

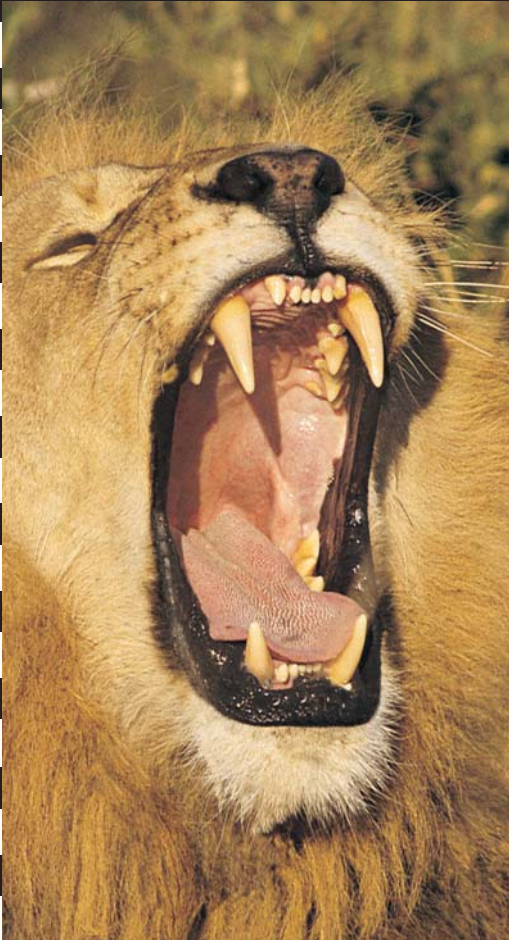


**Teacher Edition**

**AlphaWorld**

# Side by Side

**Written by  
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Published edition  
© Eleanor Curtain  
Publishing 2005  
Text © Nicole di Marco  
Photographs © Eleanor  
Curtain Publishing

First published 2005

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Developed by  
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Consultant: Susan Hill  
Designed by  
Alexander Stitt  
Production by  
Publishing Solutions

Printed in China

ISBN 0 7253 3126 7

1 2 3 4 5 6 7 8 9  
05 06 07

## How to use this book

The AlphaWorld 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. The children 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

- Headings and subheadings are used
- Alternating double page spreads compare impala and lions
- Index

## Vocabulary

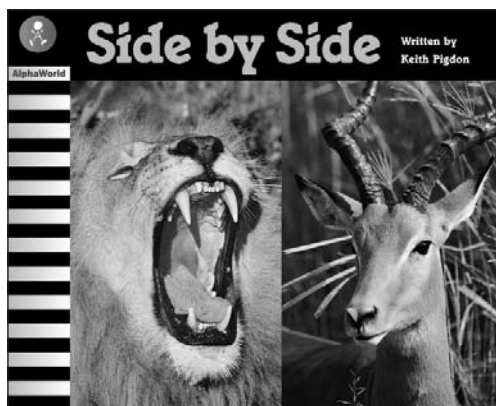
adapted, Africa, cubs, fawns, grasslands, graze, habitat, herd, impala, kilograms, kilometres, lions, metres, predators, pride, survival

## Setting the context

Ask the children to tell you all that they know about lions. As a group, build up a concept web about lions.

## Background information

This book closely compares the lifetimes of two animals that live side by side on the grasslands of Africa. The lion is the top predator and it preys on impala. Most people would think that impala would find it very difficult to survive in this environment. Strangely, though, impala fawns have a much greater chance of reaching maturity than do lion cubs. Life is much more difficult for a lion than you would imagine!



## Front cover

Show the front cover.

*This book is called Side by Side.*

*What can you see on the front cover?*

*What do you think the title means?*



## Title page

Turn to the title page.

*Who is the author?*

*What sort of book do you think this will be?*

*How will the lion and impala live side by side?*

## **Predict**

*Look at the photos on this page. What information will be in the book? Let's read through the contents page to find out.*

*Discuss any words or concepts that the children have difficulty with.*

*Turn to page 4.*

*This is the introduction. It will tell us what Side by Side is about. It says that lions and impala share the same habitat.*

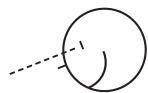
*They live close to each other on the African grasslands.*

*Who do you think has a greater chance of survival, the lion or the impala?*

## **Read** to the end of page 5.

## **Reflect**

*Did any information about lions and impala surprise you? Why?*



## **Observe and support**

Ask one 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.*



## Contents

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## Introduction

Lions and impala share the same habitat.  
They live close to each other on the grasslands of Africa.

Impala eat grass. Lions are powerful hunters and try to eat impala.

But impala are well adapted for life among predators. Impala  
fawns are more likely to survive their first year of life than lion cubs.



## **Predict**

Discuss the organisational structure of the book. (Under each heading there will be an alternating double page spread about impala and lions.)

*This page gives us information about the birth of an impala fawn. It says that the fawn is born in the middle of the day when predators like lions are resting.*

*Look at the photo.*

*Do you think the newborn impala are strong?*

*Turn to page 8.*

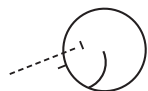
*Lion cubs grow inside their mother for about 110 days.*

*Does the lion cub look strong? Why do you think so?*

## **Read** to the end of page 8.

## **Reflect**

*Which is the strongest animal at birth, the lion or the impala? How do you know?*



## **Observe and support**

Can the child understand the literal meaning of the text?

*For how long does an impala fawn grow inside its mother? Is this the same as a lion cub? Show me how you know?*

## Birth

### Impala

An impala fawn grows inside its mother for about 200 days.

The fawn is born in the middle of the day when predators like lions are resting. A mother usually gives birth to one fawn at a time.

The newborn impala is very strong and weighs about five kilograms. It can stand up 10 minutes after it is born.



## Birth

### Lions

Lion cubs grow inside their mother for about 110 days.

The cubs are born in a safe place under a bush or among rocks. Up to four cubs may be born at the same time.

When they are born, lion cubs usually weigh about one kilogram. They are blind and helpless.



## **Predict**

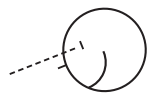
*Now we are looking at the first months of life. Forty minutes after it is born, an impala fawn can follow its mother. What would the mother do to protect her fawn from predators?*  
Turn to page 12.

*Lion cubs stay hidden for the first months of their lives. How would a mother lion look after her cubs?*

## **Read** to the end of page 13.

## **Reflect**

*What do the mothers do to keep their babies safe?*  
*Why do lion cubs have to struggle to get milk?*



## **Observe and support**

Does the child use contextual information to understand the meaning of new vocabulary?  
*What does 'survival' mean? How did you work that out?*

## The first months

### Impala

Forty minutes after it is born, an impala fawn can follow its mother. The mother licks the fawn all over to get rid of any smells that might attract predators.

The fawn feeds on its mother's milk. When the mother leaves the fawn to graze, the fawn hides in the grass until she returns. The mother watches carefully for predators before she returns to her young.



## The first months

### Lions

The lion cubs stay hidden for the first months of their lives. Their mother picks them up in her mouth and moves them from hiding place to hiding place. She leaves them in their hiding place while she hunts for food.

She needs a lot of food so she can produce enough milk for her cubs. The cubs struggle with each other to get the most milk. Cubs that do not get enough milk are weaker than the others and have less chance of survival.



## **Predict**

Read the heading together.

*After three months young impala are strong enough to keep up with the herd. Why would impala live in herds?*

Turn to page 16.

*After three months, lion cubs can follow their mothers. They join a family group called a pride. How would a pride help lion cubs?*

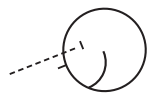
## **Read** to the end of page 16.

## **Reflect**

*How does living in a herd help young impala?*

*What does a pride consist of?*

*Why are some male lions seen as predators?*



## **Observe and support**

Can the child interpret the text?

*Does an impala or a lion have a better chance of becoming one year old?*

## The first year

### Impala

After three months, young impala are strong enough to keep up with the herd. The herd helps to protect them from attacks by predators.



After five months, the fawns stop drinking their mothers' milk and graze with the adult impala.

Five out of 10 impala die before they are one year old.



## The first year

### Lions

After three months, the lion cubs can follow their mothers. Together, they join a family group called a pride. A pride may have as many as 40 lions or as few as 10. The pride includes the male lions that are the fathers of the cubs.

The adults in the pride help to protect the cubs from predators. Predators can be other lions. Sometimes male lions that do not belong to the pride challenge the male lions in the pride. If the new male lions take over the pride, they kill any cub that does not belong to them.

Eight out of 10 cubs die in their first year. Lion cubs cannot survive on their own until they are two years old.



## **Predict**

Read the heading together.

*What does 'adult' mean?*

*Impalas are adults at one year old. Look closely at the photos. What do you think is special about impala?*

Turn to page 20.

*Lions are adults by the time they are three or four years of age. It is not easy for an adult lion to catch a large animal. Why would this be so?*

## **Read** to the end of page 21.

## **Reflect**

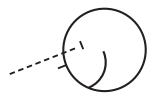
*What information did you find to be the most interesting?*

*Let's share it with the group.*

*How fast are 80 and 56 kilometres?*

*How long is nine metres?*

*How high is three metres?*



## **Observe and support**

Is the child able to point out different text features on the page?

*Where is the chapter heading? How did you know that it was a chapter heading?*

*Where are the subheadings?*

## Adults

### Impala

By the time impala are one year old, they are adults.

Adult impala can run at 80 kilometres per hour. Their long legs help them to reach top speed in tall grass.

They can travel nine metres in one leap. They can jump three metres high.



10



11

## Adults

### Lions

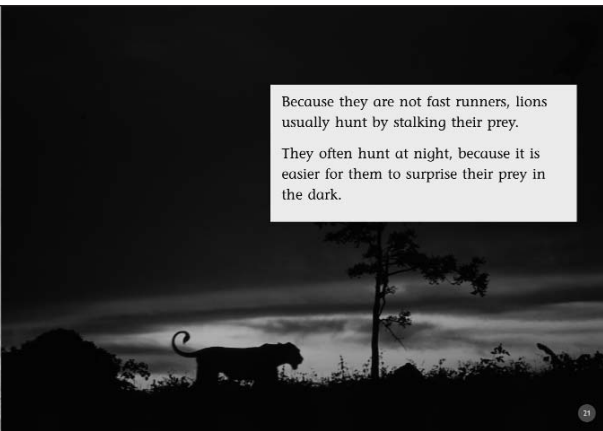
Lions are adults by the time they are three or four years old. They learn to hunt by watching the older members of the pride.

It is not easy for a lion to catch a large animal. Although adult lions are very strong, they cannot run very fast. An adult lion can reach a speed of 56 kilometres per hour. But because it has a heavy body and short legs, it is hard for it to reach top speed when chasing prey through long grass.

An adult impala chased by an adult lion will usually get away.

Because they are not fast runners, lions usually hunt by stalking their prey.

They often hunt at night, because it is easier for them to surprise their prey in the dark.



20

21

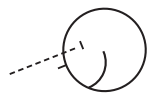
## **Predict**

*This is the conclusion. It sums up the information in the book. How will the author sum up the information? What might he say?*

## **Read** to the end of page 22.

## **Reflect**

*Why do impala have a greater chance of survival than lions? Which animal would you rather be? Why?*



## **Observe and support**

Does the child monitor their reading? Do they notice when they make an error?

*How did you know that was wrong?*

*What did you think about?*

If the child does not recognise errors, you might say:

*What could go there?*

*What would sound right?*

*What would look right?*

### Conclusion

Impala are well adapted for life on the African grasslands, where they live among lions and other predators.

Impala fawns are stronger and less helpless at birth than lion cubs. They learn to look after themselves and reach adulthood faster than lion cubs. They can run fast enough in the long grass to escape when lions are chasing them.

Although lions are skilled and powerful hunters, they have less chance of survival than impala.



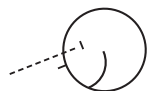
## **Predict**

*This is the index. Let's read through it together.  
Why would these words have been included in the index?*

## **Read** to the end of page 24.

## **Reflect**

*What does the index tell us? How is it organised?*



## **Observe and support**

*Can the child demonstrate how to use an index?  
Can you show me how to use this index?  
Where would we find information about predators?*

### **Index**

herd 14

hiding place 12

milk 10, 13, 15

predators 5, 6, 10, 14, 16

prey 20, 21

pride 16, 20



## After reading

### Being a meaning maker

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

*Where do lions and impala live?*

*What is the same about these two animals? What is different?*

*Why is this book called Side by Side?*

*Why do young impala survive better than lion cubs?*

*Which animal would you prefer to be? Why?*

### Being a code breaker

Explore the following language features:

- Names of baby animals: cub, fawn
- Names of animal groups: herd, pride
- The rhyme 'ick': chick, click, kick, lick, pick, prick, quick, sick, tick, wick

### Being a text user

*How is this book organised? Why is it organised in this way?*

*What did you learn about lions and impala from reading this book?*

*You might like to refer to the concept web begun prior to reading the book?*

*What information can be added to the web from the book?*


*Is there anything in our web that we need to change?*


### Being a text critic


*What does this author think children are interested in?*

*Do you know people who you think would especially like this book?*

## Responding to text

 The children could complete a comparative grid like the one below to compare the lives of lions and impalas.

 The children could construct a diorama of the African grasslands showing how lions and impala live side by side. Encourage the use of labels to highlight information about these two animals.

 Investigate the baby names of different animals. Record the names of adult animals and their babies on a chart.

*What are baby lions called? What are baby impala called?*

*What are other baby animals called? How could we find out?*

	Lions	Impala
Food		
How long the baby grows inside its mother		
Weight at birth		
How many babies are born		
What they can do straight after birth		
How they feed as babies		
Who they live with		
How many die before they are one year old		
The age they become adults		
How fast they can move		

## Writing links

The children could work in pairs to build their own concept web about impala using the information in the book.


The children could write their own personal response to the question *How do lions and impalas live side by side?* These could be shared with others in the class to compare their thoughts and understandings.

## Possible assessment focus


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Can the children:

- compare lions and impala?
- explain the survival strategies of lions and impala?
- explain why young impala have more chance of survival than lion cubs?

 whole text activity

 sentence activity

 word activity

# Side by Side

**Topic:** Animal Kingdom/Relationships/  
Environment

**Curriculum link:** Natural Science

**Text type:** Report – compare/contrast

**Reading level:** 24

**Word count:** 737

**Vocabulary:** adapted, Africa, cubs, fawns, grasslands, graze, habitat, herd, impala, kilograms, kilometres, lions, metres, predators, pride, survival

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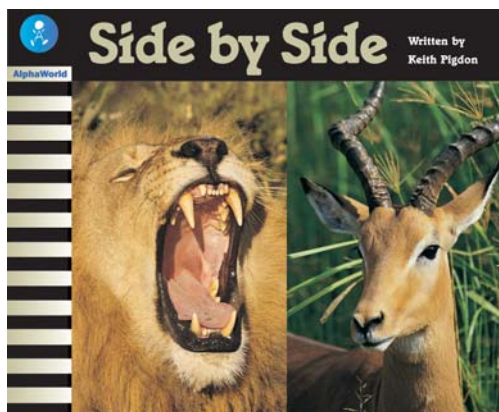
## Possible literacy focus:

- Comparing the lives of impala and lions.
- Explaining the survival strategies of lions and impala.
- Explaining why lion cubs have less chance of survival than young impala.

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## ESL possibilities:

- Using simple timelines to record and compare the life stages of lions and impala.
- Discussing the irregular plural form of 'impala'.
- Discuss other irregular plural forms: fish, sheep.



## Summary

This book compares the lifetimes of two animals that live in the same habitat in Africa. The lion is a powerful predator that preys on impala. However, young impala have a greater chance of reaching maturity than lion cubs.

**AlphaWorld**



ISBN 0-7253-3126-7



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