



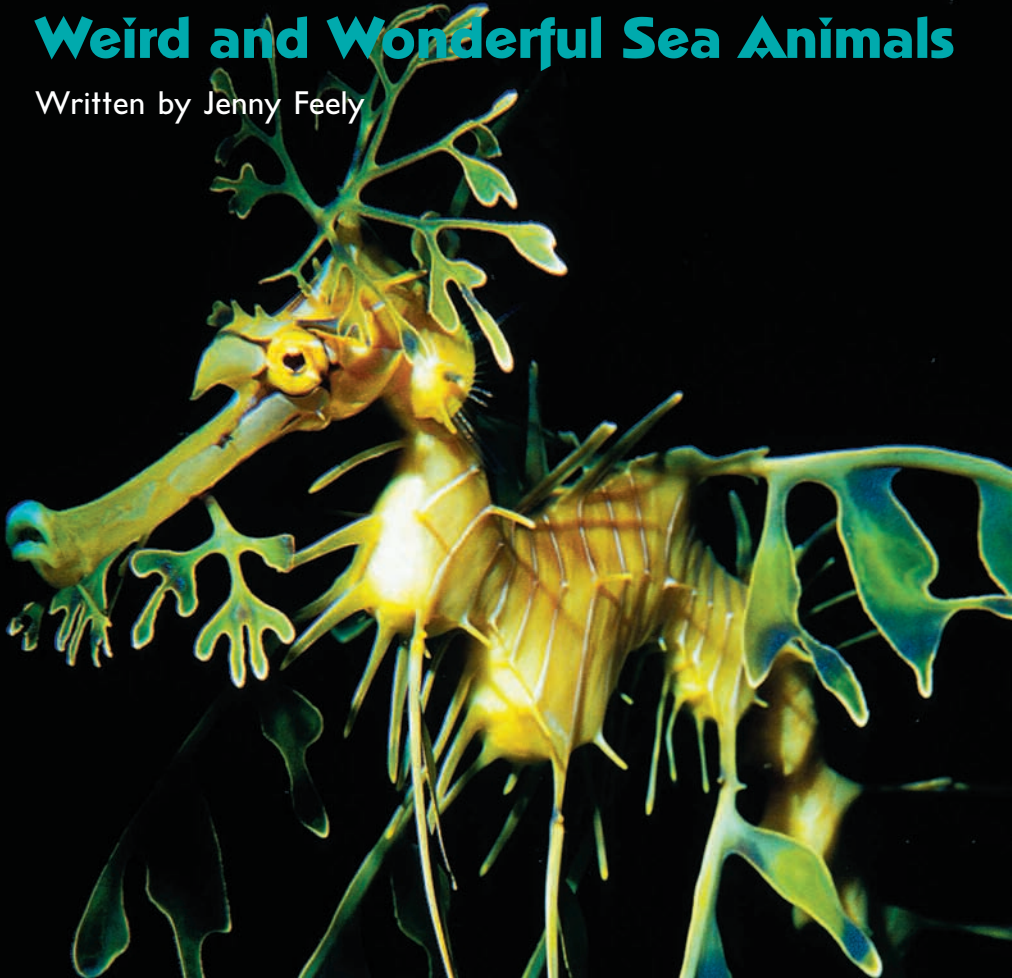
Teacher Edition

AlphaWorld

What am I?

Weird and Wonderful Sea Animals

Written by Jenny Feely



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Photographs © Eleanor
Curtain Publishing

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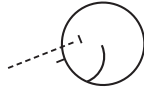
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How to use this book



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

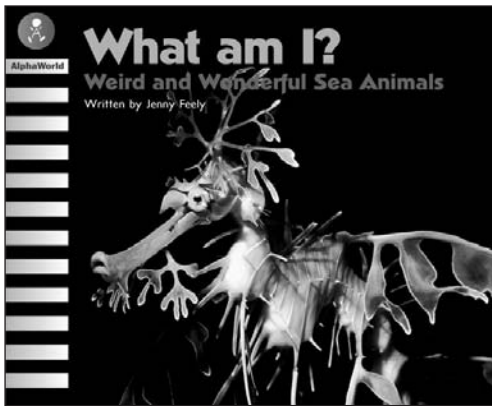
- A riddle is posed on a double-page spread and answered on the next spread
- Text is written in the first person
- Colour photographs support and extend the text

Vocabulary

anemones, coral, dragon, poisonous, polyp, protect, seahorse, skeleton, spines, tentacles, urchin

Setting the context

Ask the children to think of as many sea animals as they can. Make a list of the children's ideas.



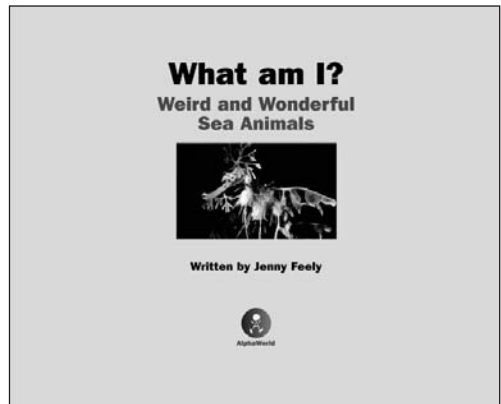
Front cover

Show the front cover.

This book is called What am I? Weird and Wonderful Sea Animals.

What animals from our list do you think might be included in this book?

Circle these animals.



Title page

Turn to the title page.

What can you see on the title page?

What animal is in the photo?



Talkthrough

Turn to pages 2–3

The heading on this page says, 'What am I?' What do you think this sea animal is?

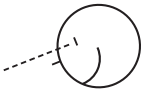
What do you think this animal looks like?

This sea animal has tentacles that can sting other animals. Why might it have these?

Turn to pages 4–5

The animal is a coral polyp. What do you know about coral polyps?

The text tells us that a coral reef is made up of millions of coral polyps. What else do you know about coral reefs?



Observe and support

Can the children understand the literal meaning of the text?

Is a coral polyp a plant or an animal?

What is the name of the animal?

Why would it help the animal to look like a plant?

Can this animal hurt other animals? How?

Where do coral polyps live?

What happens to coral polyps when they die?

If any of the children are having difficulty understanding the text, you may need to ask them to re-read a particular paragraph or page.

What am I?

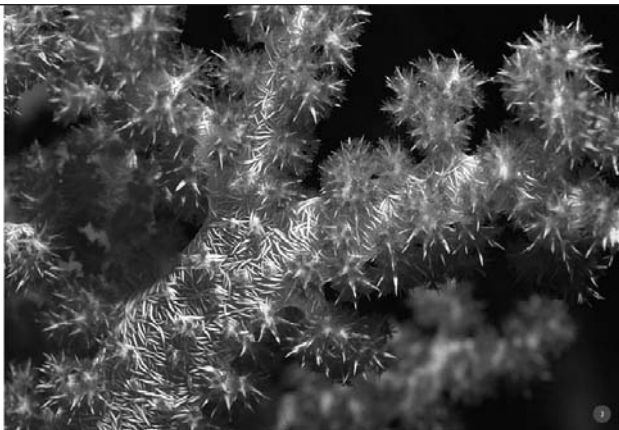
I look like a plant, but I am an animal.

I live with millions of other animals just like me.

I have tentacles that can sting other animals.

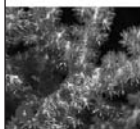
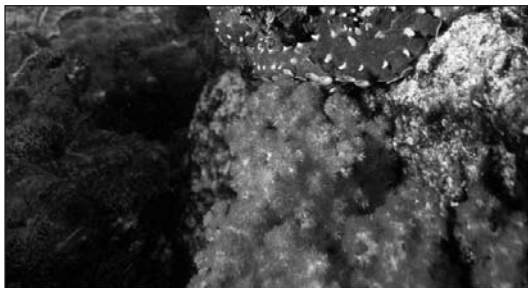
When tiny sea animals float past me

I sting them and eat them.



1

2



I am a coral polyp.

I am one of the millions of coral polyps
that make up a coral reef.

I have many tiny plants
living inside me. These
give me my colour.

When I die, my skeleton
stays joined to the
coral reef.



3



Talkthrough

Turn to pages 6–7

What can you see in this photo?

This animal looks like seaweed. How might this help the animal?

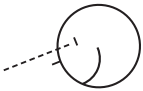
This animal eats by sucking up food with its mouth. What do you think it might eat?

Turn to pages 8–9

The animal is called a leafy sea dragon.

What features can you see in the photo that show you that it is an animal?

Does the leafy sea dragon remind you of another sea animal?



Observe and support

Do the children understand how the text is organised?

Where is the question?

Where are the clues?

Where is the answer?

From whose point of view is the text written?

How do you know this?

What am I?

I look like a plant, but I am an animal.

I look like seaweed. This helps me to stay safe from animals that want to eat me.

I float around the seaweed looking for tiny sea animals and plants to eat. My mouth is very good at sucking up any food I find.



I am an animal called a leafy sea dragon.

I am a kind of seahorse. Like all seahorses, I am a fish.

I hatched from an egg that my father carried in a pouch under his tail until I was ready to be born.





Talkthrough

Turn to pages 10–11

What does this animal look like?

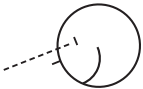
How can you tell that it is an animal?

This animal's skin is brown, green and lumpy. Why might it look like this?

Turn to pages 12–13

This animal is called a stonefish. Why do you think it is called this?

The stonefish has poisonous spines along its back. Its poison is strong enough to kill people!



Observe and support

Ask any of the children having difficulty to read aloud. Do the children read the text fluently?

I like the way you read that. You paused between reading each new clue. This gave me time to think about what you had read.

What does the question mark tell you about how to read the heading?

If needed, you could model reading the text fluently.

What am I?

I look like a rock, but I am an animal.

My skin is brown and green and lumpy.
Sometimes I stay very still and hide among
the rocks or coral. Sometimes I hide in the
sand or mud.

I wait for the food I eat to swim past me.
Then I move quickly to catch it.

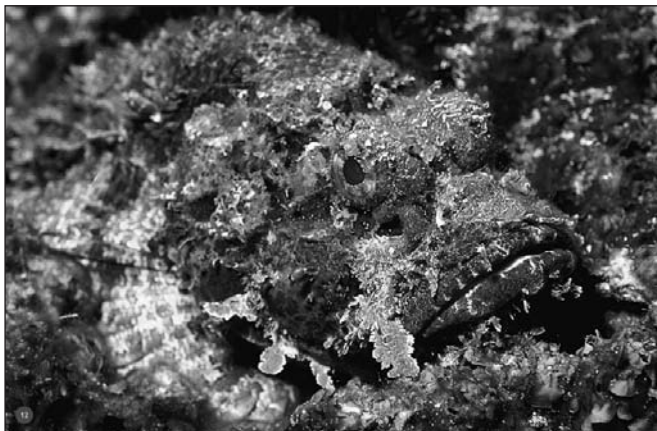


I am a stonefish.

I have poisonous spines along my back.
These spines protect me from animals that
might try to eat me.

My poison is strong enough to kill people.

I can live out of the water for many hours.





Talkthrough

Turn to pages 14–15

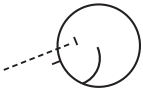
What does this animal look like?

This animal can close itself up if it is in danger. Can you think of another reason the animal might do this?

Turn to pages 16–17

This animal is a sea anemone.

*It can be as small as your fingernail or bigger than your hand.
In what parts of the ocean do you think it lives?*



Observe and support

Do the children use a range of strategies to work out new words such as ‘tentacles’?

How did you know that word was ‘tentacles’?

What did you check?

What did you think about?

Did the picture help you work out this word? How?

When needed, you might say:

What does the photo show you?

Look at the word. What sound might it start with?

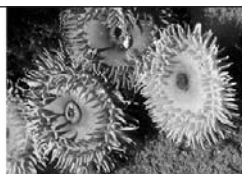
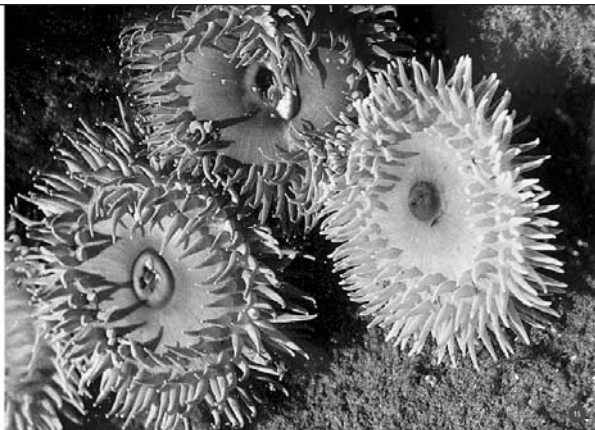
What word starting with the /t/ sound would make sense here?

What am I?

I look like a flower, but I am an animal.

I hold onto a rock and wait for food to float past.
I have stinging tentacles that I use to catch fish
when they swim close to me.

If I am in danger, I can close up to protect myself.
I close up to swallow the food I catch too.



I am an anemone.

I can be as small as your fingernail or bigger
than your hand.

I can live in warm water, but also in the cold
water near the South Pole. I can also live on
the bottom of the deepest part of the sea.

10



Talkthrough

Turn to pages 18–19

The text says that this animal looks like a pile of sticks. What sort of animal do you think it is?

It protects itself with the sharp spines on its shell.

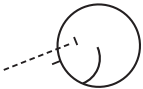
It has tube-like feet. Do you think it can move?

Turn to page 20

This animal is a sea urchin.

What features does a sea urchin have?

The sea urchin hides during the day and comes out to eat at night.



Observe and support

Do the children use their knowledge of phonics to support their reading?

You read the word 'urchin'. How did you know it was 'urchin'?

What things did you check?

If any of the children are having difficulty you might say:

Look at the first two letters. What sound might they make together?

Look at the rest of the word. What does it say?

What is the word?

What am I?

I am an animal too, but I look like a pile of sticks!

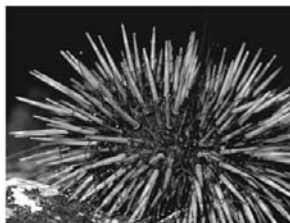
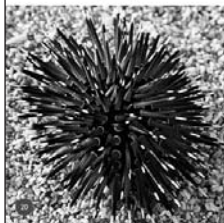
I have sharp spines on my shell to protect me.
I have tube-like feet between my spines. I use
my feet to move around on the floor of the sea.

I eat tiny sea plants.



I am a sea urchin.

I hide during the day and come out at night to feed.
I can live in warm or cold water. I can live in the
deepest parts of the sea.



What Am I?



After reading

Being a meaning maker

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

What are some of the weird and wonderful sea animals that are in this book?

Why do some of these sea animals look like plants?

What other things do these animals look like?

What are some ways these animals protect themselves?

Why is it so important for these animals to be able to protect themselves?

Do you think the title 'Weird and Wonderful Sea Animals' is appropriate? Why or why not?

Being a code breaker

Explore the following language features:

- Word families: /ea/ as in sea – beam, cream, eat, meat, treat; /oat/ as in float – boat, coat, goat; /ing/ as in sting – cling, king, ring, spring

- Punctuation: capital letters, commas, full stops, question marks
- Verbs: eat, float, hide, sting, swim
- Adjectives: brown, green, lumpy, sharp, tiny, tube-like

Being a text user

What would the author have needed to know to write a book like this?

From whose point of view is the book written?

How has the author made this book interesting?


Being a text critic


Why might the author have chosen to write about these animals?


Are these the only weird and wonderful sea animals?

What message does the author want to give you?

Responding to text

 The children could work as a group to create an under-the-sea mural that includes the sea animals mentioned in the book. The children could label the animals.

 The children could use coloured paper, tape and icy-pole sticks to make a puppet of one of the animals described in the book. The children could then share their puppets with the rest of the class. They could explain which animal they have chosen and describe its special features.

 The children could hunt through the book to identify and list words used to describe sea animals (brown, green, lumpy, sharp, tube-like, tiny). The children could browse through other books to find more adjectives to add to their list.

Writing links

As a group, fill in a chart using information from the text.


Name of animal	What it looks like	What it eats	Special features

The children could choose a sea animal not included in the book. They could refer to the list made before reading for ideas. The children could write ‘What am I?’ clues about the animal. Encourage them to write from the animal’s point of view. Collate the finished work to make a class book.


Possible assessment focus

Can the children:

- explain the point of view from which the book is written?
- point out words in the text that show it is written in the past tense?

 whole text activity

 sentence activity

 word activity

What am I? Weird and Wonderful Sea Animals

Topic: Sea/ Animal Kingdom

Curriculum link: Natural Science

Text type: Report/ Riddle

Reading level: 17

Word count: 469

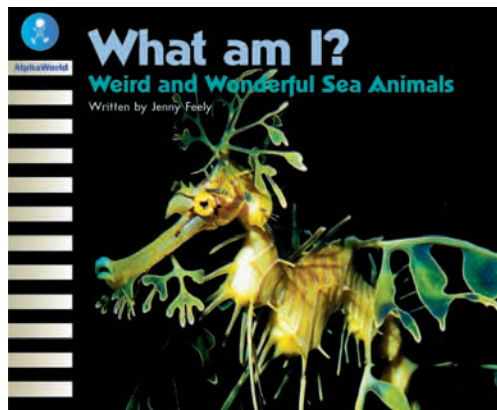
Vocabulary: anemones, coral, dragon, poisonous, polyp, protect, seahorse, skeleton, spines, tentacles, urchin

Possible literacy focus:

- Identifying words that show the text is written in the first person.
- Identifying words that show the text is written in the past tense.

ESL possibilities:

- Find sentences with multiple clauses: break down the sentence and find the main points.
- Understanding that conjunctions such as 'but' can be used to connect two separate ideas.



Summary

This is a 'What am I?' book that looks at five different weird and wonderful sea animals.

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