

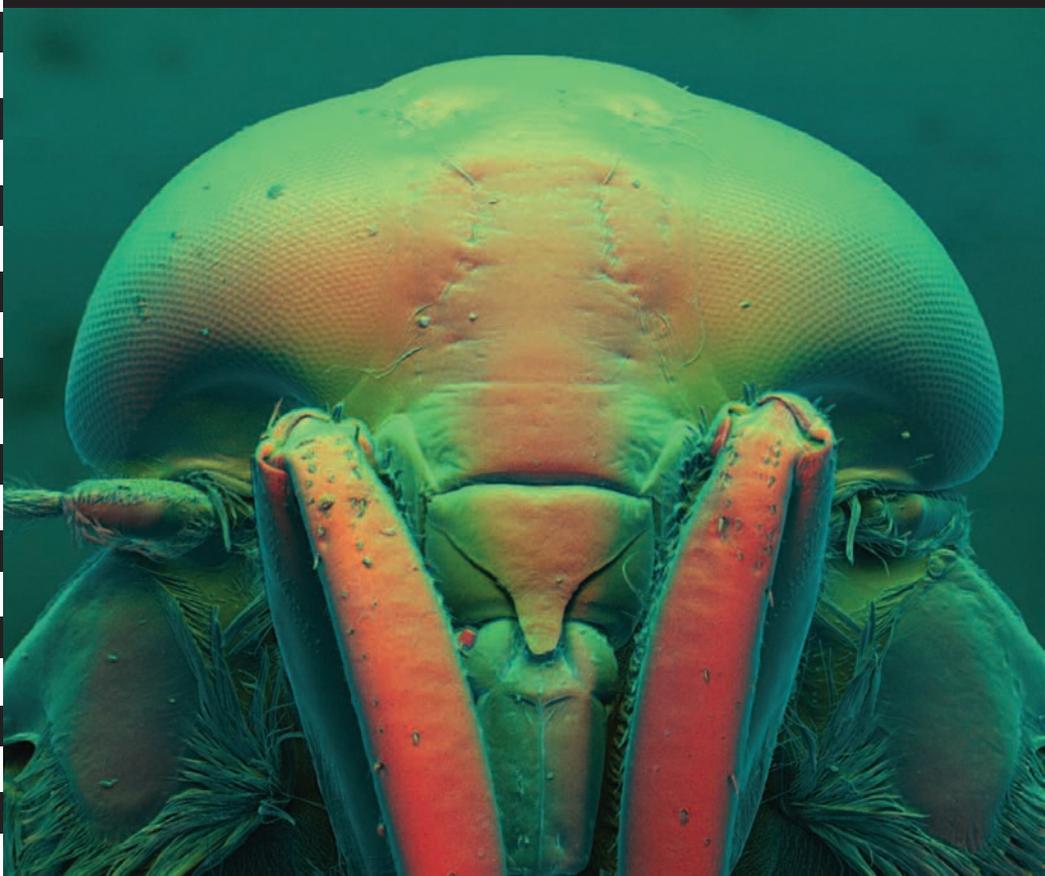


Teacher Edition

AlphaWorld

Animal Close-ups

Written by Anna Porter



First published 2003

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How to use this book

Before reading: Talkthrough

Talk through the book with the children. Encourage them to predict the text from the pictures and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the *Talkthrough* questions on each page.



During reading: Observe and support

Observe the children as they read. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Encourage them to monitor their own reading. Interruptions to the child's reading should be minimal and focused on a specified learning need.



After reading: Checking comprehension, responding to text

To further develop children's understanding of the text, select activities found on the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

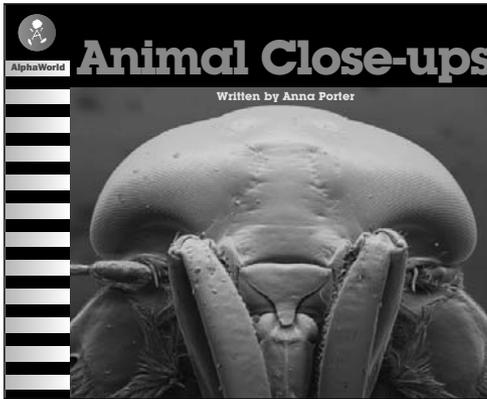
Setting the context

Allow time for children to view things such as leaves, human hair, insects and flower parts using microscopes or magnifying glasses.

Ask: *What happens when we look at something through a microscope? What can we see with the microscope that we cannot see with our eye alone?*

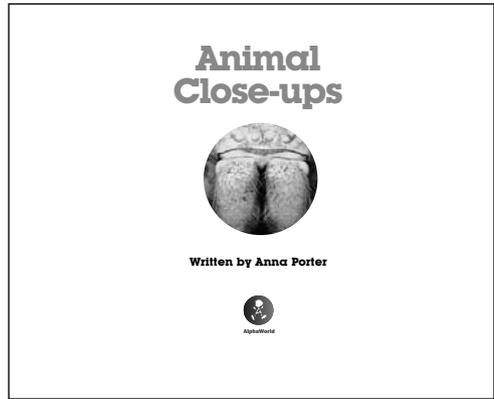
Introducing the book

This book shows us some animals through microscopes. It shows us how parts of these animals look close up. It then shows us the whole animal.



Front cover

What do you think this picture is of?
(It is a beetle's head.)
Read the title.



Title page

Look at the picture. What is this?
(It is a spider's head.)
Read the title together.

What is this?



This is a butterfly's tongue.

2



Talkthrough

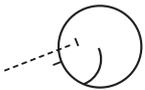
Point out the question mark.

What is this? Can you point to the butterfly's tongue in the picture on page 3? The book then tells us about the butterfly's tongue. It says that a butterfly's tongue is like a long rolled up straw. The butterfly uses its tongue to drink nectar from flowers.



A butterfly's tongue is like a long straw.
A butterfly can roll up its tongue.
It uses its tongue to drink nectar.

3



Observe and support

Can the child identify a question mark and explain what it is used for?

Can you show me a question mark? What does it tell you when you are reading? How does your voice sound when you read a question?

What is this?



This is a scorpion's tail.

4



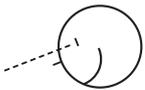
Talkthrough

What is this? A scorpion uses the poison in its tail to sting other animals.



A scorpion has poison in its tail.
It can sting other animals with its tail.

5



Observe and support

Does the child monitor their own reading, noticing when errors occur?

How did you know that was wrong?

What did you think about? What could go there?

What would sound right? What would look right?

What is this?



This is a bull ant's mouth and jaws.

6



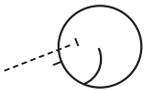
Talkthrough

What is this? Where is the bull ant's mouth? A bull ant uses its jaws to carry food.



A bull ant's mouth is at the front of its head.

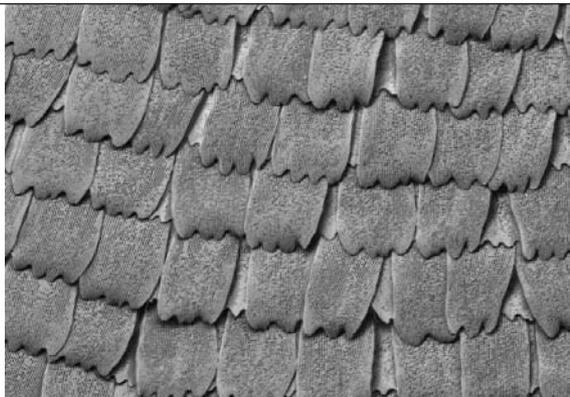
A bull ant can use its strong jaws
to carry food back to its nest.



Observe and support

Can the child understand the literal meaning of the text?
*What does a bull ant use its jaws to do? Where does the
text tell us that?*

What is this?



This is a moth's wing.

2

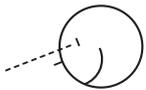


Talkthrough

*What is this? What did you look at to work that out?
How many pairs of wings does the moth have? What
does a moth use its wings for? This moth is resting.
How does it have its wings when it is resting?*



A moth has two pairs of wings.
It uses its wings to fly.
This moth is resting with its wings out.



Observe and support

Can the child interpret information contained in pictures?
What are a moth's wings like?

What is this?



This is a fly's eye.

10



Talkthrough

What is this?

Point out the tiny lenses that can be seen in the close-up of the fly's eyes.

Flies can see in many directions at once.

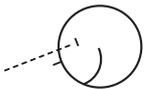


A fly's eye is made up of many tiny parts.

A fly can see up and down.

It can see in front and behind too.

11



Observe and support

Can the child draw inferences from the text?

How would seeing in many directions at once help the fly?

What is this?



This is a spider's head.

12



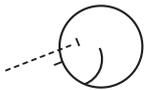
Talkthrough

What is this? Where are the spider's eyes? Can you count how many eyes the spider has? This spider uses its eyes to see insects at night.



Some spiders have eight eyes on their head.
This spider uses its eyes
to look for insects at night.

13



Observe and support

Does the child check a range of information on the page to assist with problem solving?

I noticed that you looked at the picture as you were working that out. What did you notice that helped to work out that sentence?

Animal Close-ups

What is this?



This is a beetle's foot.

14



Talkthrough

What is this? This beetle can use its feet to swim under water.

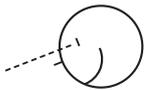


This beetle can swim under water.

It has six feet.

It uses its feet to help it swim.

15



Observe and support

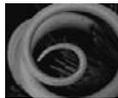
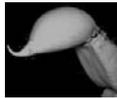
Does the child understand the purpose of the text?
*How does seeing close-up pictures of an animal help us
to understand the animal better?*



Talkthrough

This is a puzzle page. It asks us to match the close-up pictures with pictures of the whole animal.

Match the part to the animal.



16



Comprehension check

How are we able to look at things really closely?

Why do some people study things closely?

What have you learnt by looking closely at these animals?

Responding to text

 Each child can draw up a chart listing the animals in the text and one or two of their main features.

 Have children mask different parts of a large picture of an animal. Have them write the question, “What is this?” And then write some information about the part shown.

 Have children draw a close-up of part of an animal (e.g. a cat’s head) and label the parts shown.

For further literacy activities see the accompanying book, *AlphaWorld Literacy Learning Activities: Early Reading Levels 6–11*. It contains two reproducible blackline masters specifically related to this book.

Assessment

Can the child:

- understand the question and answer structure of the text?
- explain why close-up photography is useful?

Animal Close-ups

Topic: Animals

Curriculum link: Living Things;
Environment

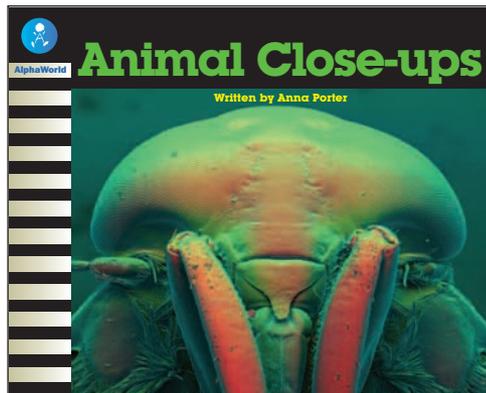
Text type: Description

Reading level: 11

Word count: 211

High-frequency words: what, is, this, a,
like, can, up, its, it, to, has, in, with, and,
at, the, of, they, their, two, look, for, too

Vocabulary: butterfly, tongue, scorpion,
tail, bull ant, mouth, jaws, moth, wing,
fly, eye, spider, head, beetle, foot



Possible literacy focus

Understanding the structure of a report about specific features and behaviour of animals.

Understanding the purpose of close-up photography in studying animals.

Summary

This book focuses on a close-up of different body parts from a range of animals. The text poses questions to challenge readers to identify each body part, and the supporting text describes this feature and how the animals use it. It prompts discussion about how technology assists with identification and research.

AlphaWorld



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