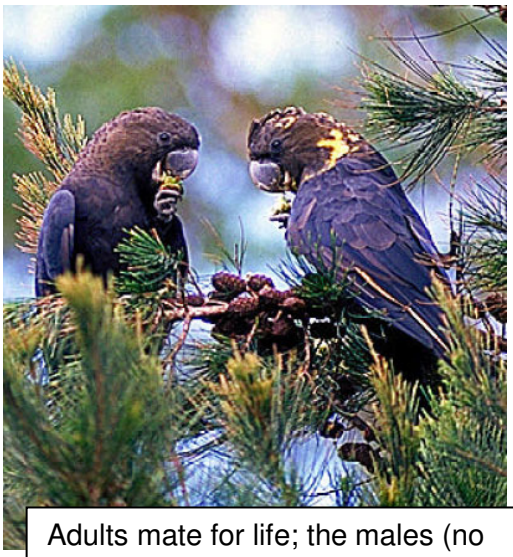
The Arts: Visual Arts

English: Writing and Designing; Language

Mathematics: Number; Measurement

Science: Life and Living

Life Cycle of a Glossy Black-Cockatoo – Teacher's Master



Adults mate for life; the males (no yellow) are easily recognised from the females (yellow cheek patches).

Glossy Black-Cockatoos nest in tree hollows in established forests.

They breed every one to two years and lay only one or two eggs.

Juveniles are dependant on the parents for 12 months to learn feeding and lifestyle habits.

The female broods for approximately three months without leaving the nest hollow. In this period the male feeds the female who in turn feeds the chick.

Life Cycle of a Glossy Black-Cockatoo

Lesson Four: *My beak is different to your beak*

Lesson overview

Through comparative exploration, students will explore the beak and feeding habits of the Glossy Black-Cockatoo.

Lesson objectives

Students should be able to:

- Identify a particular bird and match it to its beak.
- Explain why birds may have different shapes and sizes of beaks.

Equipment

For the class:

- Bird and beak images from Lesson One

For each student:

- BLM Feathers, beaks, tails and feet
- Cardboard cut out of beak
- Scissors
- Hole punch
- 2 pieces of string approximately 30cm in length

Preparation

- Beak size and shape influence the feeding patterns of different birds. In Lesson One a brief exploration of the differences between different beaks was undertaken and this is further explored in this activity. Glossy Black-Cockatoos have a large, powerful beak to break open the very tough seed pods of Casuarina (she oak) trees. They then use their tongue to extract the seeds from within the broken seed pods (called orts).
- Class sets of cardboard beak.

Lesson steps

1. Pose the question ‘How do birds eat?’ Discuss the terminology ie beak, bill, mouth.
2. Using the images provided in Lesson One identify the various types of beaks. Discuss why different birds have different shaped beaks and link this to the food they like to eat.
3. Culminating activity – match the beak to the bird. For older children include names.
4. Using the cardboard cut out of a beak, have students make a Glossy Black-Cockatoo beak.

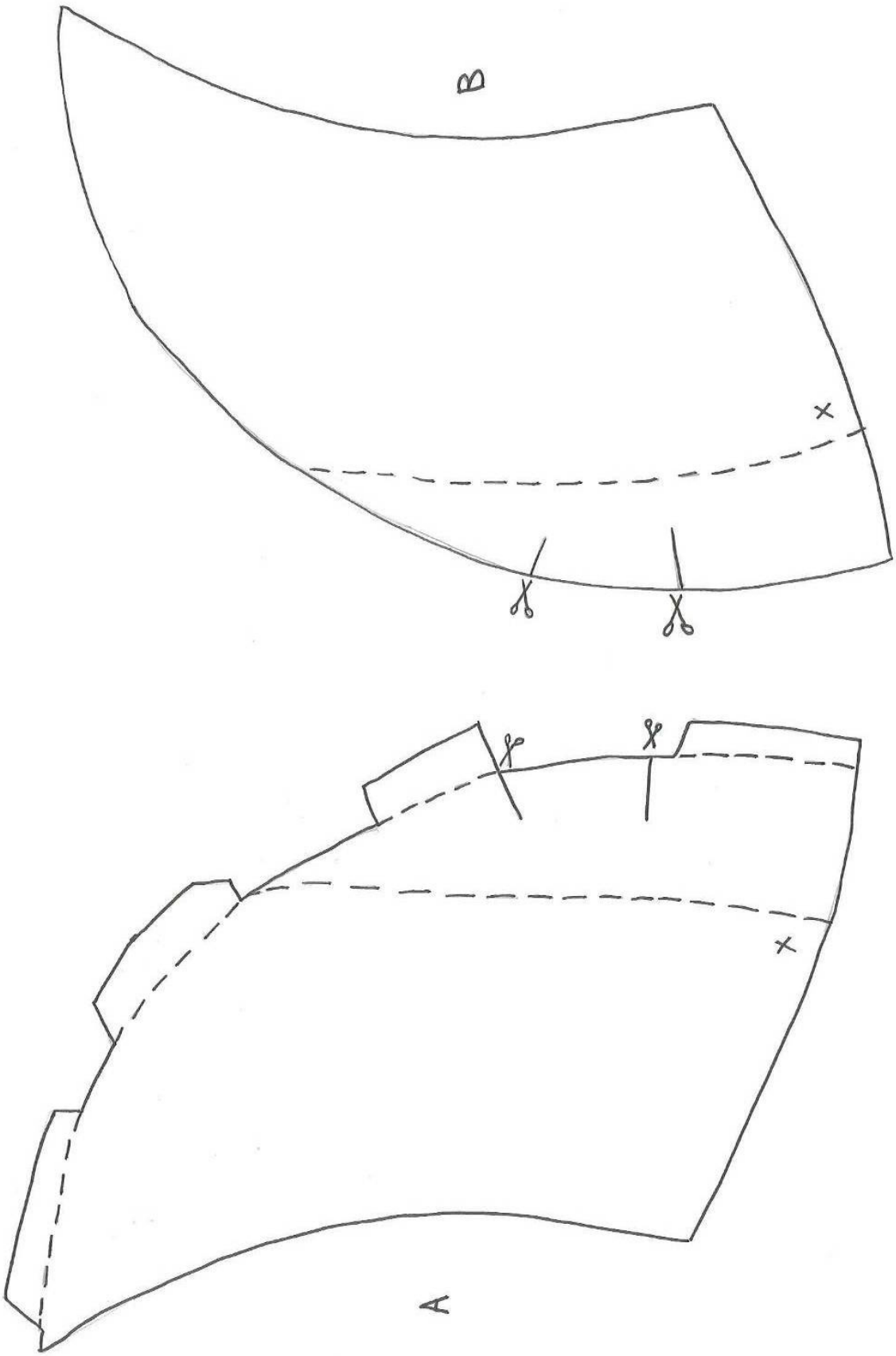
Curriculum links

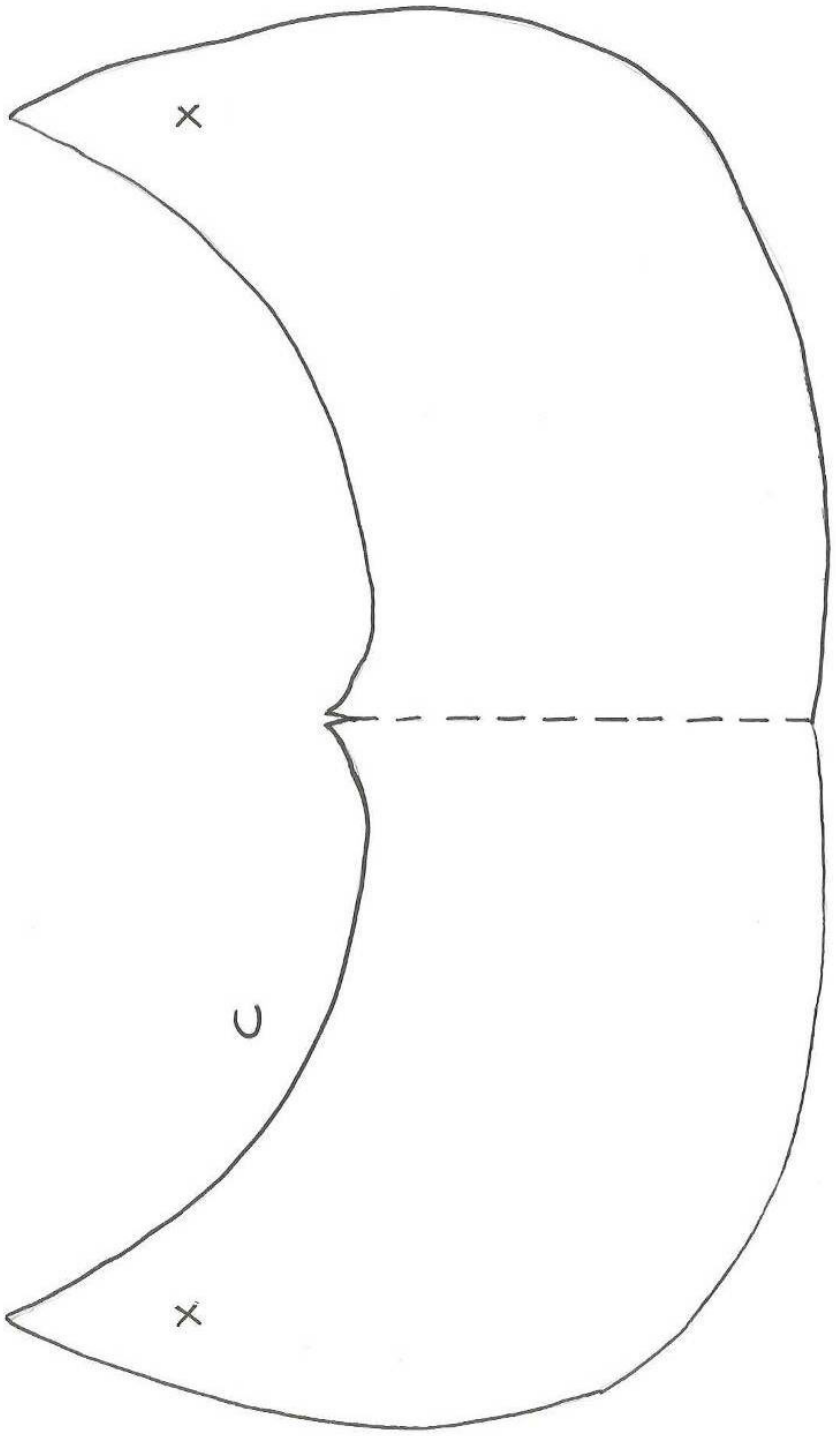
The Arts: Visual arts

Science: Life and Living

Glossy Black-Cockatoo Beak

1. Copy the following beak BLMs onto cardboard.
2. Cut out pieces A, B and C.
3. Cut along solid lines (indicated by scissors) on pieces A and B.
4. Fold along dotted lines of all pieces.
5. Join pieces A and B along long edge attaching tabs from A onto underneath side of piece B. This forms the top part of the beak.
6. Poke holes where the crosses are on all pieces.
7. Attach piece C (which forms the bottom half of the beak) to the top half using paper fasteners through holes.
8. Attach string or elastic to beak and wear with pride!


B
A


C

Lesson Five: *Spot the difference, not all black cockatoos have the gloss*

Lesson overview

Through comparison with other cockatoo species, students will investigate what makes the Glossy Black-Cockatoo so unique.

Lesson objectives

Students should be able to:

- Identify characteristics that differentiate four cockatoo species.

Equipment

For the class:

- Cockatoo photograph from Lesson 1

For each student:

- BLM with 4 different sized bird outlines
- Colour key – (maths problems)
- Black, yellow, brown and red pencils/crayons
- Scissors

Preparation

- Review the PowerPoint presentation and presenters notes to identify the differences between cockatoo species; print images as required.
- Class copies of the four bird outline BLM.

Lesson steps

1. Introduce the lesson by revisiting Lesson One – Feathers, beaks and tails.
2. Using the examples on the PowerPoint discuss the other cockatoo species (Sulphur-crested, Yellow-tailed and Red-tailed). Have students identify the main features.
3. Provide each student with the BLM.
4. The teacher verbally scaffolds the differences; i.e. on the first bird, draw a yellow crest, now on the third bird draw a black crest. On the second bird colour in its tail yellow etc
5. Alternatively ask the students to complete the simple maths exercise and colour independently.
6. Students should have 4 very different birds in which they can verbally recall or circle the differences.
7. Have students match the bird to the name ie 'This is a Yellow-tailed Black-Cockatoo because it has a yellow tail'.
8. Students cut out each of their birds and group as a whole (collected all the Glossy Black-Cockatoos, all the Sulphurs etc).These will be used during Lesson 6.

Curriculum links

The Arts: Media; Visual Arts

English: Reading and Viewing; Writing and Designing; Language

Science: Life and Living

Maths: Number; Measurement

Colour Key

Instructions

1. Complete the sums
2. Use the answers to colour in the cockatoo outlines

Q 6+2= _____ (Yellow)

Q 4+3= _____ (Red)

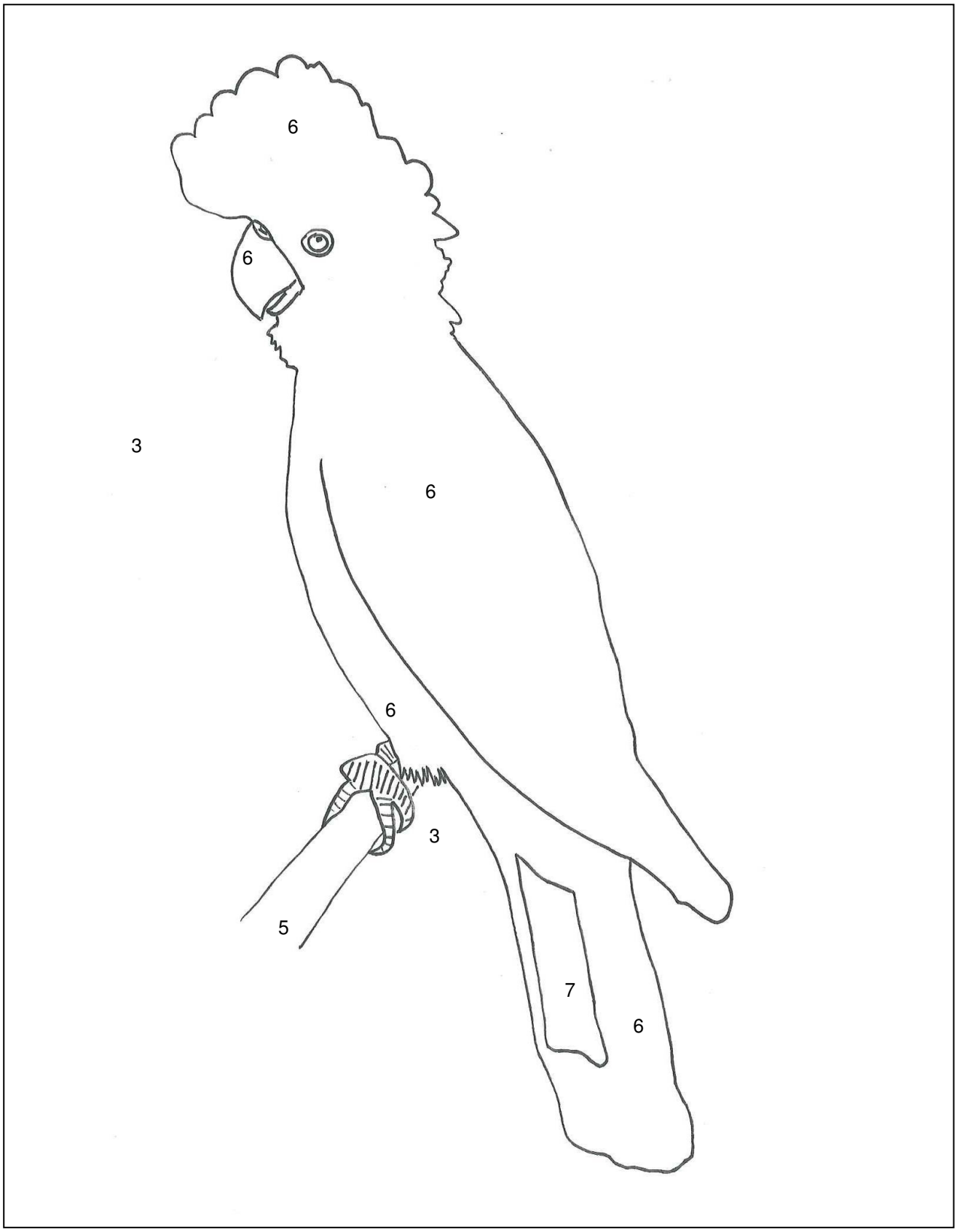
Q 2+4= _____ (Black)

Q 3+2= _____ (Dark Brown)

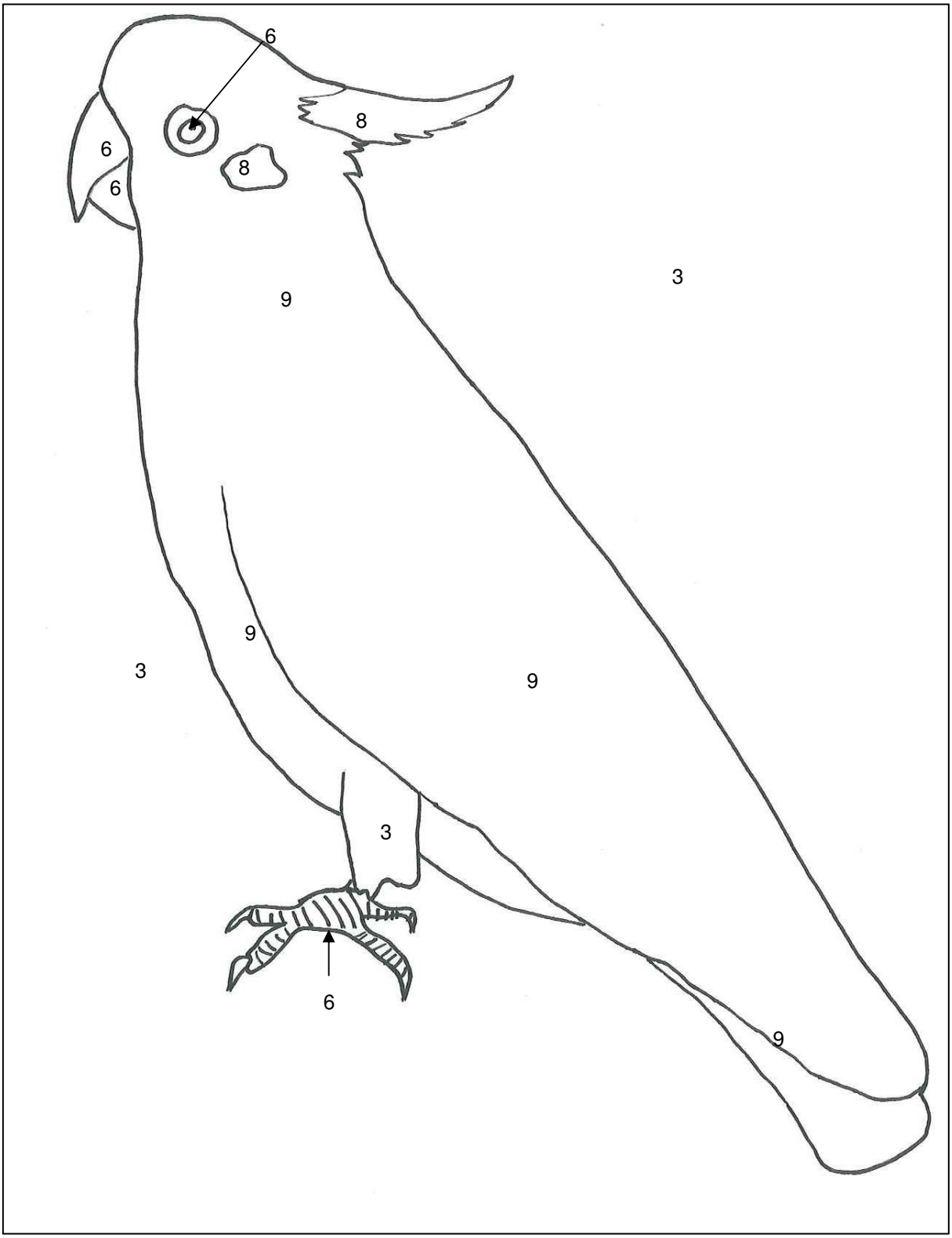
Q 1+2= _____ (Blue)

Q 7+2= _____ (White)

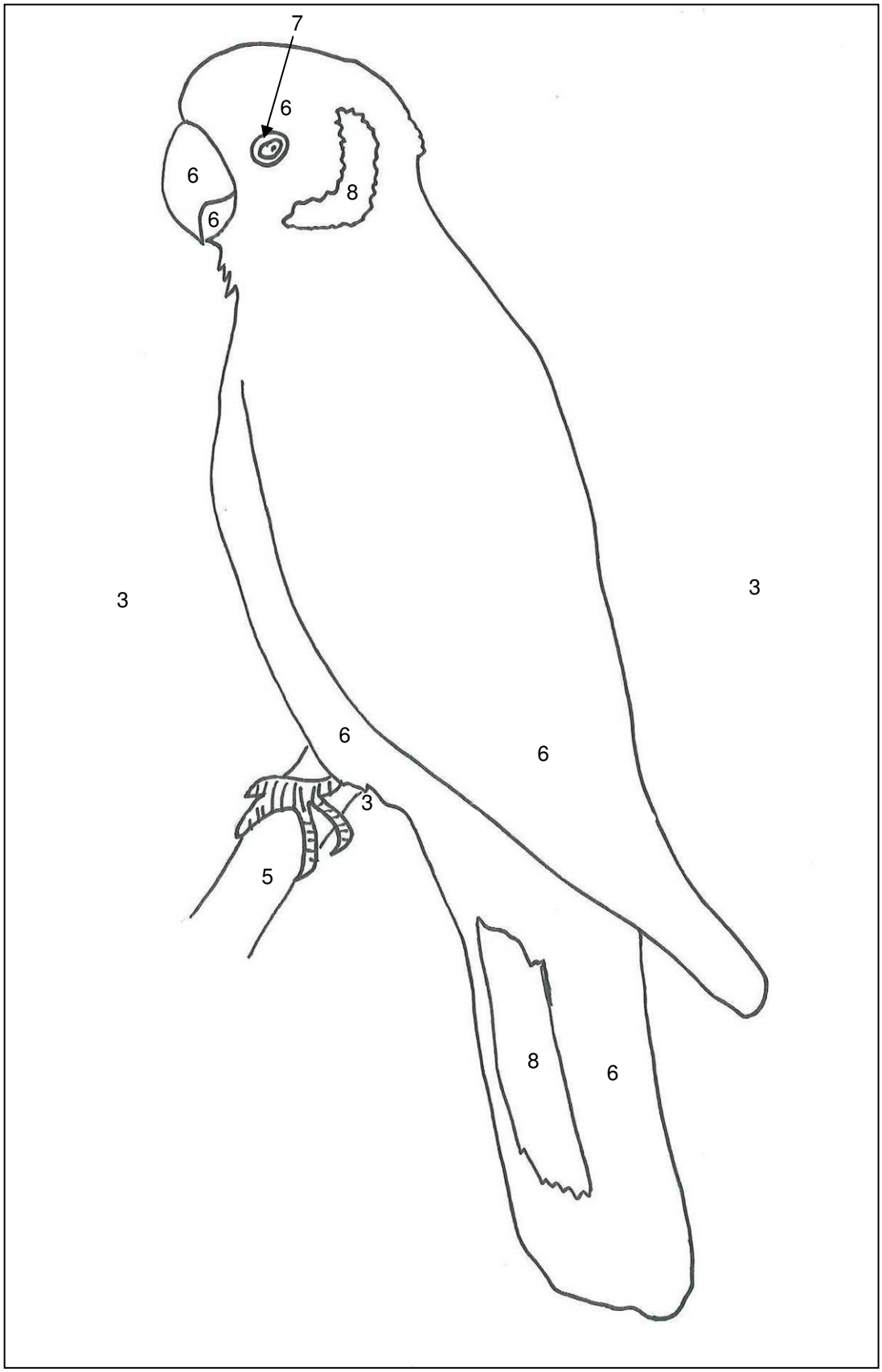
Cockatoo 1



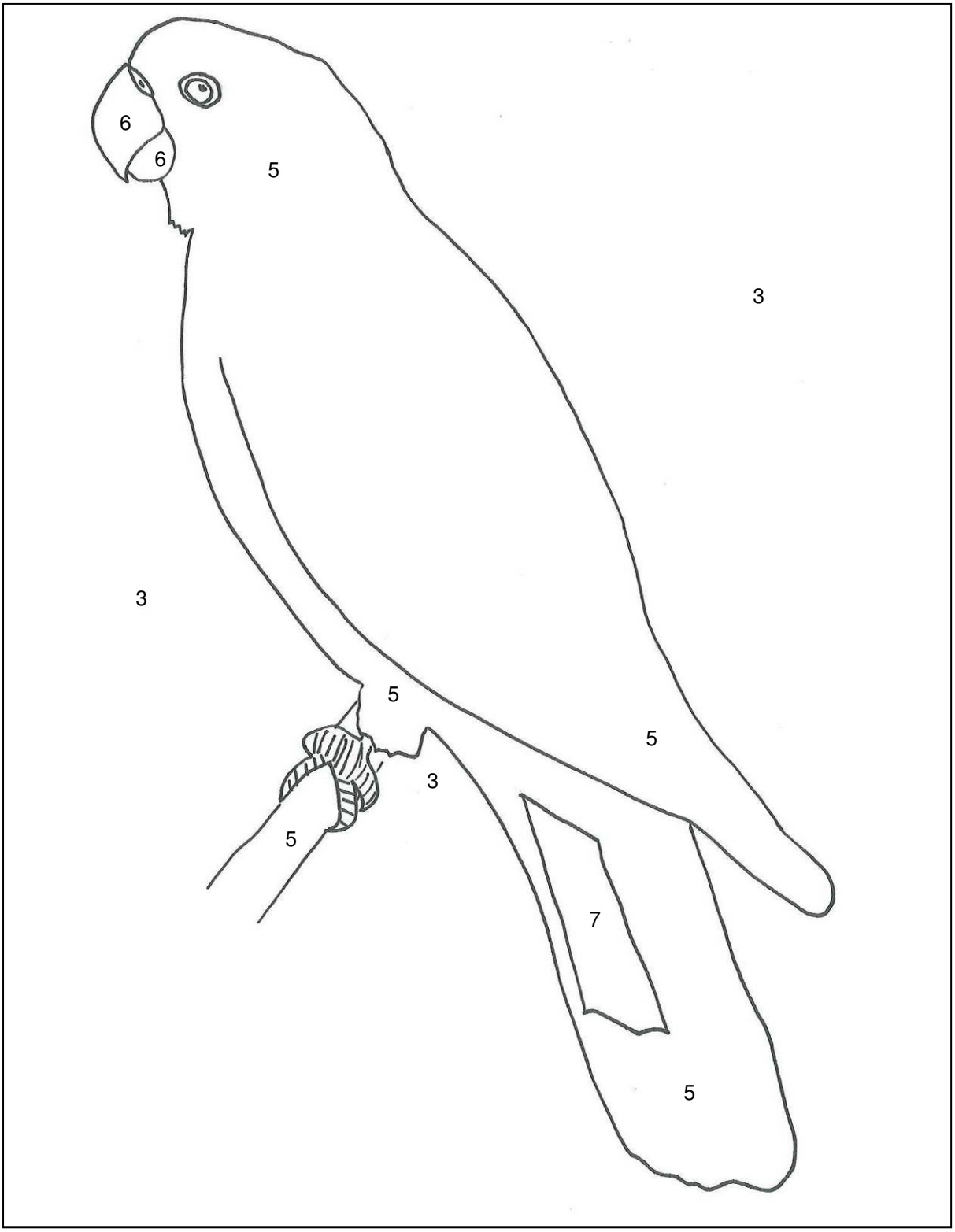
Cockatoo 2



Cockatoo 3



Cockatoo 4



Lesson Six: Why do birds have colours?

Lesson overview

To define why birds have different coloured feathers. To compare and contrast four different species of cockatoo.

Lesson objectives

Students should be able to:

- Identify the various colours on a selection of birds.
- Verbalise the reasons why birds are coloured differently.
- Compare and contrast the features of four different species of cockatoo. (Yellow-tailed Black-Cockatoo, Red-tailed Black-Cockatoo, Glossy Black-Cockatoo and the Sulphur-crested Cockatoo).

Equipment

For the class:

- Support Pictures; Scaly-breasted Lorikeet, Tawny Frogmouth, Glossy Black-Cockatoo, Rainbow Bee Eater, Superb Lyrebird, Yellow-tailed Black-Cockatoo, Red-tailed Black-Cockatoo and the Sulphur-crested Cockatoo.
- Cut outs of the Yellow-tailed Black-Cockatoo, Red-tailed Black-Cockatoo, Glossy Black-Cockatoo and the Sulphur-crested Cockatoo.

For each student:

- Collaged cut outs of the Yellow-tailed Black-Cockatoo, Red-tailed Black-Cockatoo, Glossy Black-Cockatoo and the Sulphur-crested Cockatoo from Lesson Five.

Preparation

- Prepare cut outs of the each of the birds and environments attached.
- For information and examples of an organisational chart as mentioned in the lesson steps: Global Education (Templates) http://www.globaleducation.edna.edu.au/globaled/go.

Lesson steps

1. Display the photos of the following birds; Scaly-breasted Lorikeet, Tawny Frogmouth, Glossy Black-Cockatoo, Rainbow Bee Eater and Superb Lyrebird. Ask the students to identify the colours on each of the birds.
2. Discuss why birds have different colours. For example; for camouflage, ambush hunting, attracting a mate, communicating, etc.
3. Using an organisational chart record the students' responses.
4. Record what the students have learnt on the KWL chart.

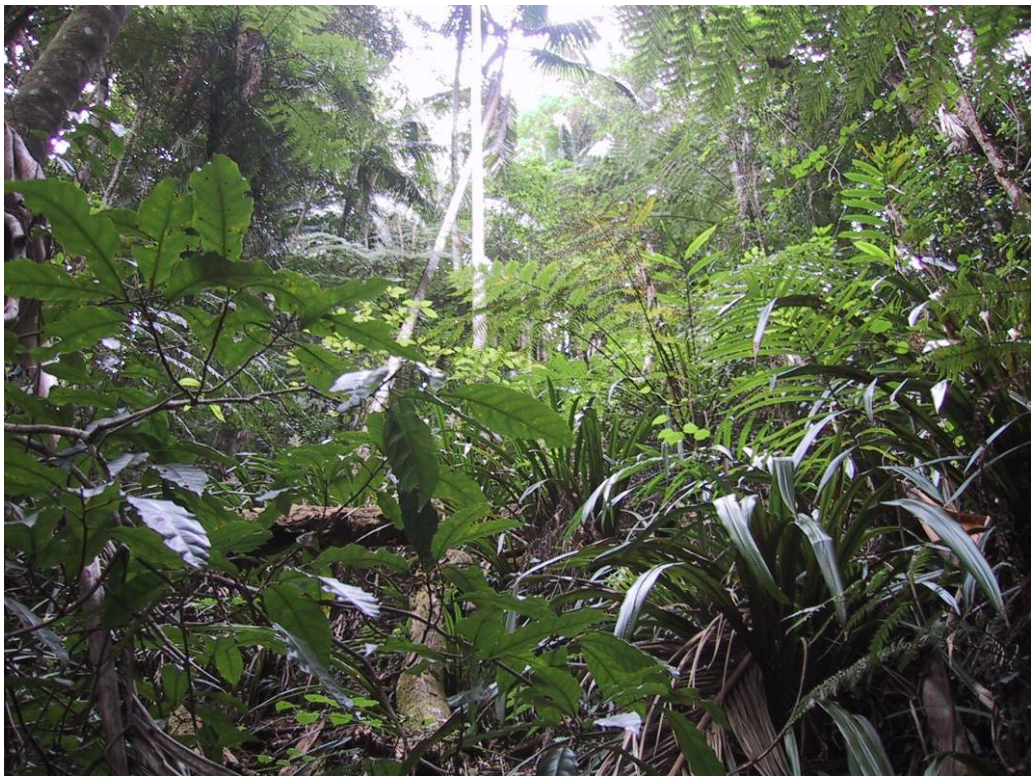
Curriculum links

The Arts: Visual Arts

English: Reading and Viewing; Wring and Designing

Science: Life and Living

Habitats - Background



Lesson Seven: The Glossy Black-Cockatoo is special because…

Lesson overview

The students will create a big book about the Glossy Black-Cockatoo.

Lesson objectives

Students will be able to:

- Recall facts about the Glossy Black-Cockatoo.
- Create a class big book about the Glossy Black-Cockatoo.

Equipment

For the class:

- Butcher's paper/art block
- Markers

For each student:

- A3 sheet of paper with the outline of a Glossy Black-Cockatoo
- Cut and paste words for Preps and Year Ones. 'Glossy Black-Cockatoos are special because…'
- Coloured pencils etc.

Preparation

- Heading for the display space 'Glossy Black-Cockatoos are special because…'
- KWL chart from previous lessons.

Lesson steps

1. Reflect and recall facts about the Glossy Black-Cockatoo. (Refer to the KWL chart).
2. Students are to complete the sentence; 'Glossy Black-Cockatoos are special because' and record their response on the A3 outline. For younger students provide cut and paste words and scribe their responses.
3. Collate A3 sheets to create a class big book on the Glossy Black-Cockatoo.

Curriculum links

The Arts: Media; Visual Arts

English: Reading and Viewing; Wring and Designing; Language

Science: Life and Living

SOSE: Place and Space

www.glossyblack.org.au

Reference and copyright information

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Brisbane

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