

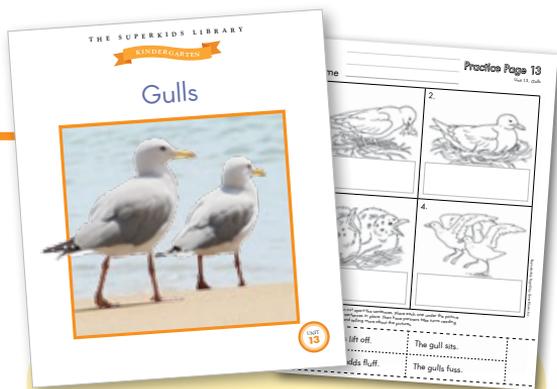
Introduce the book

Read the book title with children and point out the **gulls**. Have them briefly look through the book and tell if it will be a make-believe story about gulls or give information about real gulls. (*give information*) Discuss how they know. (*It has photographs of real gulls and informational books often tell facts about real animals.*) Then have children share what they know about gulls or birds in general. Explain that there are different kinds of gulls. Some live near the sea, or ocean, so they are called *seagulls*, but other kinds live inland away from saltwater. Gulls can see really well and when they spot a fish in the water, they quickly dive down, snatch it up, and eat it. They also eat crabs, snails, bugs, and worms. Sometimes they steal food from others. They even eat garbage.

Guide reading

Guide a small group through the book, listening to individuals read and asking questions every few pages.

Page 3 What do you think the gull is **tugging out of the water**? something to eat, such as a fish (Draw conclusions)



Key vocabulary: gulls, fluff, hatch, fuss, lifts off

Page 5 **Fluff** is something soft. What is the gull adding fluff to? a nest What does the gull do after it builds a nest? It lays eggs in it. [Explain that gulls make nests of weeds, grass, seaweed, paper, and other things they find. They build nests on the ground or on the sides of a cliff to keep them safe.] (Understand steps in a process)

Page 6 Why do you think the gull is sitting on the nest? to keep the eggs warm [Explain that the parents take turns keeping the eggs safe and warm. About four weeks later, the baby gulls **hatch** from, or break out of, the eggs.] (Draw conclusions)

Page 8 When the baby gulls **fuss**, do you think they're being still and quiet or making noise? making noise Why were the baby gulls fussing? They wanted to be fed. [Explain that parents feed baby gulls

by *regurgitating*, or bringing back up, food they've eaten. Later the little gulls learn to fly and feed themselves.] (Determine cause and effect)

How are the baby gulls like their parents?

All gulls have feathers, a beak, and two legs. **How are they different?** The baby gulls' feathers are fluffier and spotted. Their parents' feathers are white, grey, and black. The babies are smaller and can't fly yet. (Compare and contrast)

Page 10 The gulls on pages 9 and 10 are older but not yet fully grown. **How did the baby gulls change as they grew up?** They got bigger. Their feathers now look more like their parents'. Now they can fly. **When a bird *lifts off*, what is it doing?** beginning to fly (Compare and contrast; develop vocabulary)

Discuss the book after reading it

- 1. What new facts did you learn about gulls? What else would you like to know?** Answers and questions will vary. (Summarize; generate questions)
- 2. How is *Gulls* like and unlike other informational books you've read or heard?** Help children compare *Gulls* to *I Sell* or other informational books you have read, especially any animal books. (Compare and contrast texts)

Focus on text structure

Tell children that thinking about how an author puts together pictures and words in a book can help them understand it better. Have them look at pages 1–4 and ask if these pages tell about grown-up or baby gulls. (*grown-up gulls*) Point out that these pages show and tell what grown-up gulls can do—fly high and fast and tug food out of the water. Have children look at pages 5–10, and explain that these pages show and tell how baby gulls hatch from eggs and grow up to be like their parents. Point out that these pages tell about the gulls' lives in order from first being in eggs to hatching to being babies, to being more like grown-up gulls and starting to fly.

Independent Activities

- Have children reread the book several times.
- On Practice Page 13, have children match sentences with pictures.
- Have children write a fact or draw something they learned about gulls.