

# Teacher Notes

## Themes

- Migration
- Animal conservation
- Australian birdlife

## Key learning outcomes

- Learn about how and why some birds migrate at certain times of the year
- Learn about what we can all do to try to save critically endangered species
- Understand how introduced animals/species can be a danger to native animals
- Learn about how people can help injured wildlife

## Key curriculum areas

- **Science:** Science Understanding (Biological sciences); Science Inquiry Skills; Science as a Human Endeavour
- **English:** Language; Literacy
- **Mathematics:** Measurement and Geometry; Statistics and Probability
- **The Arts:** Visual Arts
- **Cross-curriculum Priority:** Sustainability

## Publication details

*Swiftly: The Super-fast Parrot*

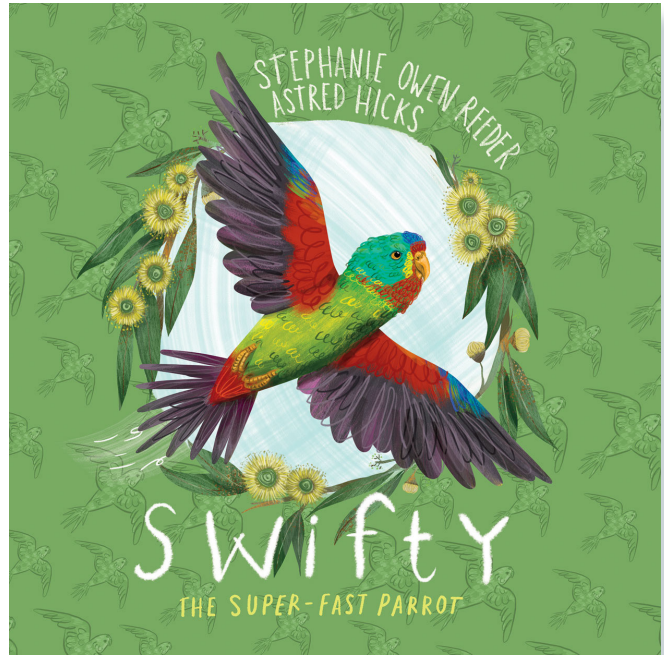
ISBN: 9781486315918

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## Swiftly

### The Super-fast Parrot

Stephanie Owen Reeder and  
Astred Hicks

### About the book

A captivating story of the remarkable, but critically endangered, swift parrot – one of the fastest parrots in the world!

Swiftly grows from a hatchling to a fledgling in the blue-gum forests of Tasmania. She is then ready to make a challenging migration, following the blossom trail across Bass Strait to mainland south-eastern Australia.

Swiftly faces many threats and dangers, but she must return home. Will she make it?

Fly with Swiftly in this beautifully illustrated story, and learn how to spot a swift parrot and help protect them.

### Recommended for

Readers aged 6 to 9 (Years 1 to 4)



PUBLISHING

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## About the author and illustrator

**Dr Stephanie Owen Reeder** is an award-winning children's author who writes about history and the environment. She is a recipient of the CBCA Book of the Year Award and the Laurie Copping Award for Distinguished Service to Children's Literature.

**Astred Hicks** is an award-winning book designer, illustrator and author. Her illustrations have appeared in books shortlisted for the CBCA Book of the Year Awards, and highly commended in the NSW Premier's Literary Awards.

## Pre-reading questions or activities

Talk about the name 'swift parrot'. What might the name tell us about this bird?

Ask students what it means for an animal to be critically endangered. Discuss what might cause an animal to become critically endangered.

## Discussion questions

### Science

1. Talk to the students about what migration means. Discuss why the swift parrot might migrate from Tasmania to mainland Australia and back, and what dangers or threats they might encounter on their migration.
2. Ask students to identify examples in the book of introduced animals that might be contributing to the swift parrot being critically endangered. How are they contributing to it? (See pp. 4–5, a sugar glider taking babies, and p. 13, a cat catching a bird.)
3. Discuss what other information we can gain from the book to work out what else might have caused the swift parrot to become critically endangered.
4. Ask students if any of them have encountered an injured animal, and if so, discuss how the animal might have been injured and what they did to help it. Discuss what to do if you find an injured animal, stressing the importance of an adult handling the animal and taking it to professionals to be cared for.

# Teacher Notes

## English

1. Students might not know the meaning of some words in the book. Discuss their meaning, and how reading the whole sentence or paragraph for context, and looking at the illustrations, can sometimes help. Examples include:
  - ancient
  - downy
  - scrabbling
  - frantically
  - scarce
  - cavorts
  - revive
2. Ask the students what the words ‘zipping and zooming through the trees’ (p. 7), ‘swooping and wheeling’ (p. 22) and ‘races’ (p. 26) might tell us about how the swift parrot flies. (*It indicates that they can fly and manoeuvre quickly.*)

## Sustainability

1. Discuss why blossoms might be scarce in some of the swift parrots’ habitats (see p. 12). How does the illustration tell us this? (*The illustration shows few trees and lots of human-made structures.*) Also discuss what the illustration on p. 24 tells us about what is happening to the swift parrot’s breeding habitat. (*The tree stumps indicate that trees they would nest in are being cut down, and burnt remnants tell us that bushfires are damaging their nesting areas.*)
2. Talk about what scientists and members of the public are doing to help the swift parrot.

# Activities

## Science

### *Tasmanian animals*

First, talk to students about the unique environment that is Tasmania, including old-growth forests and some of the cleanest air in the world. Discuss why some animals in Tasmania might not be found anywhere else in Australia (i.e. its isolation). Then, ask students to research another animal that lives or lived in Tasmania and create an information poster about the animal. The animal may be currently living (e.g. the Tasmanian devil) or extinct (e.g. the thylacine).

# Teacher Notes

## *Migrating birds*

Ask students to research other birds that migrate. Have them create a chart or map of the world indicating where each bird migrates to and from.

## English

### *Learning unfamiliar words*

Have the students look at the words in the glossary at the back of the book, and read their meaning. Then have them choose five words and put them in a sentence to show they understand the word's meaning.

## Mathematics

### *Swift parrot collage*

**Safety:** Tell students to be careful when using scissors in this activity, and assist younger students.

Give students coloured paper, scissors and glue, and ask them to make a life-size collage of a swift parrot. They should refer to the measurement shown on p. 32 to ensure the collage is the correct size.

### *Bird sightings*

Have students create a table to record any visits from swift parrots or other birds to their backyard. Their table could look like this:

Size of bird	Colour of bird	Sound it makes	Any food I see it eat	Environment of my backyard	What species it might be

## The Arts

### *Colouring in*

Have students colour in the illustration in the worksheet on the following page.

# Worksheet: Colouring in



Illustration © Astred Hicks.

# Teacher Notes

## Australian Curriculum Links (Version 8.4)

Year level	Learning area: Science	Other learning areas
Year 1	<p><b>Science Understanding: Biological sciences</b></p> <ul style="list-style-type: none"> <li>Living things live in different places where their needs are met (<a href="#">ACSSU211</a>)</li> </ul> <p><b>Science Inquiry Skills: Communicating</b></p> <ul style="list-style-type: none"> <li>Represent and communicate observations and ideas in a variety of ways (<a href="#">AC SIS029</a>)</li> </ul>	<p><b>English: Language</b></p> <ul style="list-style-type: none"> <li>Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (<a href="#">ACELA1453</a>)</li> <li>Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (<a href="#">ACELA1454</a>)</li> </ul> <p><b>English: Literacy</b></p> <ul style="list-style-type: none"> <li>Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (<a href="#">ACELY1656</a>)</li> <li>Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (<a href="#">ACELY1660</a>)</li> </ul> <p><b>Mathematics: Statistics and Probability</b></p> <ul style="list-style-type: none"> <li>Choose simple questions and gather responses and make simple inferences (<a href="#">ACMSP262</a>)</li> </ul>
Year 2	<p><b>Science as a Human Endeavour: Use and influence of science</b></p> <ul style="list-style-type: none"> <li>People use science in their daily lives, including when caring for their environment and living things (<a href="#">ACSHE035</a>)</li> </ul>	<p><b>English: Literacy</b></p> <ul style="list-style-type: none"> <li>Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (<a href="#">ACELY1670</a>)</li> </ul> <p><b>Mathematics: Statistics and Probability</b></p> <ul style="list-style-type: none"> <li>Create displays of data using lists, table and picture graphs and interpret them (<a href="#">ACMSP050</a>)</li> </ul> <p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>Use and experiment with different materials, techniques, technologies and processes to make artworks (<a href="#">ACAVAM107</a>)</li> </ul>
Year 3	<p><b>Science as a Human Endeavour: Use and influence of science</b></p> <ul style="list-style-type: none"> <li>Science knowledge helps people to understand the effect of their actions (<a href="#">ACSHE051</a>)</li> </ul>	<p><b>English: Literacy</b></p> <ul style="list-style-type: none"> <li>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (<a href="#">ACELY1676</a>)</li> </ul> <p><b>Mathematics: Measurement and Geometry</b></p> <ul style="list-style-type: none"> <li>Measure, order and compare objects using familiar metric units of length, mass and capacity (<a href="#">ACMMG061</a>)</li> </ul>
Year 4	<p><b>Science Understanding: Biological sciences</b></p> <ul style="list-style-type: none"> <li>Living things depend on each other and the environment to survive (<a href="#">ACSSU073</a>)</li> </ul> <p><b>Science as a Human Endeavour: Use and influence of science</b></p> <ul style="list-style-type: none"> <li>Science knowledge helps people to understand the effect of their actions (<a href="#">ACSHE062</a>)</li> </ul>	<p><b>English: Language</b></p> <ul style="list-style-type: none"> <li>Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (<a href="#">ACELA1498</a>)</li> </ul>
All	<p><b>Cross-curriculum Priority: Sustainability</b></p> <ul style="list-style-type: none"> <li>Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems (OI.3)</li> <li>Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments (OI.9)</li> </ul>	

# Teacher Notes

## Related books from CSIRO Publishing

For younger readers:

- *A Shorebird Flying Adventure* (<https://www.publish.csiro.au/book/8006>)

For older readers:

- *A Hollow Is a Home* (<https://www.publish.csiro.au/book/7729>)
- *AmAZed! CSIRO's A to Z of Biodiversity* (<https://www.publish.csiro.au/book/7984>)
- *Animal Migrations: Flying, Walking, Swimming* (<https://www.publish.csiro.au/book/8044>)

For adults:

- *The Compact Australian Bird Guide* (<https://www.publish.csiro.au/book/7916/>)

## Other CSIRO resources

CSIRO has developed and delivered a broad range of high-quality STEM education programs and initiatives for nearly 40 years. Our programs aim to inspire the pursuit of further STEM education among students and the community, to equip the emerging workforce with tomorrow's skill sets, and to strengthen collaboration between industry and classrooms across Australia. For more information visit: <https://www.csiro.au/en/Education>