



Teacher Edition

AlphaWorld

Deserts

Written by Keith Pigdon

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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

Ask: *Have you ever seen a desert? What was it like?*

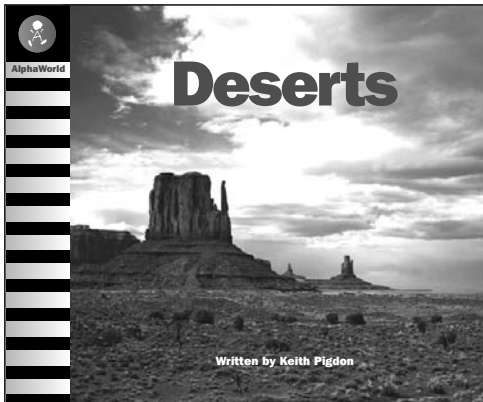
How would you know that you were in a desert?

Background information

Deserts are places where there is little usable water and very little vegetation. Polar regions are deserts because the water there is frozen and cannot be used easily by plants and animals. Some deserts experience great ranges in temperature, being very hot during the day and extremely cold at night.

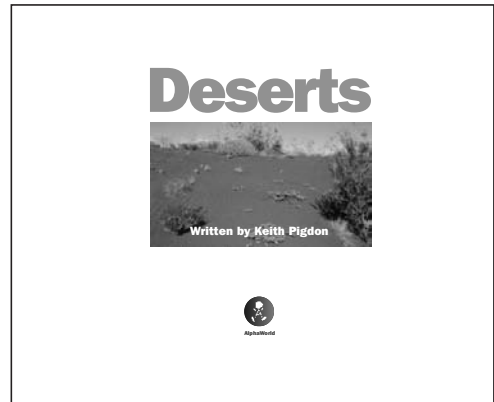
Introducing the book

This book is called 'Deserts'. It tells us about different types of deserts. Some deserts are very hot. Others are very cold. The book tells us that in all deserts it doesn't rain very much.



Front cover

How would you know that this was a desert? Look at the word 'deserts'. How is 'deserts' spelled? How will you remember it when you are reading the book?

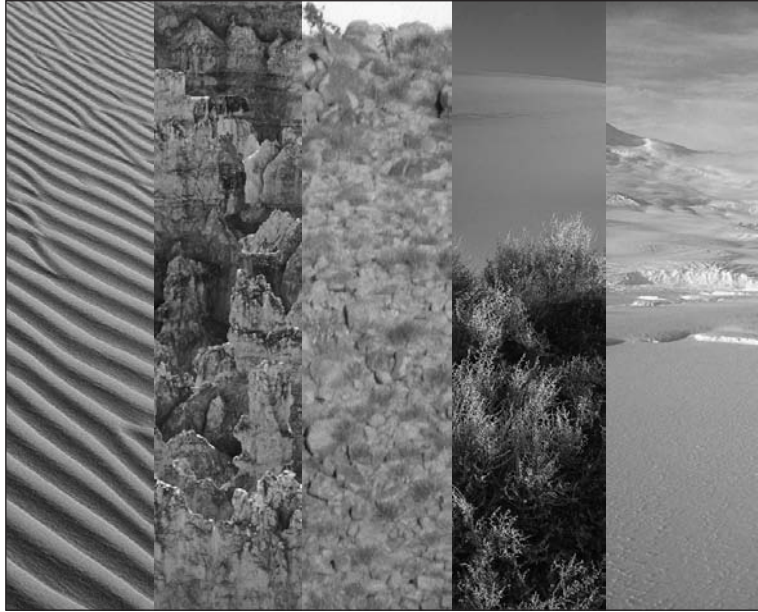


Title page

Point out the title.

What does this word say? How did you remember it?

Deserts



Talkthrough

Discuss the contents page.

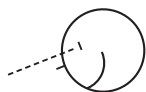
How is a contents page organised? What is it for? What will we find on page 10?

Read through the chapter headings. Point out 'polar'.



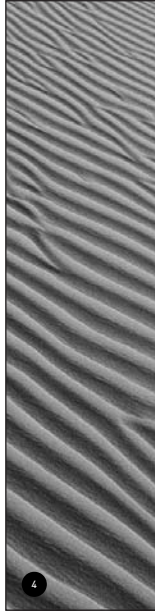
Contents

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Observe and support

Can the child explain the purpose of a table of contents?
*What is this page called? What is it for? Can you tell me
where I would find the chapter on stony deserts?*



What is a desert?

A desert is a dry place.
It does not rain much in a desert.

Many deserts are very hot,
but some are cold.

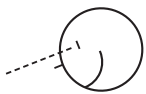


Talkthrough

This chapter tells us what a desert is. It tells us that a desert is a dry place and that it does not rain much. It says that many deserts are very hot and that some are cold. It says that there are many different kinds of deserts.



There are many different kinds of deserts.



Observe and support

Can the child understand the literal meaning of the text?
What is a desert? Where did you find that out?



Rocky deserts

This is a rocky desert.
It is covered in large bits
of rock.

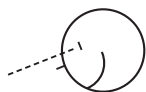
In this desert wind and water
wear away the rock.

Rocky deserts can get very hot.
Some rocky deserts are cold.



Talkthrough

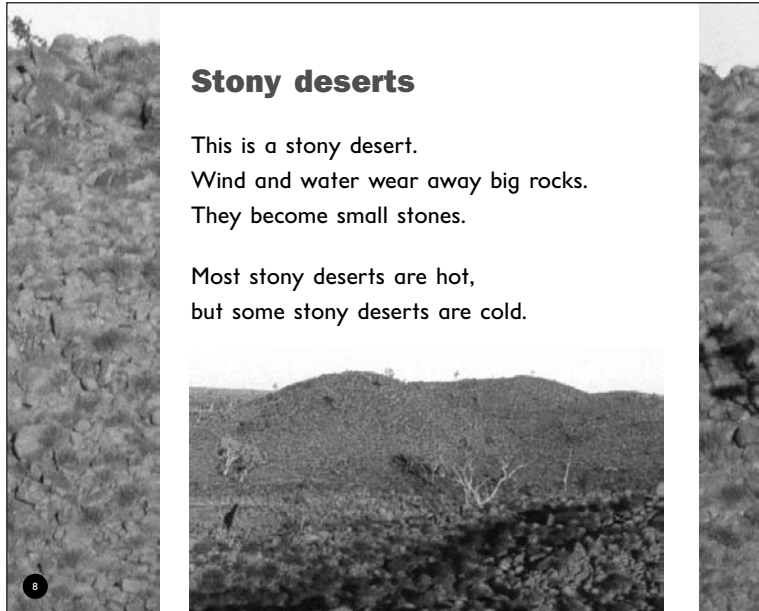
This is a rocky desert. Look at the shape of the rock in the picture. The book says that wind and water wear away the rock. When the wind blows in the desert it picks up bits of sand. When the sand hits the rock it wears it away. When it rains in the desert, the water wears away the rock too.



Observe and support

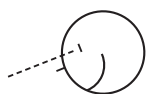
Can the child understand inferences in the text?
How did this desert get to be the shape it is? What do you think 'wear away' means?

Deserts



Talkthrough

What do you notice about this desert? It is called a stony desert. Stony deserts happen when large rocks wear away and become smaller stones.

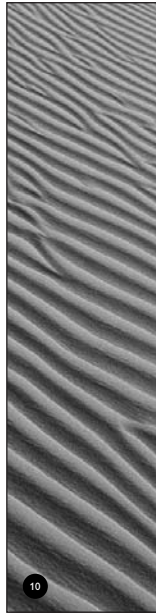


Observe and support

Does the child cross-check all information on the page to support their reading?

You read, "This is a stony desert." What did you check to make sure that the word was 'desert'?

Deserts



Sandy deserts

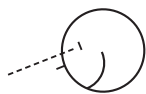
This is a sandy desert.
Rocks and stones wear away
and become sand.

Some sandy deserts are very hot.
Other sandy deserts are very cold.



Talkthrough

What do you notice about this desert? It is covered in sand. This happens when the rocks and stones slowly wear away and become sand.



Observe and support

Can the child understand scientific language such as ‘wear away’?

How is the sand in this desert formed? What might this desert have been like thousands of years ago? Why do you think that?



Polar deserts

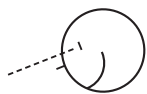
This is a polar desert.

Polar deserts are covered with ice and snow, and they are always very cold.



Talkthrough

This is a desert that is always covered in ice and snow. It is called a polar desert. Polar deserts are always cold.



Observe and support

Can the child read the text fluently?

Model reading a passage of the text to the child. Have the child read it with you.

Can you make it sound like I do?

Have the child read the text by themselves.



Conclusion

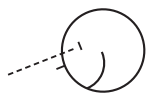
There are different kinds of deserts.

Many deserts are very hot in the day.
At night these deserts can get very cold.
Some deserts are cold all the time.



Talkthrough

This is a conclusion. It sums up what the book has been about. It tells us that there are different types of desert and what these deserts are like.



Observe and support

Can the child interpret the text?

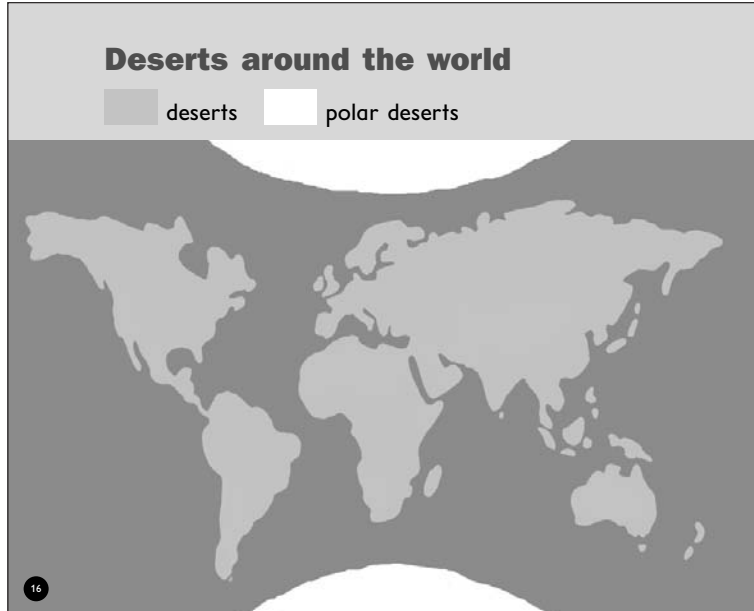
What would it be like if you were in one of the deserts on this page? Why do you think that?

Deserts



Talkthrough


This map shows us where deserts are found all over the world. Can you find a desert near us? Can you find a polar desert?





Comprehension check

*What kinds of deserts are there?
What are polar deserts like?
How are deserts formed?*

Responding to text

 Have students use the text to make a group list of all the words used in the book to describe deserts.

 Under the heading 'What We Know About Deserts', ask students in pairs to write sentences on a chart.

 Have students make lists of some word endings found in the text, e.g. 'y', 'er', 'ing'. Make class lists of these words.

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:

- use a range of information to assist them to solve problems when reading?
- understand new vocabulary using information in texts and pictures to support them?

➤ read the text accurately and fluently?

Deserts

Topic: Our marvellous world

Curriculum link: Earth and Beyond;
Environment

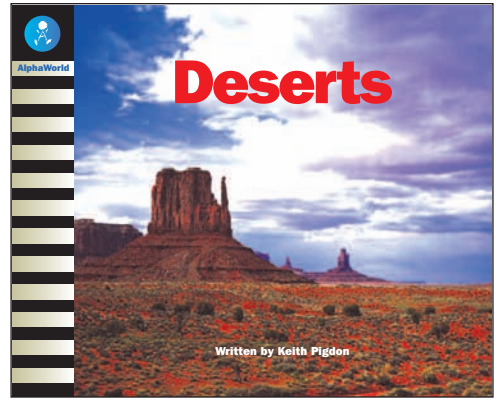
Text type: Report

Reading level: 11

Word count: 226

High-frequency words: a, is, where, it, there, of, and, the, at, can, get, all, with, have, down, these, or, into, from, this, in, for

Vocabulary: desert, rocky, stony, sandy, wind, water, polar



Possible literacy focus

Identifying the key ideas from each double-page spread.

Understanding the appropriate use of generalisations in report writing.

Summary

Many of us think of 'hot and sandy' when we talk about deserts. The text identifies different types of deserts and provides some sense of the diverse beauty to be found in deserts.

AlphaWorld



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