

Teacher Edition

Tigers



alphakids

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Published edition
© Eleanor Curtain
Publishing 2003

First published 2003

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Developed by
Eleanor Curtain Publishing
Text: Elizabeth Golding
Consultant: Susan Hill
Designed by
Alexander Stitt
Production by
Publishing Solutions

Printed in Hong Kong

ISBN 0 7253 2824 X
Pack ISBN 0 7253 2759 6
(6 Student Books + 1 Teacher
Edition)

1 2 3 4 5 6 7 8 9
03 04 05

Text highlights

- Contents page is provided
- Headings used throughout
- Colour photographs extend the text
- Scientific language is used
- A map is provided

How to use this book

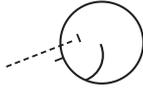
Before reading: Talkthrough

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 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.



Vocabulary

contents, introduction, conclusion, weigh,
claws, hunt, quietly, jungles, bushes, stripes,
pattern, cubs, teaches, wild

Setting the context

Draw up a chart prior to the lesson.

Ask the children to tell you what they know about tigers. Record these ideas in the first column. Fill in the second column with questions they have about tigers. Leave the last column blank.

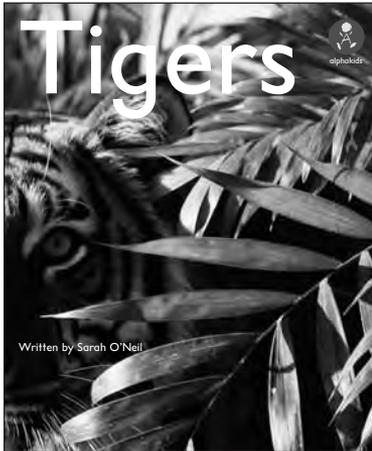
Background information

Tigers are endangered animals. There are five subspecies remaining in the world: Siberian, Chinese, Indochinese, Bengal (Indian) and Sumatran. There are three other subspecies, which are presumed to be extinct.

Introducing the book

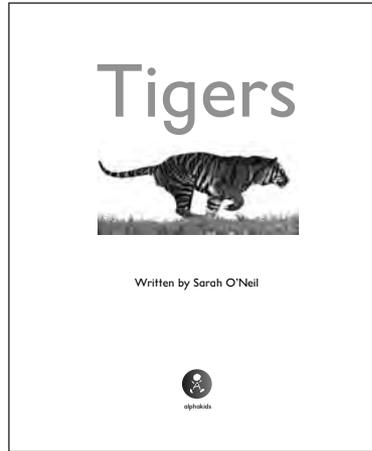
Ask: *What animal is this book about? This book is called 'Tigers'. What kind of book do you think it will be? What information do you think that you will find out about tigers?*

What we know about tigers	What we want to know about tigers	What we learned about tigers



Front cover

Why did the publisher choose this photograph for the front cover?
Discuss how tigers can be camouflaged by their surroundings.



Title page

This is the title page. What does the title page tell us?



Talkthrough

Look at the table of contents.

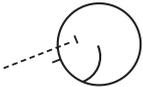
This is the contents page. The contents page tells us where we can find information in the book. Where would we find the section on hunting?

Point out that a contents page helps you to choose where to start reading a book, and that you don't have to read from the front to the back.

Read through the headings.

Turn to pages 4–5.

This is the introduction. It tells us general facts about tigers. What do you think is the most interesting fact?



Observe and support

Can the child use the contents page?

What is on page 14?



Contents

Introduction 4

Getting food 6

Hunting 8

Staying cool 10

Stripes 13

Tiger cubs 14

Conclusion 16

Introduction

Tigers are the biggest cats in the world.

A big tiger can be as long as a car.
It can weigh as much as two people.

Tigers have sharp teeth and claws.





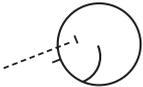
Talkthrough

Look at pages 6–7.

This section is called ‘Getting food’. How does the photograph on page 7 help us understand this text?

Look at pages 8–9.

The next section is called ‘Hunting’. What extra information do we learn about how tigers catch their food?



Observe and support

Can the child interpret the text?

Why do tigers mostly hunt at night?

Getting food

Tigers eat other animals.
Most of the time, they hunt at night.
They can move very quietly.

Tigers use their sharp claws and teeth
to catch and kill other animals.



Hunting

Most tigers live in forests and jungles.
They hide in the bushes and wait
for other animals.

Tigers cannot run as fast as many
other animals. They jump out quickly
and surprise other animals to catch them.





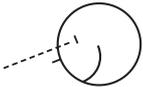
Talkthrough

Look at the photographs on pages 10 and 11.

What two things do tigers do to stay cool? Why do you think that they would need to stay cool?

Turn the page.

Tigers have stripes so that they are camouflaged in the forest. How would this help them?



Observe and support

Can the child use several sources of information to correctly identify a word?

I liked the way that you re-read the text. How did you notice your error? What did you do to fix it?

Staying cool

Jungles are hot places.
Tigers that live in jungles need
to live near water.

They drink the water and swim
in the water to get cool.



Stripes

Tigers have stripes. Stripes help tigers
to hide in the forest. Stripes make it hard
for other animals to see them.

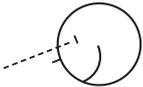
Each tiger has a different pattern
on its face.





Talkthrough

This section is about tiger cubs. It tells us that the mother feeds the cubs milk from her body. This means that the tiger is a mammal. Can you think of any other animals that feed their young milk?



Observe and support

Can the child read the text fluently?

I like the way that you read this so smoothly and with interest in your voice.

Tiger cubs

Most tigers have three or four cubs.
The mother tiger looks after the cubs
and feeds them milk from her body.



When they are bigger she teaches
them to hunt.

The cubs leave their mother and look
after themselves when they are about
two years old.



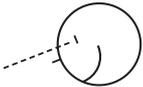


Talkthrough

This section is called the conclusion. What does the conclusion tell us?

Discuss the map with the children.

Why is there a map on this page? How does the map assist us with our knowledge of tigers? Why is part of the map shaded in a lighter colour? Are tigers found in Australia?



Observe and support

Can the child summarise the text?

Can you tell me the main idea from the conclusion of the book?

Conclusion

There are not many tigers left in the world. This is because the forests and jungles where they live are being cut down.



Being a meaning maker

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

What do tigers eat?

How do tigers hunt?

Why do tigers need to live near water?

How is a tiger like a house cat? How are they different?

What is the most dangerous thing about a tiger?

Being a code breaker

Explore the following language features:

- Descriptive language: quietly, sharp, hot.
- Language specific to tigers: stripe, pattern, jungle, hunt, cubs.

Being a text user

Refer to the chart made in the ‘Setting the context’ section on page 1. Complete the third column on the chart. Review the ideas and questions recorded there. Discuss any differences between the children’s prior knowledge and what they learned in the book. Discuss these differences.

What do we know about tigers now?

Did this book answer all of our questions?

How can we check that the information in the book is correct?

Being a text critic

What did the author need to know to write this book?

What information has the author included?

What information has the author left out?

How would you write the book differently if you were the author?

Responding to text

 Children work in cooperative groups to make models of a tiger's habitat. Provide Plasticine, craft sticks, paper, leaves and sticks, coloured paper, scissors and glue. Encourage children to make signs and labels for their tiger habitats. Each group could then present their model to the class explaining how their habitat meets the needs of the tiger.

 Children make a poster to show all that they know about tigers. Provide large paper, felt-tipped pens and coloured paper and paste. Encourage the children to use labels and captions on their poster.

 Children work in pairs to list a range of words to describe other endangered animals. Words could include the animal's appearance, the way it moves, what it eats or its

habitat. Children could then create acrostic poems about endangered animals.

Writing links

Shared/guided writing

Ask children to re-read 'Tigers' and look for scientific language that is used in the text. (pattern, jungle, stripes) List these words on the board. Write a summary together on a selected topic about tigers.

Independent writing

Children now write their own summary about an aspect of tigers or on the whole text. Remind children that they need to write the text in their own words and not to copy directly from the book.

Assessment

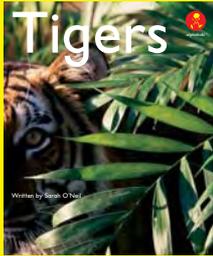
Can the child:

- Explain the meaning of the scientific language used in the book: stripe pattern, jungle, hunt, cubs?
- Include relevant details in a summary?

 whole text activity

 sentence activity

 word activity



Teacher Edition

Topic: Living things

Curriculum link: Science

Text type: Report

Reading level: 13

Word count: 224

Vocabulary: contents, introduction, conclusion, weigh, claws, hunt, quietly, jungles, bushes, stripes, pattern, cubs, teaches, wild

Possible literacy focus

Understanding scientific language: stripes, pattern, jungle, hunt, cubs.

Summarising information from a text.

Summary

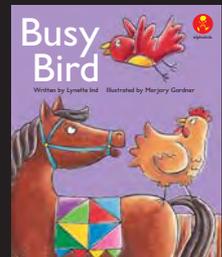
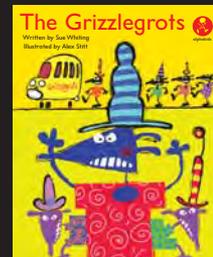
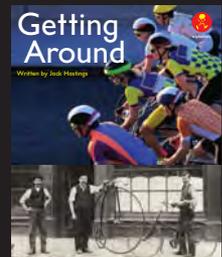
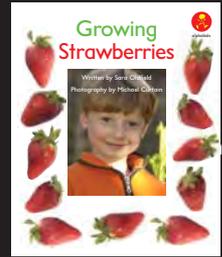
This book provides information about the characteristics and behaviours of tigers. A map of the world highlights where tigers are found, raising an awareness of their endangered status.

ISBN 0-7253-2824-X



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Other books at this level



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