

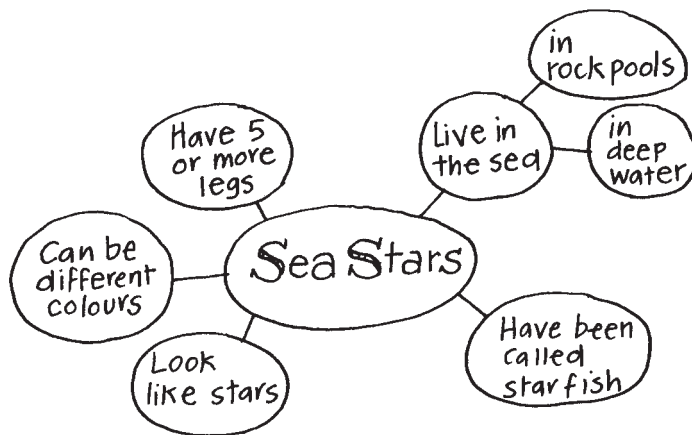
Sea Stars

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Level 17

Getting ready for reading

Show children some photographs of sea stars. Ask: *What do you know about sea stars?* (Note that sea stars are often called starfish. You may like to point out that sea stars is the correct name.) With the children, complete a concept map about sea stars using children's suggestions.



Talking through the book

You could introduce the book by displaying the cover and saying: *This book is called 'Sea Stars'. What type of book do you think it will be? Why?*

Reading the book

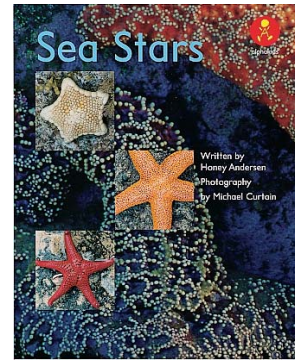
Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions.



TEXT FEATURES

- **This is an information report that provides insights into the structure and function of sea stars.**
- **Full-colour photographs support and enhance the text.**
- **Labels are used to identify features in the photographs.**

*What is a sea star?
Where does it live?
How does a sea star eat?
What happens to a sea star if it loses a leg?
What things do all sea stars have or do in common?*

They may like to add information to the concept map developed earlier.

Being a code breaker

Children could investigate the range of compound words found in the text: *sea star, starfish, rock pools, outside, inside, shellfish.*

Being a text user

Children can refer to the concept map constructed before reading the book. Discuss:

*Which aspects of this map the book has confirmed?
What aspects have been challenged?
What information can now be added to the concept map?*

Being a text critic

Discuss:

The author refers to the animals in the book as sea stars. Many people call them starfish. How can we check that the author is correct?

Literacy learning centres – follow-up activities

WRITING CENTRE

Use the information in the book children can draw a labelled diagram showing sea star body parts.

INTERACTIVE LITERACY CENTRE

Provide materials such as modelling clay, rocks, crepe paper, paint, felt-tipped pens, sponges, shells etc. Children could then work in cooperative groups to construct a labelled model of an appropriate environment for a sea star.

WORD CENTRE

Children could use picture dictionaries to create a list of words related to sea stars. These could then be illustrated and displayed for reference around the classroom.

BOOK BROWSING CENTRE

Children could explore interactive CD-ROMs to add to their knowledge of sea stars. They could share the information they find by creating a slide show about sea stars using a programme such as Kid Pix.

Keeping track

Asking children to support their answers with evidence from the text reveals information about the level of understanding they have of the text. Children who are only able to answer questions about information directly stated in the text need to work on understanding the text at an inferential and interpretive level.

