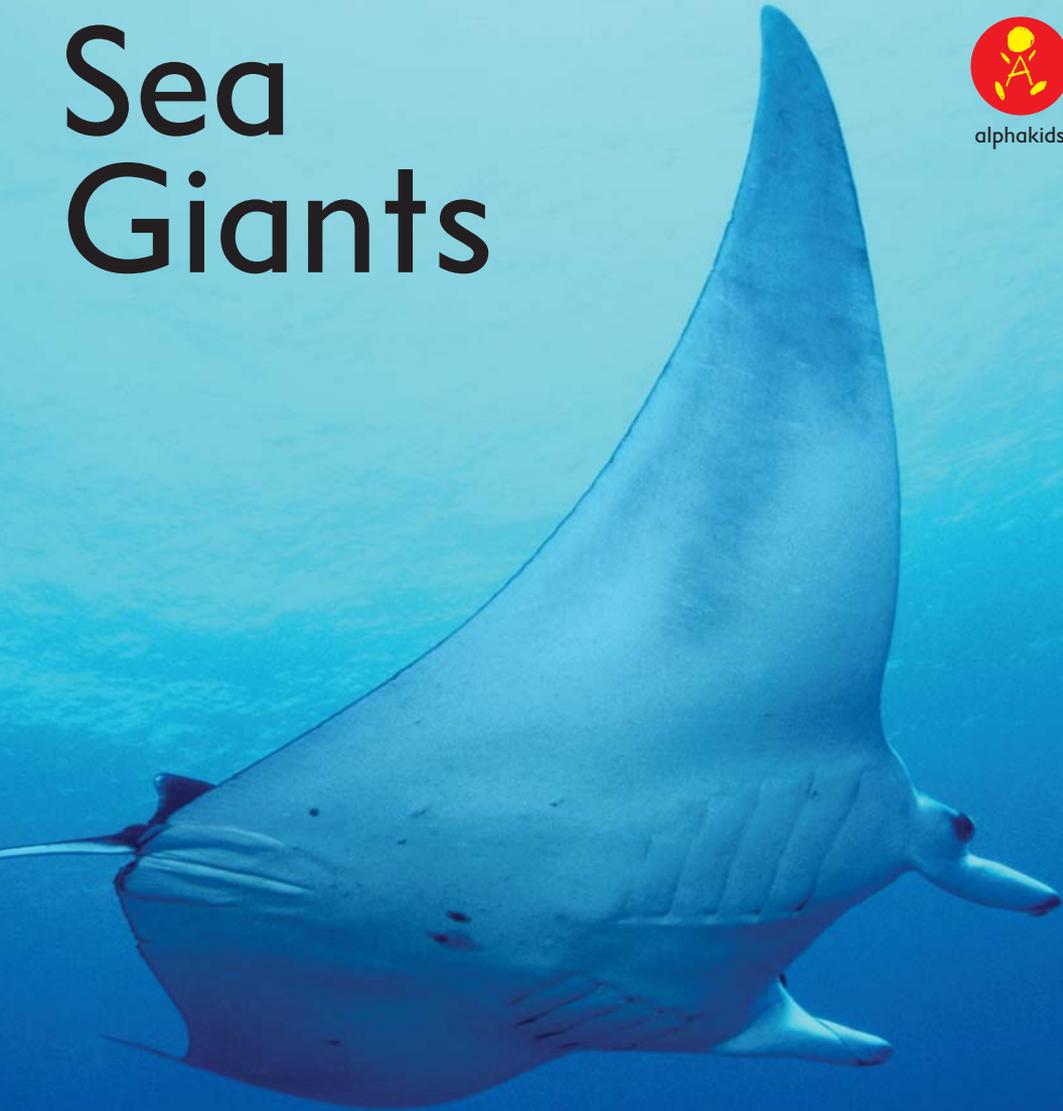


Teacher Edition

Sea Giants



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

- Measurements comparing the size of each animal with everyday places and things
- Diagrams comparing each animal with an everyday object

Vocabulary

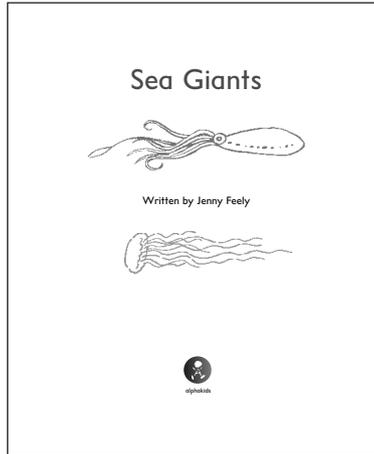
biggest, creatures, enormous, giant kelp, giant squid, huge, jellyfish, manta ray, measured, mysterious, span, spider crab, tentacles, weighed

Setting the context

What is the biggest animal in the sea?

Would this animal fit in our classroom?

What other big animals live in the sea? How big are they?



Front cover

This book is called 'Sea Giants'.

What sort of giants might live in the sea?

What is in this picture?

Title page

This page is the title page. It has the title and the author's name. It also has two drawings. What are they?

Predict

Look at page 3.

How do you use a table of contents?

Look at page 4. This page is the introduction. What sort of information does the introduction contain?

Look at the diagram on page 5. Can you explain what it means?

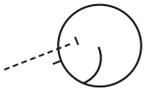
Read to the end of page 5.

Reflect

What animals will we learn about in this book?

What can you tell me about blue whales? How did you find this out?

What other information did you find out by reading the introduction?



Observe and support

Can the child understand the literal meaning of the text?

What is the biggest animal on earth?

Can they explain information that is presented in a diagram?

How big was the biggest blue whale ever measured?

Can you show me where on the page you found that out?

Are children aware of the purpose of a table of contents?

What are some other huge animals that live in the sea?

How would you know where to find out about these animals in this book?

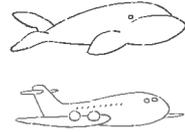


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| Giant squid | 14 |
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The biggest blue whale ever measured was more than 33 metres long—that's longer than an aeroplane.



Introduction

Whales are enormous creatures that live in the sea. In fact, blue whales are the biggest animals on earth.

But there are many other giant living things that live deep in the ocean.

Some of them have only been seen by a few people.

● **Predict**

What is in this picture?

Have you seen this sort of plant before?

How tall can this plant grow? How do you know this?

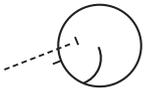
● **Read** page 6.

● **Reflect**

What is this plant called?

Can you imagine seeing a plant this tall?

How can a plant this tall stand up? Could it stand up if it grew on land? Why?



Observe and support

Can the child use their knowledge of phonics to decode new words such as ‘kelp’?

Have you seen the word ‘kelp’ before? How did you know that the word said ‘kelp’? How did you work it out?

If the child is having difficulty you could prompt them by asking:

What sound could the first letter make?

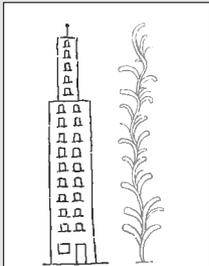
What sound will the word end with?

What might the middle of the word sound like?

Giant plants

The biggest sea plant is the giant kelp. When it is fully grown it is over 40 metres tall.

The biggest kelp plant ever measured was more than 54 metres tall.



The biggest kelp plant ever measured was taller than a 15 storey building.

6



7

Predict

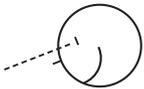
*Look at the diagram on page 9. What does this tell us?
Can you estimate how long the manta ray's wings are?
Use the diagram to help you.*

*Look at the diagram on page 11. What does it tell us?
How would you feel if you saw a crab that was as big as
a car?*

 **Read** to the end of page 11.

Reflect

*Which is bigger, a manta ray or a giant crab? What is the
difference in their size?*



Observe and support

Does the child pay attention to meaning when they are reading?

At the point of need you could say:

Did that make sense?

Can you tell me what that means?

What is the author trying to tell us?

What word would make sense here?

Look at the pictures for clues.

What sort of word do we need here?

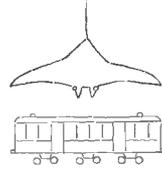


Giant rays

When a manta ray is fully grown it has wings that are about six metres wide.

The biggest manta ray ever measured was more than seven metres wide.

The wings of the biggest manta ray ever measured would reach from one end of a train carriage to the other.



Giant crabs

When an adult spider crab stretches its claws, the distance between them is about three metres. Spider crabs are the biggest crabs in the sea.

The biggest spider crab ever measured had a claw span of four metres.

The biggest spider crab ever measured could reach from one end of a car to the other with its front claws.



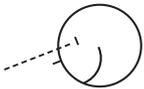
Predict

*Have you ever seen a jellyfish? Can you describe it?
What does the diagram tell us about jellyfish?
Imagine seeing a jellyfish as long as a basketball court.
What would you do?*

Read pages 12 and 13.

Reflect

*What is the name of the biggest jellyfish in the world?
How long were the tentacles of the biggest jellyfish ever
measured?
How wide is the biggest jellyfish in the world?*



Observe and support

Does the child use contextual information to understand the meaning of new vocabulary such as ‘tentacles’?

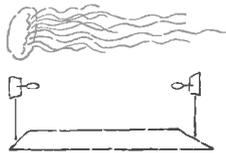
*What are tentacles? How did you work that out?
Where did you learn about tentacles?*

Giant jellyfish

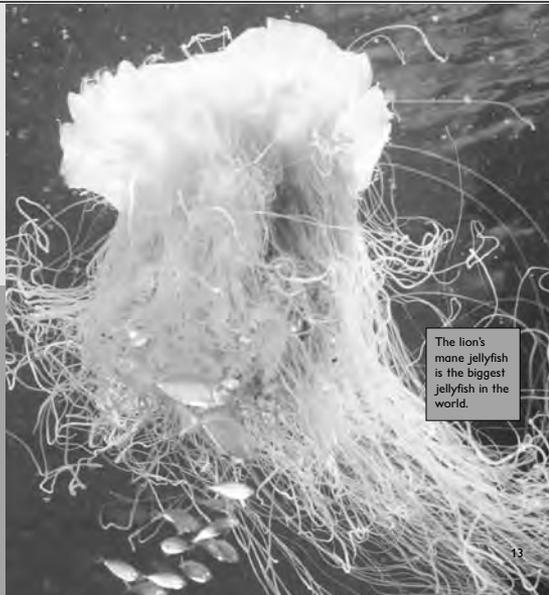
The biggest jellyfish in the world is more than two metres wide, with tentacles as long as 30 metres.

The biggest jellyfish ever measured had tentacles that were more than 38 metres long.

The biggest jellyfish ever measured was longer than a basketball court.



12



The lion's mane jellyfish is the biggest jellyfish in the world.

13

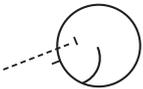
● **Predict**

*What sort of creature is this?
Have you seen anything like this before?
What does the diagram tell us?*

● **Read** to the end of page 16.

● **Reflect**

*The text tells us that no one has ever found a live giant squid. Why would this be?
What do we know about the size of the biggest giant squid ever measured?
Do you think there might be sea creatures that no one knows about?*



Observe and support

*Can the child read the text fluently?
I liked the way you read that. I was able to hear all
of the facts clearly.*

Giant squid

No one knows much about giant squid because no one has ever discovered a live one.

Some dead giant squids have washed up on shore. Parts of giant squid have also been found in the stomachs of whales.

The biggest squid found was more than 18 metres long. It weighed more than one tonne.

The biggest squid ever found weighed more than a car and was three times as long.



A live giant squid might look something like this.



14



15

Conclusion

There are many huge and mysterious living things in the ocean that are not often seen by people.

They are sea giants.



16

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 the biggest animal in the sea?

What is the biggest plant?

What does 'fully grown' mean?

What does 'the biggest ever measured' mean?

Why are sea giants not often seen by people?

Being a code breaker

Children may like to explore the following language features:

- words used to describe measurement: metres, wide, more than, distance between, span, long, weighed, tall, longer than, taller than
- use of the superlative: biggest

Being a text user

What kind of book is this? How do you know?

What did you learn about sea creatures by reading the book?

Discuss the use of diagrams.

What does this diagram tell us?

Could a giant kelp plant really grow next to a building? Why has the artist drawn it beside the building?

Being a text critic

What did the author need to know to write this book? Where might she have found this information?

What other things could she have included in the book?

Responding to text



Children could work in cooperative groups to make life-size models of the sea giants. Provide large sheets of paper and metre rulers for the children to use.



Children could use language of comparison to describe a partner's measurements. For example: 'Jill's foot is as long as two pencils. Jill is as tall as 32 dusters'.



Children could make an illustrated measurement dictionary listing words that are used to indicate the size of something, e.g. big, tall, long, thin.

Writing links

Shared writing

Children could work together to make a table showing the information in the book.

| Animal/plant | How big it usually grows | Biggest ever measured |
|--------------|--------------------------|-----------------------|
| | | |

This information could then be presented as a bar graph.

Independent writing

Children could make a book about land giants, modelling their writing on the text. For example: 'The tallest animal on land is a giraffe. It grows as tall as a tree'.

Possible assessment focus

Can the child:

- explain which aspect of an animal is the same as the everyday object?
- explain why the author has compared sea creatures to everyday objects?
- explain what a diagram is and how it is read?



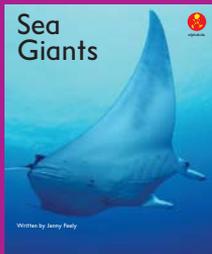
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Sea animals

Curriculum link: Science

Text type: Description

Reading level: 20

Word count: 250

Vocabulary: biggest, creatures, enormous, giant kelp, giant squid, huge, jellyfish, manta ray, measured, mysterious, span, spider crab, tentacles, weighed

Possible literacy focus

Understanding the language of comparison: as big as, biggest.

Exploring the features and purpose of diagrams.

Summary

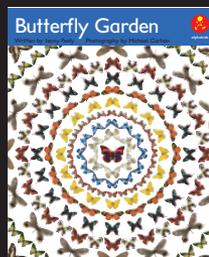
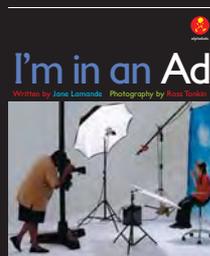
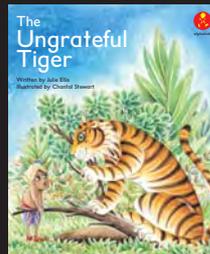
This book describes a range of giant marine animals and plants. Mathematical concepts related to length and mass are explored in comparisons between the sea giants and everyday places and objects.

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Other books at this level



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