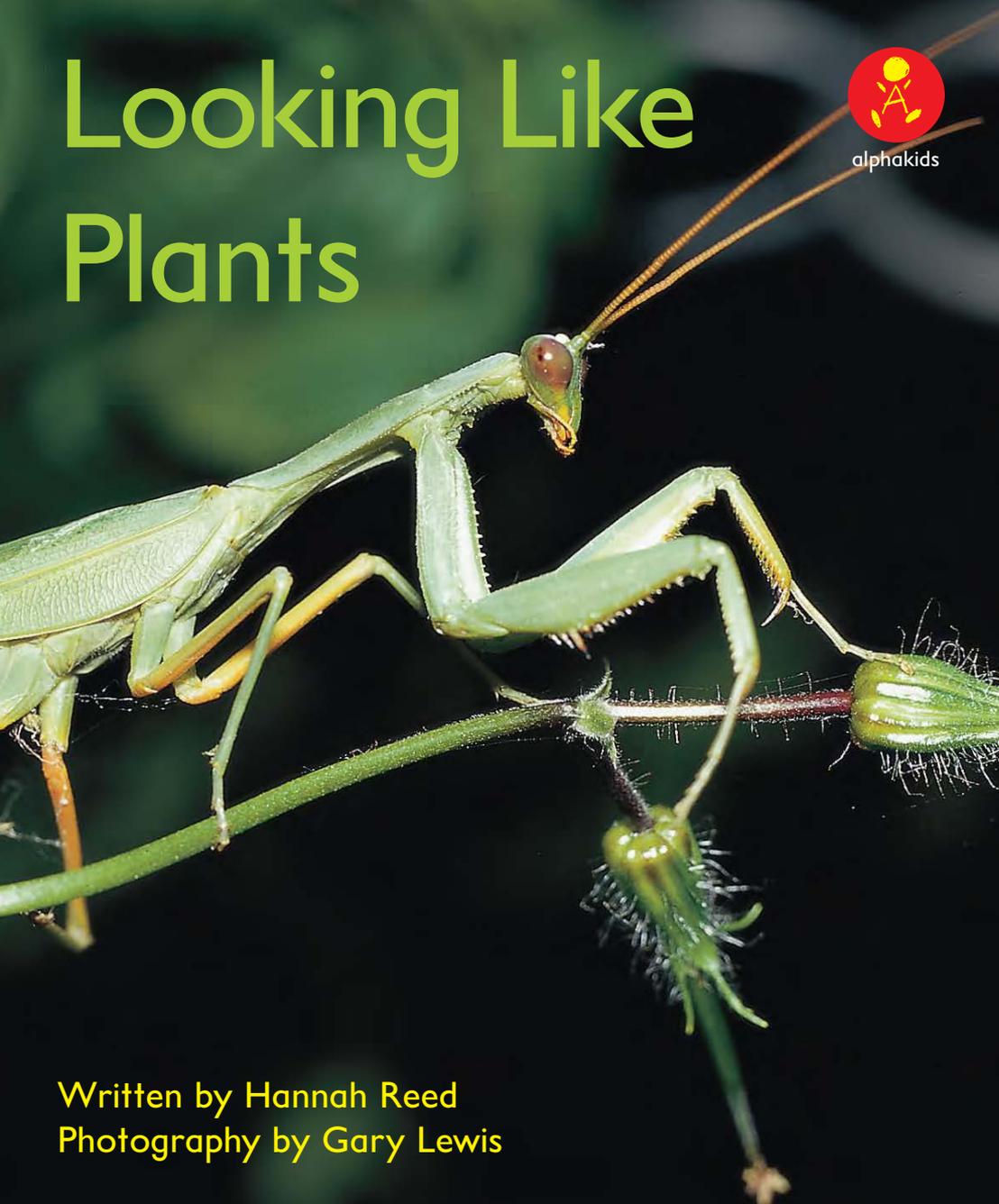


Teacher Edition

# Looking Like Plants



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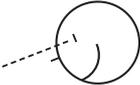
## How to use this book

### Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and 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. Encourage them to monitor their own reading as they comprehend the text. 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. Interruptions to the child's reading should be minimal and focused on a specified learning need.

### After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from 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 planning for further teaching.

## Text highlights

- Section headings introduce each animal
- Index supported by pictures

## Vocabulary

insect, leafy sea dragon, tawny frogmouth,  
praying mantis

## Setting the context

Provide children with some photographs of animals that are camouflaged in their surroundings. Ask: *Can you spot the animals? Why are they hard to see?*

## Background information

Camouflaged animals are hard to see. This helps them to remain safe from predators or enables them to catch food.

## Introducing the book

*This book is about animals that look like plants. It explains how this helps them to hide from predators or to catch food more easily.*

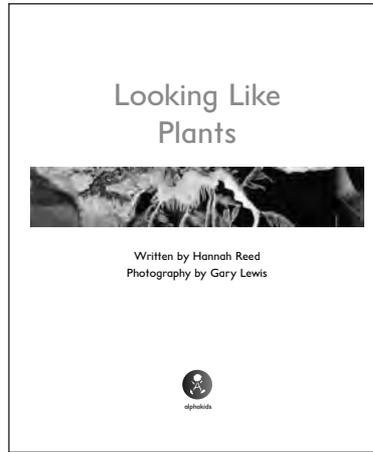


## Front cover

Talk about the title and discuss the photograph.

*Have you ever seen a stick insect? What did it look like? How hard was it to see when it was on a plant? How did it move? Do you know any other animals that look like plants?*

List children's suggestions on a sheet of paper.



## Title page

Read the title page. Point out the author's and photographer's names. Look at the photograph.

*What is this photograph?*

*Why do you think that the publisher only put in a very slim photograph on the title page?*

*If you are unsure of the animal, where do you think that you will find out about it?*



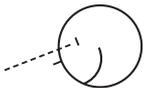
## Talkthrough

*This page provides us with an introduction to the book. It tells us that some animals can hide by looking like plants.*

Talk about the different animals featured in the photographs.

*What are the animals?*

If children do not recognise these animals, they will be revealed in the book.



## Observe and support

Can the child recognise the number of syllables in a word? Being able to hear the number of syllables in a word can help children spell unknown words.

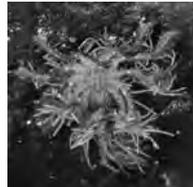
*Can you tell me how many syllables there are in the word 'animals'? (three syllables)*

Many animals need to hide.

Some animals hide to stay safe.

Other animals hide to catch food.

Some animals hide by looking like plants.



2

3



## Talkthrough

Look at the photographs on pages 5 and 6–7.

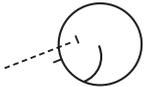
*Both of these animals are insects.*

Point out the section heading on each spread.

*This tells us that the information on this page is about this animal.*

Read the name of the insect in the section heading on each spread, followed by the text.

*Have you seen either of these insects before? Where did you see them?*



## Observe and support

Does the child understand the inference in the text?

*Why does the leaf hopper need to look like part of a plant?*

## Leaf hopper

This insect looks like a leaf.  
It sits very still on plants  
and it is hard for birds to see it.  
This keeps it safe.



4

5

## Stick insect

This insect looks like a stick.  
It sits very still on leaves  
and when it moves it looks like  
a twig moving in the wind.

This helps it to stay safe from birds  
that want to eat it.



6

7



## Talkthrough

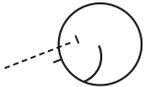
Look at the photograph on pages 8–9.

*This fish is very hard to see. Its body looks like seaweed.*

*Can you find its eyes?*

Look at the photograph on page 11.

*These birds look like bark. Do you think that you could spot them high up in a tree? Why would it be difficult to see them?*



## Observe and support

Does the child know what a compound word is?

*'Seaweed' is a compound word. What does this mean?*

Ask children to locate other compound words on these pages.

## Leafy sea dragon

This fish looks like seaweed.  
It swims around in the seaweed  
and is very hard to see.

This helps it to stay safe from  
other fish that want to eat it.



8

9

## Tawny frogmouth

These birds have grey and brown  
feathers that look like bark.  
They sit in trees and stay very  
still so that it is hard to see them.

This helps them to stay safe  
and to catch food.



10



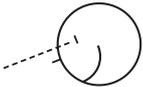
### **Talkthrough**

Look at the photographs on pages 12–13 and 14–15.

*These two animals are well hidden. Can you find them?*

*What makes them so hard to find? Have you ever seen*

*a praying mantis? Where did you see it?*



### **Observe and support**

Does the child read with expression?

*I like the way that you read that in such an interesting way.*

## Praying mantis

This insect looks like a stem.  
It sits on a stem and waits to catch food.

Other insects think it is a plant.  
Then the praying mantis catches  
and eats the insects.



12

13

## Weed crab

Weed crabs look like seaweed.

They put seaweed on their shells  
to hide from other sea animals.  
This keeps them safe.



14

15

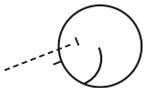


## Talkthrough

Refer to the index on page 16.

*This is the index. An index tells us where we can find different information in the book. It is arranged in alphabetical order, or in the same order as the alphabet. On what page would you find information about the tawny frogmouth?*

You may like to demonstrate how to use an index to find information.



## Observe and support

Can the child use an index?

*Can you find the section on the leaf hopper? How did you know it was on page 4?*

Can the child quickly scan the text to find key words?

*Can you find the words 'weed crab' on this page?*

## Index



leaf hopper 4



leafy sea dragon 8



praying mantis 12



stick insect 6



tawny frogmouth 10



weed crab 14

## Looking Like Plants

### Being a meaning maker

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

*How does looking like a plant help a stick insect?*

*How do tawny frogmouths hide?*

*Why do animals that look like plants hide?*

*What would happen if each animal couldn't be near the plant it looks like?*

### Being a code breaker

Explore the following language feature:

- Words with the long /e/ sound: keeps, seaweed, weed, sea, leaf, need, leaves, eat, trees.

### Being a text user

Refer to the list of animals made prior to reading the book.

*Which of the animals on our list were in the book?*

*Did we learn anything new about these animals?*

*Which new animals did we find out about?*

*What plants do they look like? Why do they hide?*

### Being a text critic

*The author has chosen six animals to write about in the book.*

*Would you have chosen these animals?*

*Which animals would you have included? Why?*

## Responding to text

 Identify some animals that look like plants but are not mentioned in the book. Create a poster to show how each animal looks like a plant to keep safe.

 Create a chart to list animals that hide to stay safe and animals that hide to catch food. Some animals may do both! Write a sentence to describe how each animal does this.

 Children can list words with the two letter blend 'st': stick, stem, stay.  
Children could browse through other familiar books to add words to this list.

## Assessment

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Can the child:

- Explain what an index does and how it is organised?
- Use an index to locate information in a text?
- Identify some different animals that look like plants and hypothesise about how they use camouflage to stay safe?

## Writing links

### Shared/guided writing

Discuss the format of a report, which the children have seen in 'Looking Like Plants'. What feature is similar about the animals in each section? List these features on a chart. Now select an animal that the group can write about together. One of the stimulus photographs that the children used earlier would be ideal here.

### Independent writing

Ask children to write about another animal that needs to look like a plant. Remind them to use the report format of the book 'Looking Like Plants' as their model.

 whole text activity

 sentence activity

 word activity



## Teacher Edition

**Topic:** Living things

**Curriculum link:** Science

**Text Type:** Report

**Reading Level:** 12

**Word count:** 208

**Vocabulary:** insect, leafy sea dragon, tawny frogmouth, praying mantis

### Possible literacy focus

Identifying the features of an index.

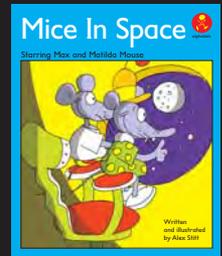
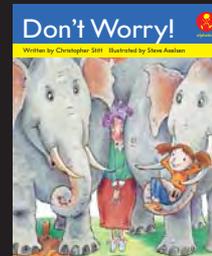
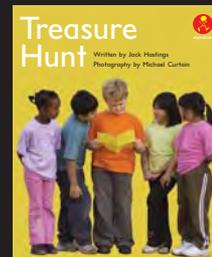
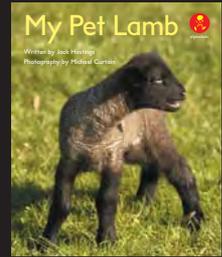
Using an index to locate information in a text.

Using pictures to help interpret the text.

### Summary

This book is about animals that camouflage themselves to look like plants so that they can hide from predators or catch food more easily.

## Other books at this level



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