

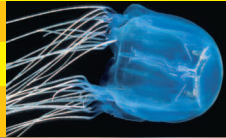
Teacher Edition



alphakids

Amazing Living Things

Written by Jenny Feely



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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

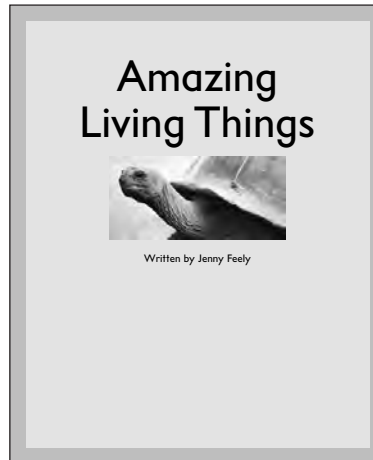
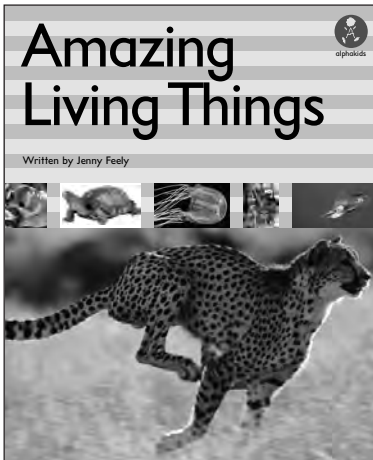
- Questions are posed and answered throughout the book
- Comparative and superlative language is used: oldest, sleepier, most poisonous, faster, fastest, noisiest, loudest

Vocabulary

amazing, bray, bristlecone pine, castor bean, cheetah, howler monkey, koala, peregrine falcon, poisonous, sailfish, sloth, tortoise

Setting the context

Write the questions posed in the contents page of the book on to a piece of paper. Ask the children to predict which animal will fit into each category. Record these predictions on the chart.



Front cover

Ask children to identify the animals they can see on the front cover.

Ask: *What type of book do you expect this to be? Why? Now read the title of the book. What information do you expect to find out in this book?*

Title page

What animal can you see here? Who is the author of the book?

Predict

What does the table of contents tell us?

Look at the titles of the different chapters. What chapter would you like to read and why?

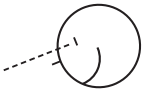
What information does an introduction give us?

Read to the end of page 4.

Reflect

What is the book going to be about?

Look at the pictures on pages 4 and 5. Why do you think that there is a picture of a tree here?



Observe and support

Can the child explain the punctuation associated with questions?

Can you show me a question? How do you know that it is a question?



Contents

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Introduction

Have you ever wondered about which living thing is the oldest? Which can move the fastest? Which is the most poisonous?

In this book you will find answers to these questions and more as you learn about some amazing living things.



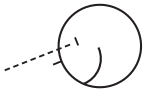
● **Predict**

*Do you think the tortoise is the oldest living thing?
What else could live longer than a tortoise? How old
could it be?*

● **Read** to the end of page 8.

● **Reflect**

*What is the oldest living thing?
How old was the oldest tortoise?
What type of tree is the oldest living tree?*



Observe and support

Can the child identify the word that indicates the attribute (oldest) being discussed in this chapter?
Show me the word that tells us what type of living thing we are finding out about in this chapter.

What is the oldest living thing?

The oldest person on record reached an age of 122 years and five months. But humans are not the oldest living things.

The oldest tortoise on record lived to 177 years. But tortoises are not the oldest living things.

So what lives longer than a tortoise?



6



7

The answer is... trees.

Some trees can live for many hundreds of years. The oldest living tree is a bristlecone pine. It is nearly five thousand years old.



8



9

● **Predict**

How many hours would the sleepest thing sleep for each day?

Where would the most poisonous thing live?

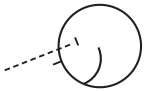
● **Read** to the end of page 13.

● **Reflect**

What is the sleepest living thing?

How long would it take for a sloth to travel one kilometre?

Which is more poisonous – the box jellyfish or the castor bean plant?



Observe and support

Can the child understand the literal meaning of the text?

For example: *How much poison does a box jellyfish have?*

What is the sleepest living thing?

A koala sleeps for around 17 hours a day. When it is awake, it spends most of its time sitting in trees, eating.



10



But sloths are even sleeper than koalas.

The three-toed sloth sleeps for 19 hours a day.

When the sloth is awake, it moves so slowly that it would take it a month to travel one kilometre.

11

What is the most poisonous living thing?

The box jellyfish is the most poisonous animal in the sea. It has enough poison to kill 60 people.



12



But the most poisonous living thing is a plant. The poison in a castor bean plant is 200 times more poisonous than a box jellyfish.

13

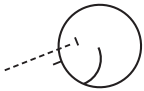
● **Predict**

What do you predict will be the fastest living thing and why? How fast do you think that it will travel?

● **Read** to the end of page 16.

● **Reflect**

What is the fastest living thing? How fast does it travel?



Observe and support

Ask one child to read aloud to you while the others are reading silently and check for phrased and fluent reading. Can the child read with expression?

Can you make the text sound interesting when you read it?

What is the fastest living thing?

The cheetah can run at 100 kilometres per hour. That is as fast as most people drive on the highway. It is the fastest animal on land.



But a sailfish can move faster than a cheetah. It can travel through the water at a speed of 112 kilometres per hour. It is the fastest animal in water.

Is there anything alive that is faster than a sailfish?



Yes, there is.

When the peregrine falcon dives through the air to catch its prey, it can reach a speed of 400 kilometres per hour.

It is the fastest living thing.



● **Predict**

What animal do you think will be the loudest? Where do you think it lives?

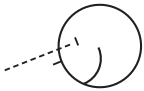
● **Read** to the end of page 20.

● **Reflect**

What does a howler monkey sound like?

How loud is a blue whale?

What other amazing facts would you like to know about animals?



Observe and support

Can the child explain why the book poses questions throughout?

Why does this book have so many questions in it?

What is the loudest living thing?

The noisiest land animal is the howler monkey. The noise it makes sounds like a cross between a dog's bark and a donkey's bray.

It can be heard up to four kilometres away.

Is there anything alive that is louder than a howler monkey?



Yes, there is.

A blue whale makes sounds under water that are louder than the noise of a jumbo jet taking off.

Whales make louder sounds than any other living thing.



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 sleepest living thing?

Why can peregrine falcons move more quickly than cheetahs or sailfish?

Why do people need to about poisonous animals and plants?

Being a code breaker

Children may like to explore the following language features:

- use of questions and question marks throughout the text
- use of comparative language: faster, oldest, etc.

Being a text user

How does this book work?

Where has the author written questions in the book? How does this help the book?

Why has she put the questions where she has?


Are the facts in the book true? How could we check?


Being a text critic


Which of the living things featured in the book was the most interesting? Why?

What other amazing living things would you have put in the book?

Responding to text

 Children could work with a partner to make comparison graphs showing the relative attributes of the living things in each category. Encourage the children to give their graphs titles and explanations.

 Children could write their own mini book of words to use when comparing things, e.g. big, bigger, biggest. They could write these words in sentences and illustrate them to show what the words mean. For example: 'The hippopotamus is a heavy animal. The elephant is heavier than the hippopotamus. The blue whale is the heaviest animal in the world.'

 Children could work with a partner to list all of the amazing things in the book. This would include the tortoise,

bristlecone pine, koala, etc. Ask the children to list these words in alphabetical order and to illustrate each one.

Writing links

Shared writing

Discuss with children the different categories of living things in the book. Now ask them to write about a different category of living things, e.g. the tallest living thing (giraffe, kelp plant, giant redwood), the heaviest living thing, the smartest living thing. Children could work in pairs to research these and then make them into a class book.


Independent writing

Provide children with pictures of various living things such as animals, trees and insects. Ask children to write a description of each picture. These could be displayed in the classroom.


Possible assessment focus

Can the child:

- explain the punctuation associated with questions?
- explain why the book poses questions throughout?
- identify the words that indicate what attribute (e.g. fastest, sleepest) each chapter is discussing?

 whole text activity

 sentence activity

 word activity



Teacher Edition

Topic: Animals

Curriculum link: Science

Text type: Report

Reading level: 21

Word count: 391

Vocabulary: amazing, bray, bristlecone pine, castor bean, cheetah, howler monkey, koala, peregrine falcon, poisonous, sailfish, sloth, tortoise

Possible literacy focus

Understanding the use of questions within the text.

Exploring the use of comparative and superlative language.

Summary

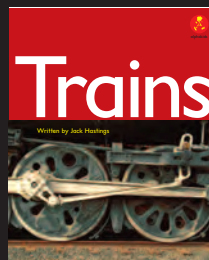
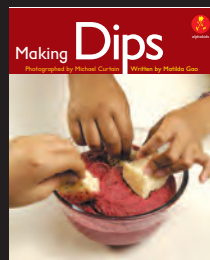
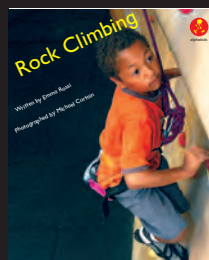
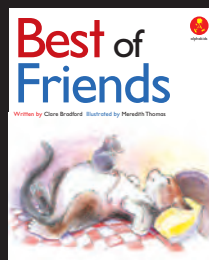
This book compares and contrasts aspects of a range of living things. It explains which is the oldest, sleepest, most poisonous, fastest and loudest living thing.

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Other books at this level



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