

Teacher Edition

Mammals



alphakids

Written by Hannah Reed



Published edition
© Eleanor Curtain
Publishing 2004

First published 2004

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Developed by
Eleanor Curtain Publishing
Text: Nicole Di Marco
Consultant: Susan Hill
Designed by
Alexander Stitt
Production by
Publishing Solutions

Printed in China

ISBN 0 7253 3399 5

1 2 3 4 5 6 7 8 9
04 05 06

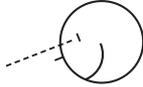
How to use this book

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 the children by helping 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 children's reading should be minimal and focused on specified learning needs.

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 16 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

- A report format, with colour photos to support and extend the text.
- A conceptual map at the end of the book summarises the information.

Vocabulary

babies, biggest, clothes, different, mammals, skeletons, warm-blooded

Setting the context

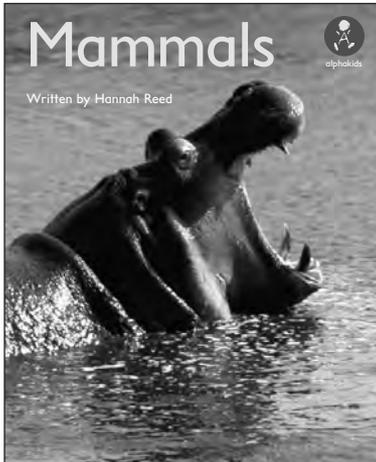
Ask the children to brainstorm the names of animals they know. Ensure that animals other than mammals are named. List the animals on the board. Ask the children if they know what a mammal is and record their responses. *Do you know any animals that live in the sea? Do you know any animals that can fly? What is a mammal?*

Background information

Mammals are a class of animals that have skeletons and feed their young with milk. They are warm-blooded. Some mammals are covered with hair, while others have fur. Some live in the sea, but most live on land. They can move in different ways.

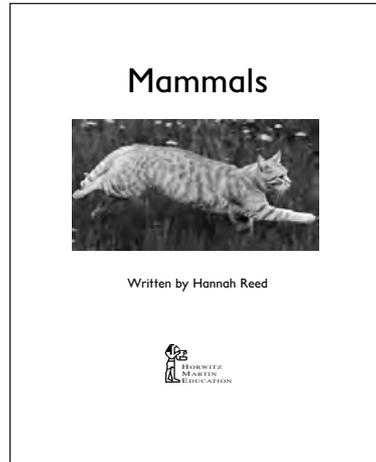
Introducing the book

This book is called Mammals. It provides us with information we can use to discover whether an animal is a mammal. Once we have read the book, we will be able to check whether our suggestions were right. We may have to change or add to them.



Front cover

Why is this hippopotamus on the front cover? What does this tell us about mammals? Why do you think a hippo is a mammal?



Title page

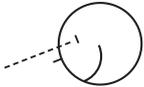
Read the title together. *What animal is shown here? Why do you think a cat is a mammal?*



Talkthrough

What do all these animals have in common?

Are many animals mammals? Why do you think this?



Observe and support

Can the children use phonic understanding to work out new words, such as ‘different’?

Can you break the word up? What sound do you think the word will start with? What will it finish with?

There are many different mammals.



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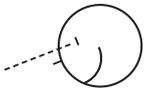
3



Talkthrough

This is an unusual photo. What type of photo is it? What does it tell us about mammals?

What is a skeleton and what is its job? Have you ever had an X-ray? What did it show?



Observe and support

Can the children identify the apostrophe and explain what it is used for?

Can you point to the apostrophe? What does it tell you?

All mammals have skeletons.

This is a rat's skeleton.

4



5



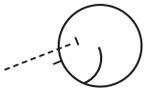
Talkthrough

This sentence says that mammals are warm-blooded.

Discuss the idea of warm-bloodedness (animals that can generate their own heat).

What is fat? How would fat keep this seal warm?

What keeps the boy warm?



Observe and support

Do the children use an understanding of letter-sound relationships to check words as they read?

On page 7 it says that the boy wears clothes to keep warm.

How did you know that word was 'clothes'? What did you look at? What did you think about?

All mammals are warm-blooded.



This seal has fat to keep warm.

6



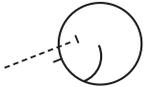
This boy wears clothes to keep warm.

7



Talkthrough

Some mammals have hair and some have fur. What does this boy have? What about this polar bear? How is the boy's hair different from the bear's fur?



Observe and support

Can the children use the photographs to extend their understanding of the text?

Why would this bear need such thick fur?

Some mammals have hair
on their skin.

This child
has hair.



8

Some mammals have fur
on their skin.

This polar bear has fur.

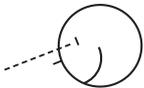


9



Talkthrough

Female mammals produce milk to feed their babies. Why do babies need milk?



Observe and support

Do the children understand the inferences in the text?
Are people mammals? How do you know?

Mammals have milk to feed their babies.



This baby deer drinks milk
from its mother.

10



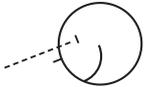
This baby drinks milk
from its mother too.

11



Talkthrough

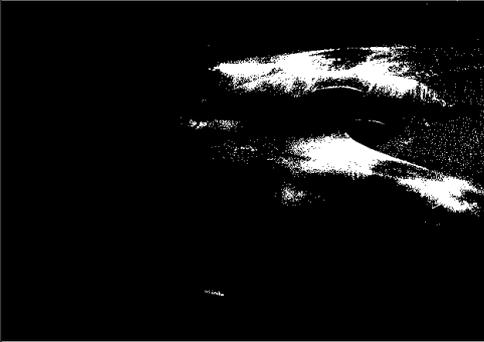
Some mammals are very big. Whales are the biggest mammals that live in the sea and elephants are the biggest mammals that live on land.



Observe and support

Are the children able to work out new words from ones they have already read?
How did you know that word was 'biggest'?

Some mammals are very big.



Whales are the biggest mammals
in the sea.

12



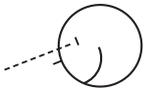
Elephants are the biggest mammals
on land.

13



Talkthrough

Mammals move in different ways. How do these mammals move? How do people move? Can we move in the same ways as these mammals?



Observe and support

*Can the children read the text fluently?
Can you read the text smoothly, so that it sounds like talking?*

Mammals can move in different ways.
This mammal can swim.



This mammal can hop.



This mammal can fly.

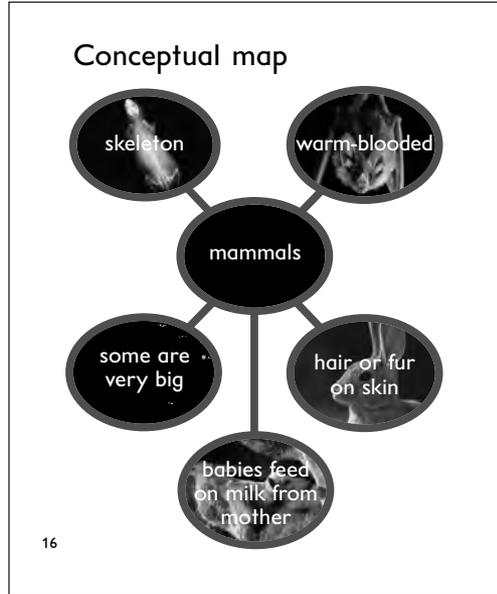
This mammal
can run.



Talkthrough

Discuss the purpose of a conceptual map and the information it contains. Note how the information is linked back to the central topic.

What does this map tell us about mammals?



After reading

Being a meaning maker

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

Which animals are mammals?

What is the biggest mammal?

Are people mammals?

What does an animal need to have to be a mammal?

Being a code breaker

Explore the following language features:

- High-frequency words: a, can, from, have, is, it, on, this, to.
- Words that rhyme with 'all': ball, call, fall, hall, mall, tall.
- Hearing sounds: ask the children to listen for the sound /m/ when text is read aloud; for example, mammals, many, milk, mother.

Being a text user

Refer to the chart and definition developed prior to reading the book when discussing these questions:

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

Which were not in the book? Are any of these animals mammals?

What have we learned by reading this book?

What changes do we need to make to our definition of 'mammal'?

Being a text critic

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

Which animals did she choose to include?

Which animals has she left out?

Responding to text

 The children could use pictures from CD-ROMS to create an illustrated list of animals that are mammals. These could be presented as a slide show, along with written information from the book.

 The children could read other books about mammals and add extra information to their illustrated lists.

 Ask the children to re-read this book and other familiar texts to create a list of words beginning with the sound /m/.

Writing

Review and list the features of a conceptual map. Model drawing a conceptual map about one of the animals in the book. Discuss a title for the map.

Ask the children to complete a conceptual map for another mammal in the book. Encourage them to use a title, labels, pointers and drawings in their maps.

Assessment

Can the children:

- read the text fluently?
- construct a conceptual map of mammals?



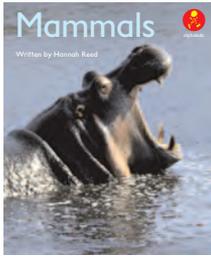
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Animals

Curriculum link: Science

Text type: Report

Reading level: 8

Word count: 121

High-frequency words: a, can, from, have, is, it, on, this, to

Vocabulary: babies, biggest, clothes, different, mammals, skeletons, warm-blooded

Possible literacy focus

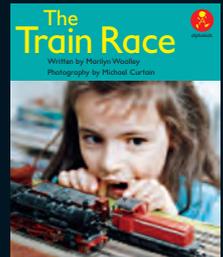
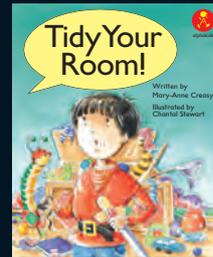
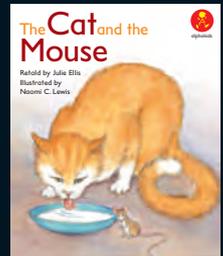
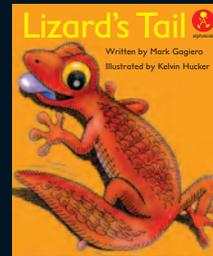
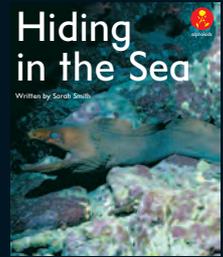
Synthesising information in the text to make generalisations about mammals.

Using a conceptual map to sort information.

Summary

This book is a report about mammals. The text is supported by coloured photographs.

Other books at this level



ISBN 0-7253-3399-5



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