



Teacher Edition

AlphaWorld

# Classroom Animals

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Photography by Michael Curtain



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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 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. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Encourage them to monitor their own reading. Interruptions to the child's reading should be minimal and focused on a specified learning need.



## **After reading:** Checking comprehension, responding to text

To further develop children's understanding of the text, select activities found on 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.

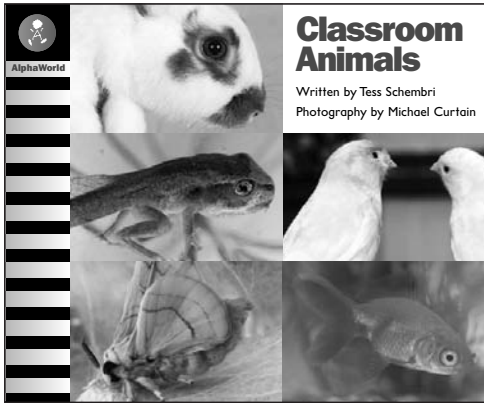
## Setting the context

Ask: *What are good animals to keep in a classroom? What do you need to look after them? Which animal is best? Why?*

## Introducing the book

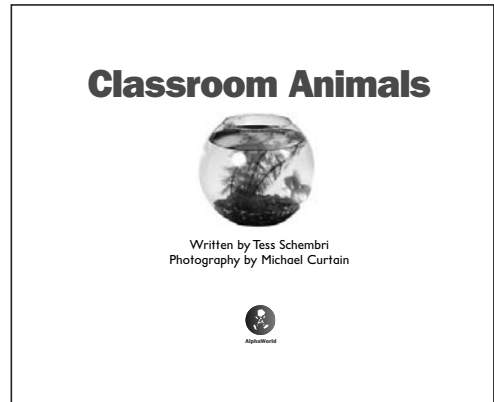
*This book is called 'Classroom Animals'. It gives information to help people decide what classroom animal they might like to have. It also gives information about how*

*to look after each animal and about why it might be interesting to keep.*



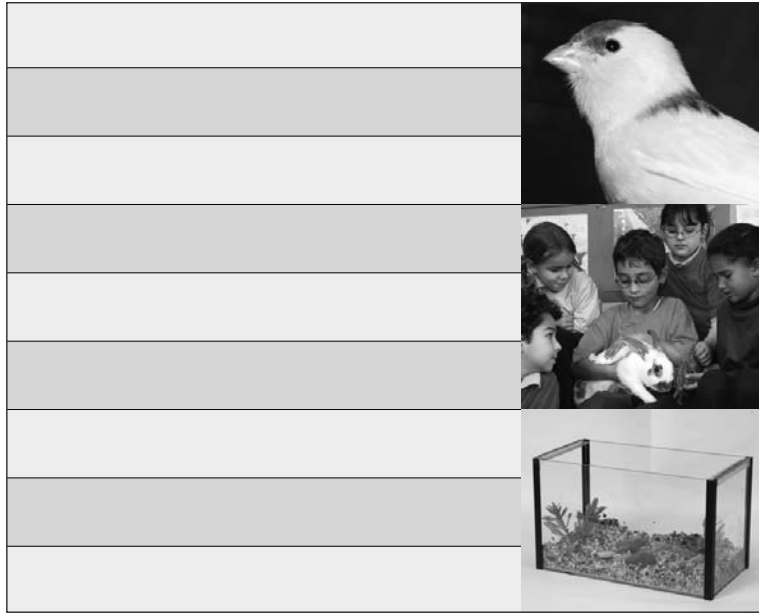
## Front cover

Point out each of the animals on the cover. *What is this animal? Would it make a good classroom animal? Why?*



## Title page

*This is the title page. Let's read the title together.*






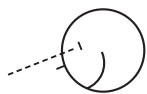
## **Talkthrough**

*This is the contents page. It tells us about the name of the chapters that are in the book and which page they are on.*

*Read through the chapters.*

*What page is the chapter on frogs? Where would we find the chapter on canaries?*

	
	Contents
	Introduction 5
	Tadpoles and Frogs 7
	Fish 9
	Rabbits 11
	Canaries 13
	Silkworms 15
	Conclusion 16



## Observe and support

Can the child use a contents page?

*Can you find the chapter on silkworms? How did you know it was on page 15?*



## **Talkthrough**

Point out the chapter heading.

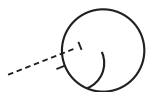
*This is the introduction. It tells us what the book is about. This introduction tells us that you have to look after classroom animals because they cannot look after themselves.*



### Introduction

This book tells you how to look after some classroom animals.

It tells you how to look after them because they cannot look after themselves.



## Observe and support

Does the child understand the literal meaning of the text?

*Why do you have to look after a classroom animal?*

*Where does the book tell you that?*



## **Talkthrough**

Point out the structure of the page.

Point out each question and where the questions are answered.

*This chapter answers four questions about tadpoles and frogs. It tells us: what is interesting about them, what they need to live in your classroom, what they eat and how to look after them.*



## Tadpoles and Frogs

What is interesting about them?



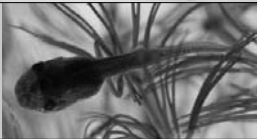
Tadpoles grow into frogs.

What do they need to live in your classroom?



Tadpoles need water.  
Frogs need a dry place.

What do they eat?



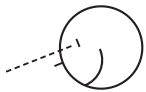
Tadpoles eat plants.  
Frogs eat insects.

How do you look after them?



Change some water in the tank once a week.

7



## Observe and support

Does the child understand the organisational structure of the text?

Do they read the question and then the answer?






*Can you see the coloured bar? Read the question in that bar. Then read the answer in that bar. What will you read next? Then what?*

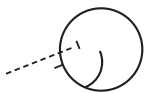


## **Talkthrough**

Point out the repeated structure of the page.  
*Fish need a fish bowl or tank to live in. They get fed dried food four times a week.*

Point out the picture of the girl changing water.  
*What is this girl doing? How often would she need to do that?*

Fish		
What is interesting about them?		Fish are interesting to watch as they swim around.
What do they need to live in your classroom?		They need water in a fish bowl or tank.
What do they eat?		They eat flakes of dried food four times a week.
How do you look after them?		Change some water in the fish bowl once a week. 






## Observe and support

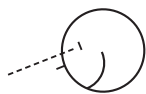
Does the child understand the inferences in the text?  
*Do fish get fed every day? Where does the book tell us that?*



### **Talkthrough**

*Why would you keep a rabbit as a classroom animal? What would you need to get to keep it? Rabbits need a cage to live in. They also need fresh vegetables, rabbit pellets and hay. Their cages need to be cleaned every day.*

Rabbits		
What is interesting about them?		Rabbits are playful and soft to touch.
What do they need to live in your classroom?		They need a cage with room to move and water.
What do they eat?		They eat fresh vegetables, rabbit pellets and hay.
How do you look after them?		Clean the cage and change the water every day.



## Observe and support

Does the child integrate information on the page to solve problems?





At the point of difficulty: *What can you see that would help you work it out? What can you see in the picture? What would make sense? What letter does it start with?*



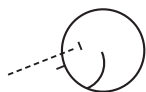
## **Talkthrough**

*What are these birds called?*

*The book says canaries can be bright colours and that the males can sing. It says they eat seed but they can also eat fruit and vegetables.*

Canaries		
What is interesting about them?		Canaries are bright colours and the males can sing.
What do they need to live in your classroom?		They need a cage with a perch and water.
What do they eat?		Canaries eat seeds. They can also eat vegetables or fruit.
How do you look after them?		Clean the cage and change the water every day.

13



## Observe and support

Can the child interpret the text?



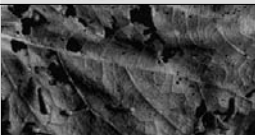

*How often do you need to clean a canary's cage? Why do you need to clean it every day?*

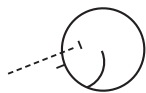


## **Talkthrough**

*What is interesting about silkworms?  
What do they eat?*



Silkworms		
What is interesting about them?		Silkworms grow quickly and change into moths.
What do they need to live in your classroom?		They need a shoe box.
What do they eat?		They eat mulberry leaves.
How do you look after them?		Keep the box clean. Put in fresh mulberry leaves every day. <span style="float: right;">15</span>




## Observe and support

Can the child understand the literal meaning of the text?  
*What do you need to do to look after silkworms?*



## **Talkthrough**

*This is the conclusion. It sums up what the book is about. This conclusion tells us that keeping classroom animals helps you to learn about the animal and to find out what the animal is like.*

Conclusion
<p>Keeping animals in your classroom can be interesting.</p> <p>You can see what the animal looks like and what it does.</p> 



## **Comprehension check**

*Which classroom animal would you choose? Why?  
Which of these animals needs the most care? Why do you think that?  
Are there reasons why you might not want to have a classroom animal?  
Is there another animal you would rather keep in your classroom? Why?*

## Responding to text



In small groups, students could use the book to make a chart comparing the five animals under the headings – interest, needs, food and care.



In pairs, students choose an animal not in the book. Then write a sentence about it in response to the questions used in the book.



Students could make a class list of the action verbs in the book.

**For further literacy activities** see the accompanying book, *AlphaWorld Literacy Learning Activities: Early Reading Levels 6–11*. It contains two reproducible blackline masters specifically related to this book.

## Assessment

Can the child:

- understand the organisational structure of the text?
- use a contents page?

- integrate a range of information to solve problems encountered while reading?
- interpret the text?

# Classroom Animals

**Topic:** School and community

**Curriculum link:** Living Things; Society and Environment

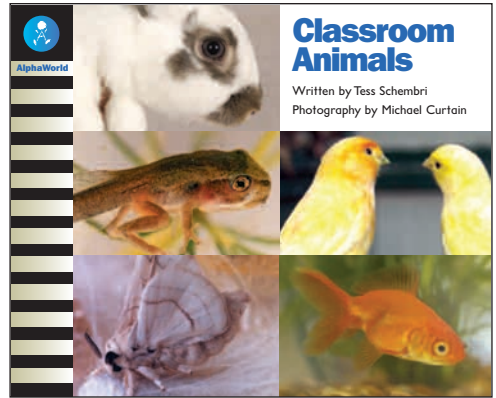
**Text type:** Instructional

**Reading level:** 11

**Word count:** 328

**High-frequency words:** you, how, to, look, them, they, what, eat, about

**Vocabulary:** classroom, animals, tadpoles, frogs, fish, rabbits, canaries, silkworms, plants, insects, tank, bowl, flakes, cage, vegetables, pellets, hay, perch, shoe box, mulberry, leaves



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## Possible literacy focus

Understanding written instructions.

Learning to understand, read and write written imperatives.

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## Summary

This book deals with the basic needs of some popular animals that are kept in classrooms. The book is designed to help students choose an animal and to understand the responsibilities involved in keeping that animal.

**AlphaWorld**



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