

Teacher Edition

Jellyfish



alphakids

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How to use this book

The Alphakids Plus teacher editions support teachers as they guide children's reading and thinking during one or more guided reading sessions. Teachers can observe children as they read and choose from the given suggestions to suit individual needs.

Before reading

Setting the context, front cover and title page:

The suggestions help teachers to set the scene and prepare children for reading the book. Prompts help to determine children's prior knowledge. Where necessary, background information is provided. Teachers are encouraged to check that children understand the vocabulary listed and to discuss the meanings and/or the structures of these words. Previous experiences with similar text types may also be discussed.

During reading

Predict, Read, Reflect:

Questions encourage children to engage with the text by making predictions. They then read a section of the text and reflect on what they have read. The focus is on the content, language and text features of the book.

Observe and support:

Prompts help teachers to focus on the strategies children use as they read. Teachers can then select from and adapt the suggestions according to the needs of the individual child. The suggestions aim to develop a child's reading abilities. Interruptions to the child's reading should be minimal.

After reading

A selection of reading and writing activities:

The last pages of the teacher edition provide follow-up activities and include the assessment focus.

Selected text features

- Section headings are posed as questions
- A contents page is provided
- An index is provided
- Labelled diagrams and captioned photographs support and extend the text

Vocabulary

current, dangerous, inject, plankton, poisonous, shallow, shrimp, stings, tentacles, tropical, unusual

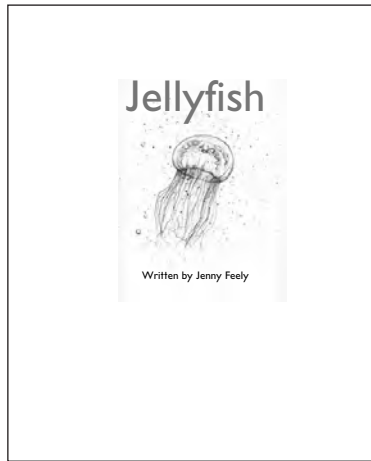
Setting the context

Prepare a chart prior to the reading session

K	W	L
What we know about jellyfish	What we want to find out about jellyfish	What we learned about jellyfish

Ask the children to tell you what they know about jellyfish. Record their ideas in the first column of the chart.

Ask the children to think of questions they still have about jellyfish. Record these in the second column of the chart.



Front cover

This book is called 'Jellyfish'. It tells us about where and how jellyfish live.

What do you notice about this jellyfish?

What features does it have? Does the cover make you want to read the book?

● **Predict**

What is a contents page?

What do you notice about the section headings?

Why would the author structure the book this way?

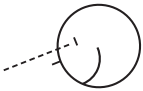
● **Read** to the end of page 2.

● **Reflect**

What sort of book is this?

What can we read about on page 10?

Are there any words you are unsure of? How could we find out their meaning?



Observe and support

Does the child integrate a range of information to solve problems when reading?

How did you know that word was 'dangerous'? What did you think about?

Contents

What are jellyfish? 4

Where do jellyfish live? 6

What do jellyfish look like? 8

How do jellyfish move? 10

What do jellyfish eat? 12

Are jellyfish dangerous? 14

Index 16



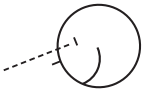
● **Predict**

Read aloud the two section headings on these pages.
*What words might be included in these sections?
Look at the pictures. What information do you think will
be included? Why?*

● **Read** to the end of page 6.

● **Reflect**

*What did the author need to know to write these sections?
What information did the captions provide?
Tell me something you now know about jellyfish.*



Observe and support

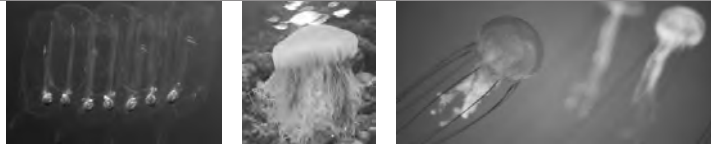
Ask a child to read aloud to you while the others are reading silently. Does the child attend to paragraph breaks to support expressive reading? Point out the paragraph break.

Did you notice the extra space between these two lines? This tells us a new idea is coming. It is a good idea to pause a little before reading a new paragraph aloud.

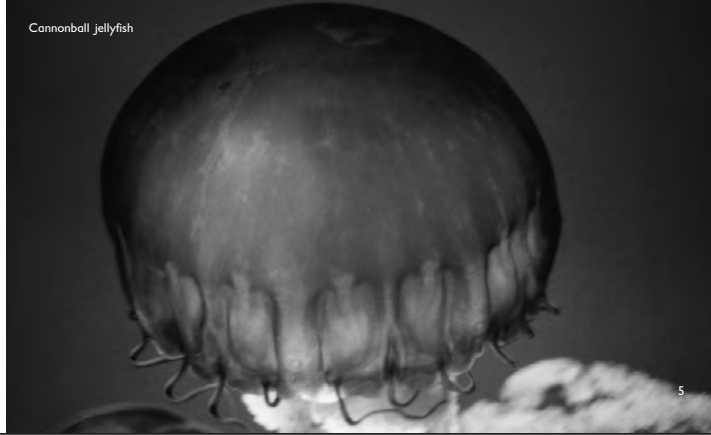
What are jellyfish?

Jellyfish are very unusual sea animals. They are not actually fish at all.

They have no bones, no eyes, no ears, no heart ... and no brain!



Cannonball jellyfish



4

5

Where do jellyfish live?

Most jellyfish live in the sea but some live in lakes and rivers.

There are jellyfish all over the world. Some live in icy cold waters and some live in warm, tropical seas.

Most jellyfish live in shallow water, but some jellyfish live more than four kilometres below the surface.

Jellyfish with brown stripes



6

7

Predict

How will the jellyfish be described?

What is a diagram? What will it tell you?

What do you think will happen to a jellyfish if it stops moving?

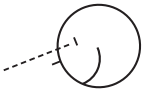
Read to the end of page 11.

Reflect

What can you tell me about the diagram on page 9?

What sort of information is often presented in a diagram?

Have the questions in the section headings been answered?



Observe and support

Can the child use the information in the diagrams to interpret the text?

Where are the jellyfish's tentacles?

Can you show me where the diagram tells you this?

What do jellyfish look like?

The bodies of most jellyfish look a lot like jelly! They are soft and see-through.

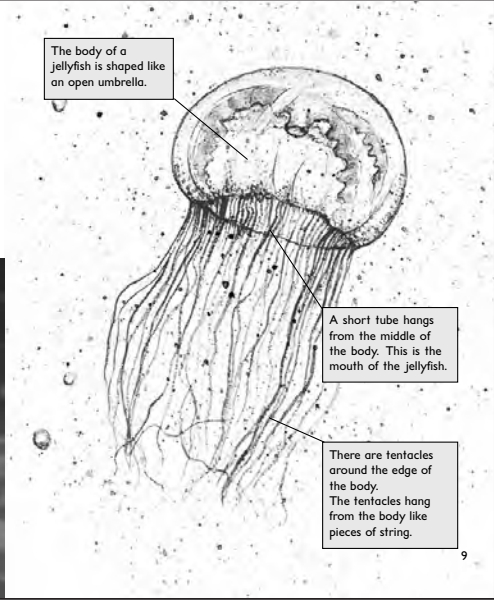
Jellyfish come in all sizes. Some jellyfish are tiny and some are huge. Some have short tentacles; others have tentacles longer than an Olympic swimming pool.



The body of a jellyfish is shaped like an open umbrella.

A short tube hangs from the middle of the body. This is the mouth of the jellyfish.

There are tentacles around the edge of the body. The tentacles hang from the body like pieces of string.

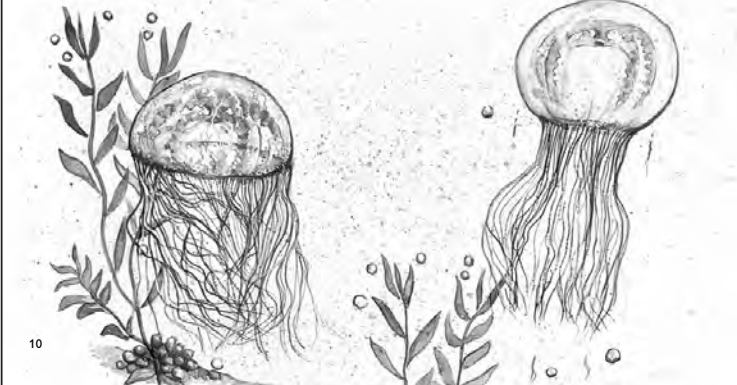


How do jellyfish move?

A jellyfish moves through the water by opening its body like an umbrella, then quickly closing it again.

When its body is open, it fills with water. When it closes, the water is squeezed out and the jellyfish moves forwards.

When the jellyfish stops opening and closing its body, it sinks to the sea floor or is carried along by the current.



● **Predict**

The next section heading is ‘What do jellyfish eat?’ What do you think jellyfish eat?

What does the word ‘inject’ mean? Why would the author include it in this section?

Do you think jellyfish are dangerous? Why?

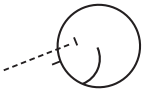
● **Read** to the end of page 15.

● **Reflect**

What have you discovered about jellyfish?

Were the section headings answered?

What else would you like to know about jellyfish?



Observe and support

Does the child understand the organisational structure of the text?

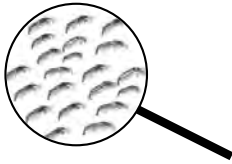
Do they read the question and then the answer?

What do jellyfish eat?

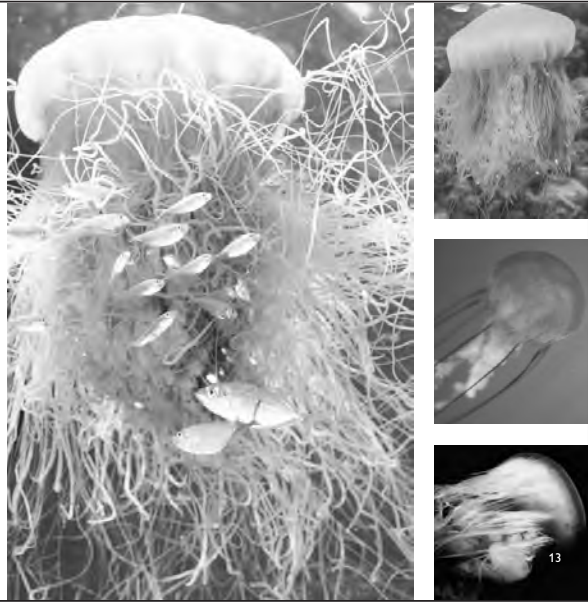
Jellyfish eat small sea animals like shrimp and plankton. Sometimes, they even eat other jellyfish.

They use their tentacles to catch their food. The tentacles are covered in poisonous stings.

When the tentacles brush against another animal, they inject the animal with poison. Then the jellyfish uses its tentacles to pass the animal into its mouth.



12

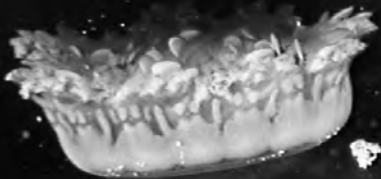


Are jellyfish dangerous?

Not all jellyfish stings are dangerous to humans.

But some jellyfish stings are more poisonous than snake bites. Some can even kill people.

The upside-down jellyfish is harmless to humans.



14

Box jellyfish are the most poisonous jellyfish.



15

● **Predict**

What is an index?

Why would the author have included one?

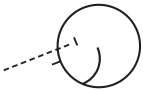
● **Read** to the end of page16.

● **Reflect**

How are the words organised? (Alphabetically)

Why do some words have more than one page number reference?

Can you demonstrate how an index works?



Observe and support

Can the child use their knowledge of phonics to support their reading?

Do they identify the digraph ‘th’ at the end of ‘mouth’? Mask the rest of the word showing only the ‘th’.

Can you think of a sound that these letters might represent? Have you seen them in other words?

Index

body 10

bones 4

brain 4

ears 4

eyes 4

food 12

heart 4

mouth 12

poison 12

sting 12, 14

tentacles 8, 12, 14



After reading

Being a meaning maker

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

What is a jellyfish?

How does a jellyfish move?

How does it catch its food?

Why should people be careful of jellyfish?

Being a code breaker

Children may like to explore the following language features:

- punctuation used throughout the book: ellipsis, semicolon, comma, dash, question mark
- classifying language: most, all, some

Being a text user

Return to the KWL chart begun prior to reading the book.

Complete the third column.

Discuss the information contained in the chart and note any points of conflict that exist.

What did we learn by reading the book?

What questions did the book answer?

What questions were not answered?

How could we find out the answers to these questions?

What new questions do we have?

Being a text critic

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

What research might she have done?

Did you like the book? Why?

Would you tell someone else to read it? Why?

Responding to text



Children could work in cooperative pairs to make a model of a jellyfish. Provide plastic bags and adhesive tape for the jellyfish bodies. Ask children to place labels on the jellyfish to show different body parts, how it moves and how it catches food.



Children could complete a sentence cloze activity. Provide the start of each sentence taken from the original and ask children individually or in groups to complete each sentence. For example:

Jellyfish are very unusual animals because
Tentacles hang from
If a jellyfish stops opening.....



Children could take part in an Open Sort activity.

Children are given a list of words to sort from the text and are asked to study them carefully in order to decide on their own categories. When they share their results they can be asked to explain the reasons for their selection of categories.

Writing links

Shared writing

Children could work with a partner and use the book as a model to write about a different animal. Encourage the use of questions to head each section.

Independent writing

Children could read other books about the ocean and browse the Internet to further research jellyfish. Interesting facts could be written onto cards and read to the class.

Possible assessment focus

Can the child:

- explain the structure of the book – question and answer?
- explain what a jellyfish is?
- explain what information is contained in the diagrams?



whole text activity



sentence activity



word activity



Teacher Edition

Topic: Animals

Curriculum link: Science

Text type: Report

Reading level: 19

Word count: 258

Vocabulary: current, dangerous, inject, plankton, poisonous, shallow, shrimp, stings, tentacles, tropical, unusual

Possible literacy focus

Reading question and answer books.

Gaining information from both the text and pictures.

Reading labelled diagrams.

Summary

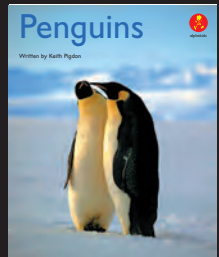
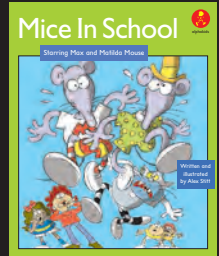
This book explores the features of jellyfish, including what they look like, where they live, how they move, how they hunt and what they eat.

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Other books at this level



alphakids