



# Life Cycles

Written by  
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chicken



egg



chick



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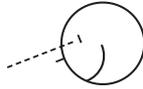
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## How to use this book



### Before reading: Talkthrough

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



### During reading: Observe and support

Observe the children as they read and encourage them to monitor their own reading. Help the children to use reading strategies and cues to respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specific learning need.



### After reading: A range of comprehension and response activities

To develop children's understanding of the text, select from the activities found on page 12 and 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 further teaching plans.

## Selected text features

- Contents page and introduction
- Colour photographs and diagrams support the text
- Double-page spreads for each topic
- Glossary

## Vocabulary

birth, butterflies, caterpillars, changing, chrysalis, cycles, feathers, feeding, growing, hatch, tadpoles

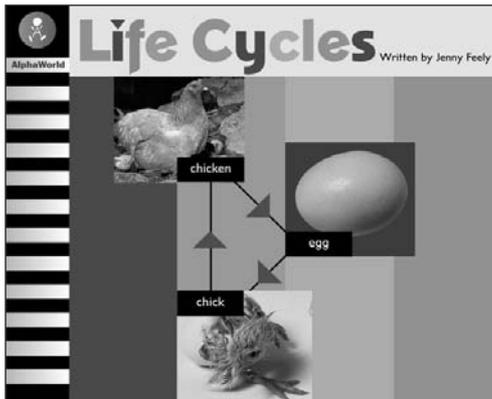
## Setting the context

Fill in a chart to show what the children already know about each animal.

What we know about:
Caterpillars
Frogs
Chickens
Dogs

## Background information

All animals grow and change in different ways. Mammals are very dependent on their parents when they are young. Other animals can fend for themselves almost as soon as they are born. An animal's body shape may change dramatically at different stages of its development. Some, like dragonflies and frogs, can completely change their habitat at different stages of their life cycle. All species of animal go through a cycle of birth, growth, reproduction and death.

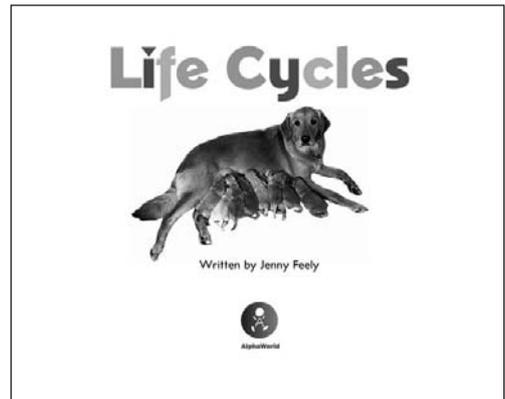


### Front cover

Show the front cover.

*This book is called Life Cycles.*

*What do you think the diagram tells us?*



### Title page

Turn to the title page.

*Why do you think there is a photograph of a dog and her puppies on the title page?*



## **Talkthrough**

Turn to the contents page.

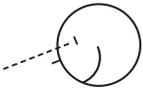
*This is the contents page. It tells us what each section of the book is called.*

Read the section headings.

*The glossary is on the last page. A glossary tells us the meaning of some of the words used in the book.*

Turn to pages 4–5

*This is the introduction. It tells us that all living things grow and change. Do you think the lives of all living things follow a cycle?*



## **Observe and support**

Can the child identify features of the text?

*This is the contents page. What is a contents page used for?*

*Where would I find information about the food animals eat?*

*What would I find out about on page 14?*

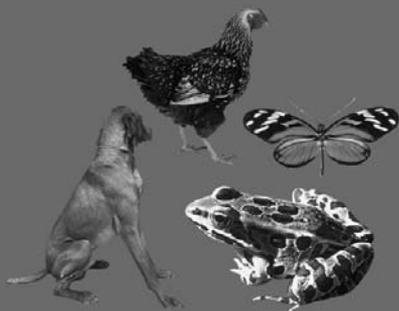
*Where is the heading?*

*Why might a book like this have headings?*

*The contents page tells us that the glossary is on page 20. Why might this book need a glossary?*

## Contents

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## Introduction

All living things  
grow and change.  
They grow and change  
in different ways.





## Talkthrough

Turn to pages 6–7

*What animals can you see in these photos?*

*What is the butterfly doing?*

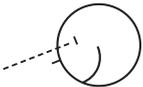
*What is happening to the chick?*

Turn to pages 8–9

*This page talks about young animals. It tells us that caterpillars and tadpoles can look after themselves when they are born. Can a chick look after itself?*

*Can a puppy look after itself?*

*How do their mothers look after them?*



## Observe and support

Do the children monitor their own reading?

Do they notice when they make an error?

*How did you know that was wrong?*

*What did you think about?*

*Why did you re-read the whole sentence?*

If the children do not recognise errors you might say:

*Did that make sense?*

*What could go there?*

*What would sound right?*

*What would look right?*

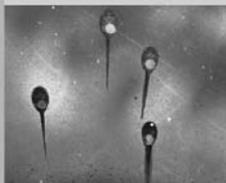
## Starting out

A butterfly lays eggs.  
A caterpillar hatches  
from each egg.



1

A frog lays eggs.  
A tadpole hatches  
from each egg.



A chicken lays eggs.  
A chick hatches  
from each egg.



A dog gives birth to puppies.  
Puppies grow inside  
their mother's body.



2

## Young animals

Caterpillars can  
look after themselves.



3

Tadpoles can  
look after themselves.



Chicks cannot look after  
themselves. They stay close  
to their mother. Their  
mother looks after them.



Puppies cannot look after  
themselves. Their mother  
looks after them.



4



### **Talkthrough**

Turn to pages 10–11

*This section is about what these animals eat.*

*What do young caterpillars eat?*

*What do tadpoles eat?*

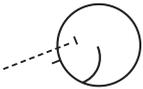
*What do chicks eat?*

*What are the puppies feeding on?*

Turn to pages 12–13

*The animals in these photos have grown. What has happened to each of these animals?*

*How do you change as you grow up?*



### **Observe and support**

Ask a child having difficulty to read aloud to you. Does the child read the text fluently?

*I noticed that you re-read the sentence that you were having difficulty with. The second time you read it you read it very clearly.*

*I was able to understand all of the information.*

You might need to model the fluent reading of the text.

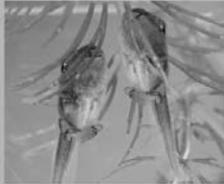
## Feeding

Young caterpillars eat leaves.



10

Young tadpoles eat plants in the pond.



Young chicks follow their mother. She helps them to find food.



Young puppies drink milk from their mother.



11

## Growing

Caterpillars eat and get bigger. They grow out of their skins.



12

Tadpoles eat and get bigger. They grow legs at the back.



Chicks eat and get bigger. They grow feathers.



Puppies eat and get bigger. They grow more fur.



13



## **Talkthrough**

Turn to pages 14–15

*This caterpillar is changing into a chrysalis. Why do you think it does this?*

*The tadpole is growing front legs. What do you think it will become?*

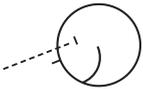
*How has the chick changed?*

Turn to pages 16–17

*This section is called 'Adults'.*

*What has each of the animals become?*

*Can you describe how they have changed since they were babies?*



## **Observe and support**

Do the children pay attention to phonic information when decoding new words such as 'chrysalis'?

*You read the word 'chrysalis'. How did you know what this word was?*

*What were you thinking about?*

*What did you check at the start of the word?*

*What did you look for at the end of the word?*

## Changing

The caterpillar stops growing.  
It changes into a chrysalis.



10

The tadpole gets bigger.  
It grows front legs.



The chick gets bigger.  
It grows more feathers and  
its legs grow longer.



The puppy gets bigger.  
Its fur gets thicker and its  
legs grow longer.



11

## Adults

The chrysalis changes into  
a butterfly.



12

The tadpole changes into  
a frog.



The chick changes into  
a chicken.



The puppy changes into  
a dog.



13



## **Talkthrough**

*This section is called 'Life cycles'.*

*Point to the diagram of the butterfly life cycle.*

*The butterfly lays an egg. A caterpillar hatches from the egg and turns into a chrysalis that becomes a butterfly.*

*Can you explain what the other diagrams show?*

*Why do you think the author has used diagrams?*

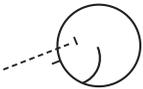
*Turn to page 20*

*This is the glossary.*

*Look at the order of the words. What do you notice?*

*Read the words in the glossary.*

*What word would you like to find out more about?*



## **Observe and support**

*Can the children understand the text at the literal level? Can they gain information from diagrams?*

*What is a life cycle?*

*Explain the life cycle of a butterfly.*

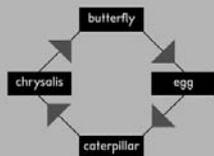
*What happens to a frog during its life?*

*What stages does a chicken go through during its life?*

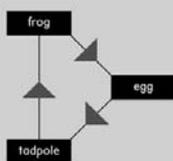
## Life cycles



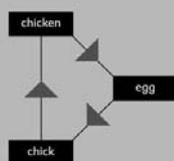
Butterfly life cycle



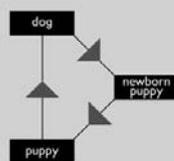
Frog life cycle



Chicken life cycle



Dog life cycle



10

11

## Glossary

- birth when a young animal comes out of its mother's body
- chrysalis the cover that a caterpillar forms around itself before changing into a butterfly
- egg a rounded object with a shell that protects young animals while they grow
- feathers the covering of a bird's skin
- fur short hair on the bodies of some animals
- hatch to come out of an egg
- skin the outside covering of an animal's body

12

## Life Cycles



### After reading

#### Being a meaning maker

Encourage the children to support their answers to these questions with evidence from the book:

*What hatches from a butterfly's egg?*

*What do tadpoles turn into?*

*Can you explain the life cycle of a dog?*

*Have you ever heard the question, 'What came first, the chicken or the egg?' Can you explain what this might mean?*

*Why is it that some animals need to be looked after by their parents and others can look after themselves?*

#### Being a code breaker

Explore the following language features:

- Words in their singular and plural form: butterfly/butterflies, chicken/chickens, puppy/puppies, tadpole/tadpoles
- Words with 'ch': change, chick, chicken, hatch
- Word families: /ick/ as in chick – flick, stick, trick; /og/ as in frog –

clog, bog, dog; /atch/ as in hatch – batch, catch, match, patch

- Apostrophes used for possession: mother's body, butterfly's life, bird's skin, animal's body

#### Being a text user

*What did you learn from this book?*

*Did reading it change your ideas about any of the animals in the book?*

*What features does this book have that help you to find information?*

#### Being a text critic

*What research would the author have done to write this book?*

*What other animals could have been included in this book?*

## Responding to text

 The children could complete a chart using the text to check for accuracy.

Animal	How is this animal born?	What does the animal eat?	What changes does the animal go through during its life?
Caterpillar			
Frog			
Chicken			
Dog			

The children could then compare this chart with the chart they filled in before reading.

 The children could write clues for a 'What am I?' game using information from the text.

For example: I hatch from an egg. I live in water. I grow legs and lose my tail. I turn into a frog. What am I?

The children could swap their clues with a friend and try to guess each other's animal.

## Possible assessment focus

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Can the children:

- explain the life cycle of one of the animals in the book?
- find plural words and identify their singular form?
- monitor their reading for fluency and accuracy?

 The children could choose an animal from the book. They could draw pictures of the different stages of the animal's life and label each picture.

## Writing links

Revisit the chart compiled before reading. Add new information to the chart and correct any misconceptions. Choose one of the animals to focus on and model the writing of a factual text about that animal.

The children could work in pairs to research the life cycle of a different animal. Using this information they could innovate on the text to write and illustrate their own life cycle book.

 whole text activity

 sentence activity

 word activity

# Life Cycles

**Topic:** Animal Kingdom/ Time

**Curriculum link:** Natural Science

**Text type:** Explanation/ Comparison

**Reading level:** 12

**Word count:** 226

**Vocabulary:** birth, butterflies, caterpillars, changing, chrysalis, cycles, feathers, feeding, growing, hatch, tadpoles

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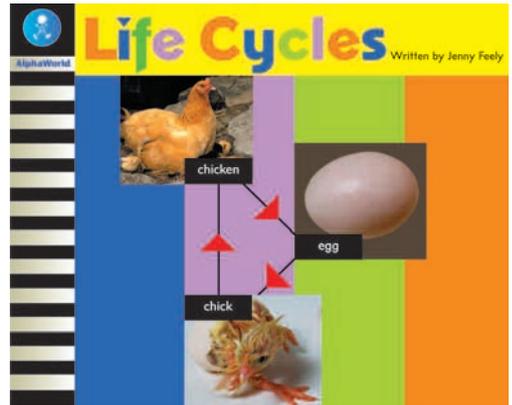
## Possible literacy focus:

- Understanding the text at the literal level: what are life cycles?
- Finding plurals and giving their singular form (butterfly/butterflies, frog/frogs).

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## ESL possibilities:

- Explain the diagram on the front cover.
- Find the main points in the book and record them in a data chart.



## Summary

All living things grow and change. In this book, the life cycles of four different animals are described using text, photographs and diagrams.

**AlphaWorld**



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