

Teacher Edition

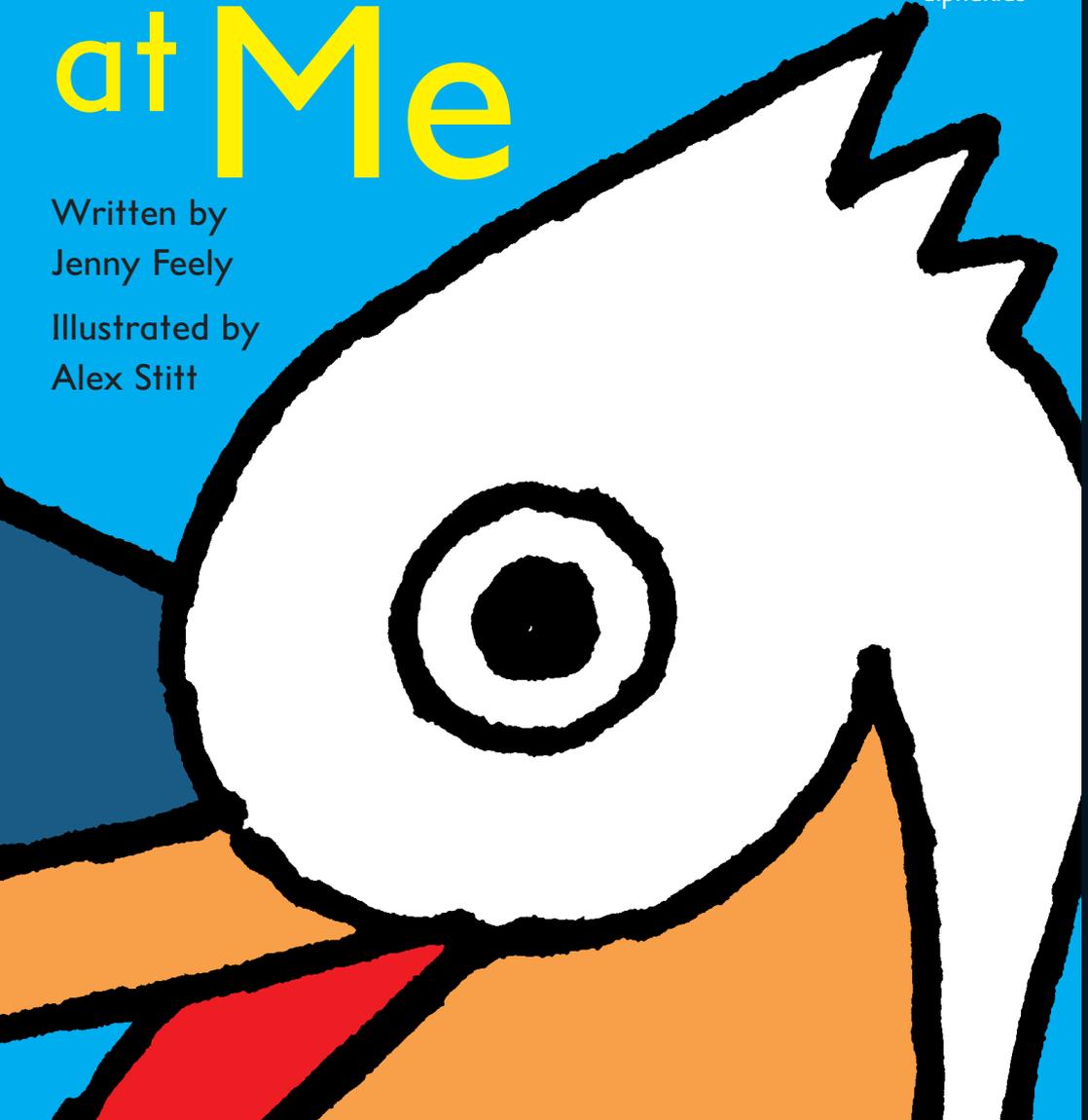
# Look at Me

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Illustrated by  
Alex Stitt



alphakids



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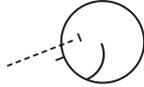
## How to use this book

### 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 8 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

- The text is repetitive, consistently placed on the page, and supported by coloured illustrations.
- The sentence form: 'Look at my ...'

## Vocabulary

beak, eyes, feathers, feet, tail, wing

## Setting the context

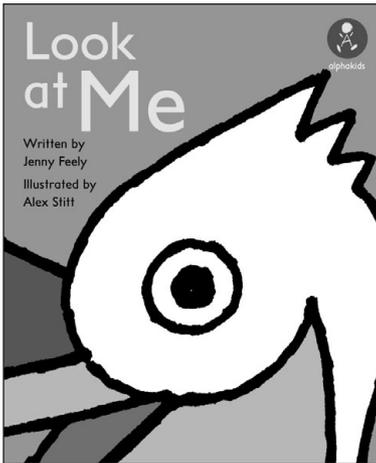
Discuss the physical features of a bird – feet, eyes, feathers, wing, tail, beak.

*What does a bird's beak look like? Do all birds have the same kind of beak? What do a bird's feet look like?*

## Introducing the book

*This book is a guessing game. The author shows you parts of a bird, and you need to guess what kind of bird it is before we get to the last page.*

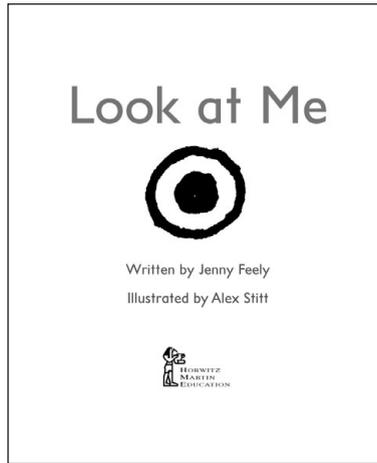
Turn through the book, ensuring that the children can name each part of the bird.



### Front cover

Look at the cover. Talk about the picture.  
*What part of the bird can you see? How do you know?*

Point out the author's and illustrator's name.



### Title page

Read the title together.

*Can you see the word 'Look' on this page? What letter does it start with? What sound can you hear in the middle and at the end?*



## **Talkthrough**

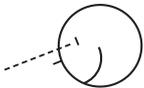
Point to where you will start reading.

*Which page will I read first? Which way will I go?*

Point to the illustration on page 2.

*What part of the bird is this? Why would a bird need feet like this?*

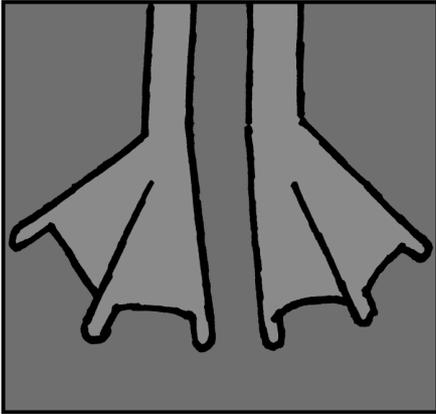
*What part of the bird can you see on page 3?*



## **Observe and support**

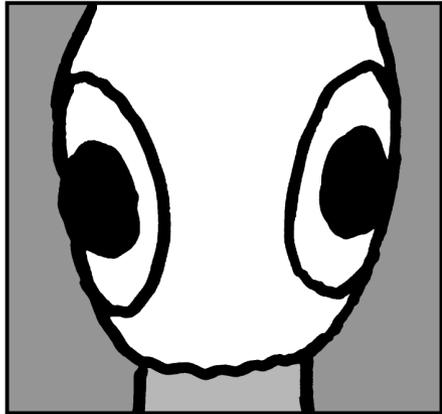
Do the children know where to start reading and which way to go?

*Can you show me where to start reading? Where will I go next?*



Look at my feet.

2



Look at my eyes.

3



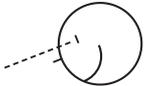
### **Talkthrough**

Ask the children to tell you what part of the bird they can see now.

*Why do birds have feathers?*

Now point to the wing on page 5, noting the different colours.

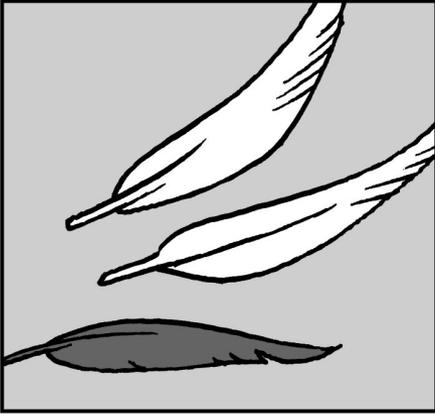
*Where are the feathers on the wing?*



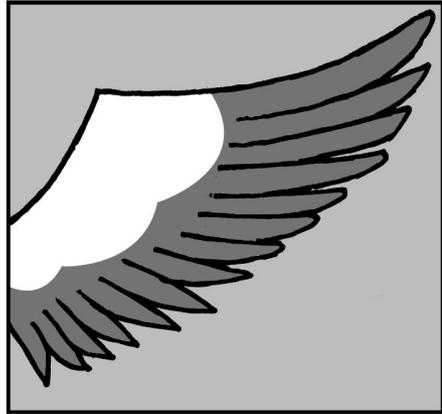
### **Observe and support**

Are the children able to infer meaning from the illustrations?

*Where are the feathers on the bird?*



Look at my feathers.



Look at my wing.

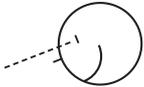


### **Talkthrough**

*Here are some other parts of the bird. What are they? Do you know what type of bird this could be?*

**Point to the word 'beak'.**

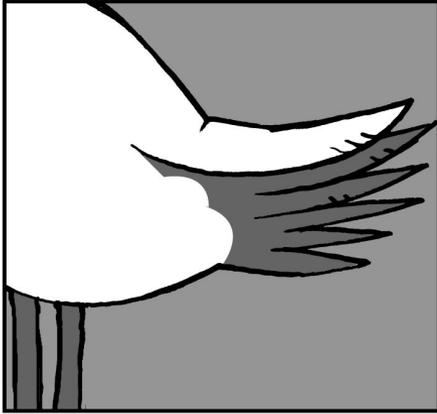
*How did you know this word is 'beak'? Are all birds' beaks like this one? What does a bird use its beak for?*



### **Observe and support**

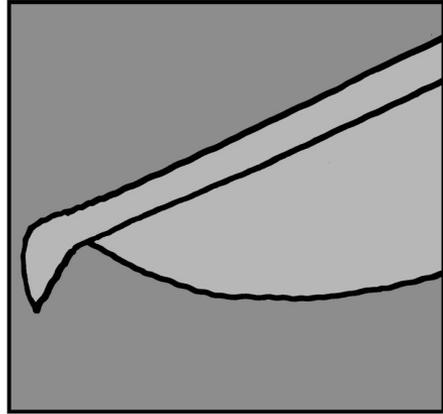
*Can the children use the illustrations to help work out unknown words?*

*What helped you to work out any words you didn't know?*



Look at my tail.

6



Look at my beak.

7



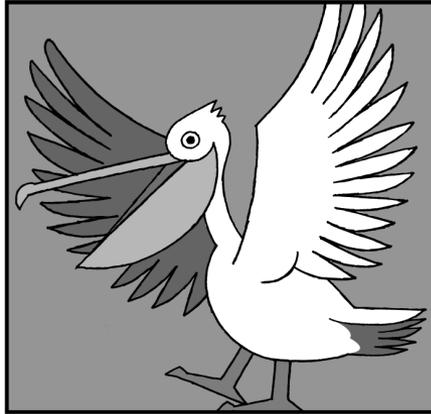
## Talkthrough

*Now we can see the whole bird.*

*What type of bird is it?*

*Have you seen this kind of bird before?*

Go back through the book and compare the parts the children have seen on the other pages with the picture of the pelican on page 8.



Look at me.

8



## After reading

### Being a meaning maker

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

*What kind of feet do pelicans have?*

*What would these feet be good for doing?*

*How is a pelican the same as other birds?*

*How is it different?*

## Being a code breaker

Explore the following language features:

- High-frequency words: at, look, my.
- The plural form: eyes, feathers, feet.

## Being a text user

Refer to the text when discussing these questions:

*What does this book teach us about pelicans?*

*What information is in the illustrations?*

*What information is in the words?*

## Being a text critic

*What did the illustrator need to know to draw these pictures?*

*What kind of text is this? Does it tell us facts or is it a story? How do you know?*

## Responding to text



Provide the children with pictures of animals, cut up to make jigsaw puzzles. Have the children guess what each animal is then make the jigsaw picture of the animal. Have the animals names on a card for children to match to the picture.



Talk with the children about their favourite part of the bird and ask them to tell you why they like this part best. Have them write a sentence about their favourite part, using the book as a guide. Remind them to use a capital letter to begin their sentence and a full stop to end it.



Write the word 'at' on the board. Ask the children to think of words that rhyme with 'at'. List these on a large piece of paper for the children to use as a reference in the classroom. These words could include: bat, cat, chat, fat, flat, hat, mat, pat, rat, sat, that.

## Writing

Have the children write a book based on *Look at Me*.

## Assessment

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Can the children:

- identify where to start reading?
- write sentences using capital letters and full stops?



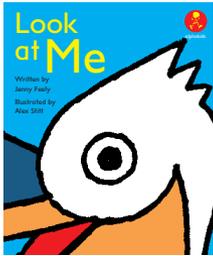
whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Animals  
**Curriculum link:** Science  
**Text type:** Caption  
**Reading level:** 1  
**Word count:** 27  
**High-frequency words:** at, look, me, my  
**Vocabulary:** beak, eyes, feathers, feet, tail, wing

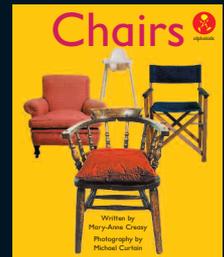
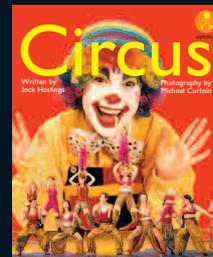
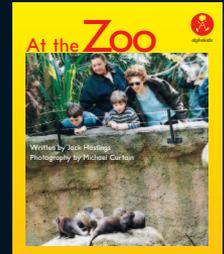
### Possible literacy focus

Knowing where to start reading.  
Reading from left to right.

### Summary

This book is a simple guessing game focusing on parts of a pelican.

## Other books at this level



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