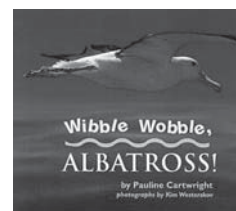


Wibble Wobble, Albatross!

by Pauline Cartwright
photographs by Kim Westerskov



Book Summary

This informational text is an explanation of why the largest seabird in the world sometimes finds it hard to walk.

Features of the Book

- The information in the photographs.
- The use of creative typography in the title.
- The addition of the “s” to the verbs “glide,” “leave,” “live,” “rest,” “look,” “come,” “learn,” and “wobble.”
- The use of exclamation points.
- The words “Wibble wobble.”
- The diagram and text on the inside back cover.

Purpose

Wibble Wobble, Albatross! can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** recognizing and reading a range of different word patterns, including word endings;
- S** using punctuation cues to read instructional-level books with expression;
- S** discussing the relationship between cause and effect within the story;
- S** using diagrams, charts, and other illustrations to support writing.

Introducing the text

Discuss the cover.

- *Do you know what kind of bird this is?*

Read the title and other cover text.

- *Why are the words “Wibble Wobble” in the title?*
- *Where is the albatross flying?*

Reading the text

- S** Recognizing and reading a range of different word patterns, including word endings.
- S** Using punctuation cues to read instructional-level books with expression.
- S** Discussing the relationship between cause and effect within the story.

Title page – Read the text again and discuss the photograph.

- *Where do you think the albatross lives? Why?*
- *How could a bird live at sea? Where would it sleep?*

Page 2

- *What time of the day is it?*

Find the words that tell you how long the albatross stays at sea.

Page 3

- *Does the albatross flap its wings all of the time?*
- *What do you call this kind of flying?*

Find the word that says this. Discuss the size of the bird’s wings and how this would help it glide.

Pages 4 and 5

- *What is the albatross doing in these two photographs?*

Pages 6 and 7

- *Is the albatross still out at sea?*
- *Where does the albatross return to?*

Ensure that the children realize that the albatross is never far from the sea.

Pages 8 and 9

- *How long has this albatross been out at sea?*

Point to the words that tell you.

Pages 10 to 12

- *What happens when the albatross begins to walk again? Now do you know why the book is called “Wibble Wobble, Albatross!”?*


Children now read the book independently.

Revisiting the text

Look through the text together and make a list of the regular verbs ending in “s,” including “wobbles.” Find the root word in each case.

Look at the words “goes” (page 2) and “tries” (page 10). Talk about how these irregular verbs are formed.

Following Up

- S** Using diagrams, charts, and other illustrations to support writing.
-  Use a tape measure to mark out the wingspan of the albatross and compare this with the size of objects in the classroom. Chart these comparisons.
- B** Complete the blackline master opposite.