



Name

Class

Student worksheet

Thought Starter: What can seabirds tell us about the health of the ocean?

Part A: Think of the Seabirds!

1. Your teacher will guide you through the 'See-Think-Wonder' activity below. A 'See-Think-Wonder' routine is a visible thinking strategy that encourages you to make thoughtful observations and interpretations about what you see. The 'See-Think-Wonder' activity can also help you establish goals for further learning. Use the image on the [Seabirds Stimulus Images](#) sheet that capture your attention. Now, individually complete the 'See-Think-Wonder' routine in the space provided below.

What do you SEE?	What do you THINK about that?	What does it make you WONDER?

2. Your teacher might ask you to share your responses or discuss them with the class. The following questions might help prompt you:

- What was something in the image that made you think that way?
- Did anybody think something different about this image?
- What might this be able to tell you about seabirds and marine ecosystems?

Part B: Poetry and sounds - communicating meaning

1. Think about what you know about poetry. Consider:

- Different types of poetry
- Some techniques and their features
- Where you might see or hear poetry
- Why people might write poetry

This [Poetic Devices Glossary](#) will be useful to refer to when watching the following clip:



[Ode to seabirds](https://vimeo.com/207595690) (<https://vimeo.com/207595690>)

2. Use the table below to analyse some of the techniques or language choices in the poem. Your teacher might ask you to read the [Ode to Seabirds Poem](#) before you do this.

Technique or word choice and example from the poem:	What meaning does it create and why was it used?

Part C: Found poetry

1. With your teacher's guidance, read the example found poem produced by Read Write Think from Chang-rae Lee's essay 'Coming Home, Again' on the [Found Poem Example](#). You will be creating your own found poetry using a small section of original text from either the [Marine Debris Factsheet](#) or the [Shorebirds Factsheet](#). These instructions will help you to draft and write your own: [Found Poem Instructions](#). Remember that your found poem must refer to seabirds in some way. This could be by incorporating relevant issues that are addressed in the factsheets or in the lesson, such as:

- Plastic and marine debris
- Habitats and wildlife
- Sea bird calls or habits

Use the space below to draft/publish the final version of your found poem:

Reflection

Reflect on what you have learnt, and participated in, during this lesson. This can be about the overall topic, or the skills and thinking routines you used. Complete this short 3-2-1 activity that helps summarise your thinking and learning.

3 things I have learnt this lesson	
2 things that I found interesting	
1 question I now have (or still have)	

These lessons have been created in partnership with

Northern Pictures

