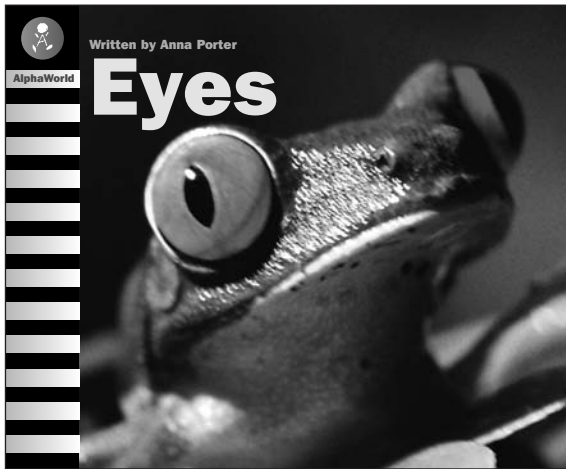


## Eyes



**Topic:** Animal behaviour

**Curriculum link:** Living Things; Environment

**Text type:** Explanation

**Reading level:** 9

**Word count:** 211

**High-frequency words:** to, on, the, has, with, at, this, its, can, with, and, from, when, they, it, are, in, a, of

**Vocabulary:** animals, eyes, fish, seal, frog, owl, spider, snail, side, front, top, feelers, water

**Possible literacy focus:**

Understanding the structure of a report about specific features and behaviour of animals.

Integrating information to extend vocabulary and visual literacy skills.

## Follow-up activities

### Summary chart

Draw up a large chart like the one below. With the children, use *Eyes* to find the information needed to fill in the chart. Scribe children's ideas.

Encourage them to use the index to find the appropriate information. Build up the summary chart further by making appropriate additions, deletions or clarifications.

Animal	Its eyes are:	Its eyes are used to:
fish		
seal		
frog	on top of its head	see things that move
bird		
spider	at the front of its head	see lots of insects
snail		

### Making sense

Write out some of the sentences from the book. Cut the sentences up into smaller groups of words. For example:

This fish	has eyes
has eyes	on the side of its head
on top of its head	This frog
at the front of its head	has eyes
This owl	

Working in pairs, children can match up the parts of the sentences to make a meaningful, true sentence. Have the children read the sentences back and then check the text in the book for accuracy.

### Understanding text structure – Explanations

Explore the structure of an explanation with the children. The purpose of an explanation text is to explain how something works, or give reasons for how something came to be or why something is the way it is. An explanation begins with a statement about the topic. There are several explanations that elaborate on the topic.

Use a chart to deconstruct the book *Eyes* to reveal its structure:

Discuss what comes first and how this is supported and extended by the rest of the book. Use this structure of an explanation to write another explanation about a different animal feature such as ears or legs.

Explanation
Statement about the topic
Explanation 1
Explanation 2
Explanation 3

# Animal faces



You will need:

paper plates, glue, coloured paper, string, pipe cleaners, cotton wool, wool, scissors, elastic

1. Make a paper plate mask.  
Cut holes for the eyes.
2. Paste on ears and a nose.  
Tie on elastic.
3. Write about how this animal uses its eyes.
4. Put your mask on and read your sentences to the class.



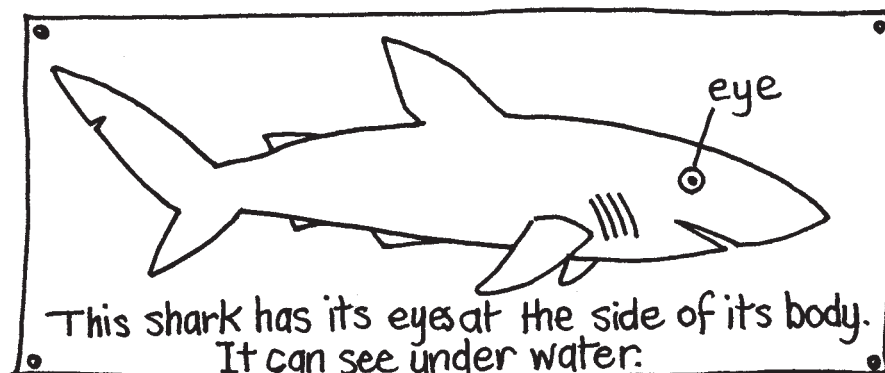
# Grouping animals



You will need:

pictures of animals, large sheet of paper, paint

1. Choose an animal picture.
2. Paint a picture of where this animal could live.
3. Write how its eyes help it to live in this place.



Name \_\_\_\_\_

# Animals' eyes

Write and draw.





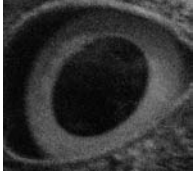


Animals with eyes at the side of their head	Animals with eyes at the top of their head	Animals with eyes at the front of their head

**Instructions** Enlarge this page to A3 size. Ask the children to draw animals under each heading, and to add labels and captions for each animal.

Name \_\_\_\_\_

# Who's looking at you?

Finish the table.

Eyes	Animal's name	How it uses its eyes
		
		
		
		
		
		
		

**Instructions** Ask the children to work out which animal each eye belongs to. Have them write the name of the animal in the space provided and then write something they know about this animal's eyes. Provide access to the book *Eyes* to support children in this.