



Teacher Edition

AlphaWorld

In the Treetops

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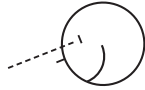
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How to use this book



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 provided. Direct the children's attention to aspects of the text that may challenge them. Support the children as they deal with these challenges by asking the *Talkthrough* questions on each page.



During reading: Observe and support

Observe the children as they read and encourage them to monitor their own reading. Help the children to use reading strategies and cues to respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specific learning need.



After reading: A range of comprehension and response activities

To develop children's understanding of the text, select from the activities found on page 12 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 further teaching plans.

Selected text features

- Contents page
- Colour photographs support the text
- Photo captions provide extra information
- Index

Vocabulary

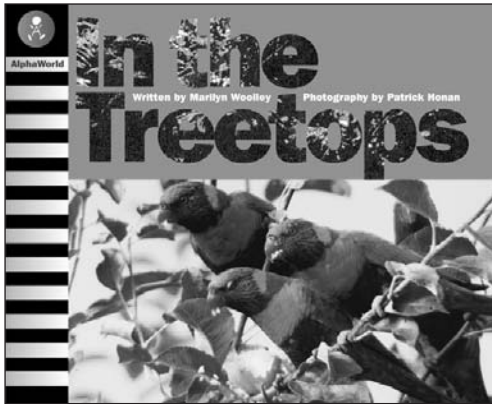
butterflies, caterpillars, forest, insects, koalas, lizards, monkeys, nectar, treetops

Setting the context

Ask the children what types of animals they think might live in the treetops.

What animals live in the tops of the trees in a forest?

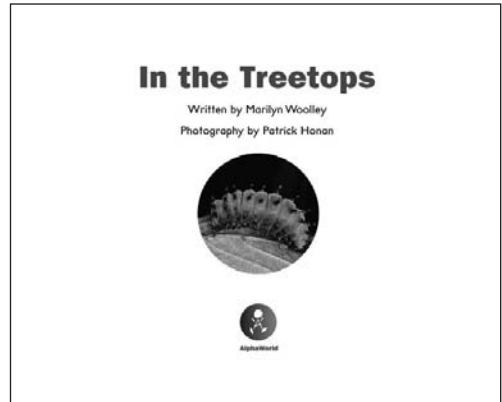
Make a list of the children's ideas and save it for future reference.



Front cover

Show the front cover.

This is a factual book called In the Treetops. What sort of information do you think you will find out by reading this book?



Title page

Turn to the title page.

What information is shown on the title page?
Ask the children to identify the title, the author's name, the photographer's name and the book series logo.



Talkthrough

Turn to the contents page.

What animals can you see in the photographs?

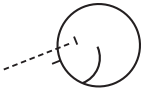
Do you think all of these animals live in the treetops?

Have we included all of these on our list?

Before reading, add any animals that are not on the list.

Turn to pages 4–5

The introduction tells us that the treetops in a forest get the most light. Why would this make the treetops a good place for some animals to live?



Observe and support

Do the children use a range of strategies when decoding?

If a child is having difficulty with a word such as ‘forest’, you could say:

What sort of word are you looking for here?

Where would the treetops be?

Look at the first letter. What sound does it make?

What word starting with the /f/ sound would make sense here?



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Introduction

Many animals look for food in the treetops. The treetops in a forest get the most light. There are lots of leaves, flowers and fruit in the treetops for the animals.

Some animals fly in and out of the treetops. Other animals move in different ways through the treetops.



Talkthrough

Turn to pages 6–7

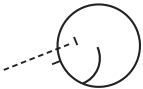
Why do you think birds would like to live in the treetops?

The bird in the photo on the left has a hooked beak. Why might it have a beak like this?

Turn to pages 8–9

Monkeys leap from tree to tree. What do you think the monkeys eat?

Koalas have to climb down to the ground to move to another tree. What do koalas eat?



Observe and support

Can the children understand the inferences in the text?

What do these birds eat?

Why are the treetops a good place for them to live?

How do birds catch frogs, spiders and lizards to eat?

Why would monkeys live in the treetops?

Why wouldn't they try to find their food on the ground?

What do the treetops offer koalas?

Would koalas be safe on the ground?



This bird is using its hooked beak to collect seeds.



This bird feeds its young in the treetops. It collects insects from the trees.



Birds

Many birds fly around the treetops. Some birds eat fruit, seeds and nectar. Other birds eat insects and small animals such as spiders, frogs and lizards.

Monkeys

Some monkeys leap from tree to tree during the day. They swing from branch to branch, using their long legs and tails.

Monkeys eat fruit in the treetops.



Koalas

Koalas live in the treetops. They eat leaves. Koalas come down to the ground to go to another tree to find new leaves. They climb the new tree and keep eating!

A koala uses its front paws, claws and teeth to gather food.





Talkthrough

Turn to pages 10–11

Caterpillars spend most of their time eating leaves. Why would they live in the treetops?

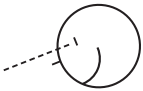
The photo on the right-hand side of page 11 is a pupa. What happens during the pupa stage?

Turn to pages 12–13

This butterfly is using its long tongue to drink nectar from the flowers.

Why would a butterfly live in the treetops?

What does the butterfly's tongue look like in the middle photo?



Observe and support

Can the children use information from the photographs and the text to understand new vocabulary?

What is nectar?

What helped you work that out?

If any of the children are unsure of the meaning of the word, you might say:

Look at the photo. What is the butterfly doing?

The text tells us that its tongue is like a straw. It also says that the nectar is in the flowers. Can you guess what nectar might be?



Caterpillars

Caterpillars spend most of their time eating the leaves in the treetops.

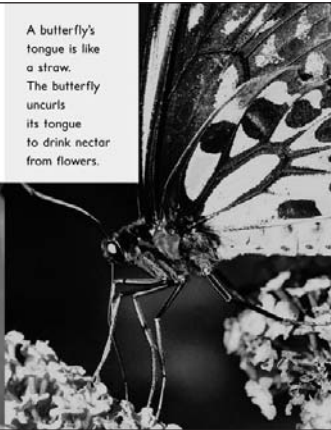
They grow very fat. They stay on the leaves and build a case out of silk. The caterpillar rests in this case and then turns into a butterfly.



Butterflies

Butterflies find food in the treetops. They fly from tree to tree. They use their long tongues to drink nectar from flowers.

A butterfly's tongue is like a straw. The butterfly uncurls its tongue to drink nectar from flowers.





Talkthrough

Turn to pages 14–15

This frog has sticky pads under its feet. This helps it to cling to the leaves and branches.

Why might the frog be hiding under the leaves?

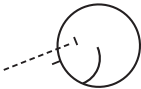
Turn to pages 15–16

Green ants and spiders live in the treetops.

Look at the photos on page 16. What have the ants built?

How have they done this?

How does the spider catch its food?



Observe and support

Ask the children to read aloud to you. Do they read fluently?

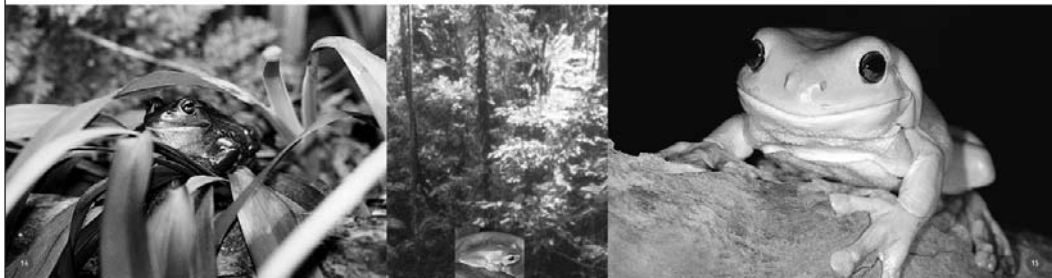
I really like the way you read that to me. You made it very clear and it was easy for me to understand the information.

If any of the children are having difficulty reading fluently, you might like to model reading a page.

Frogs

Frogs hide in the treetops and wait for insects to catch. They hide among leaves or on branches.

Frogs have sticky pads under their feet. They cling to the leaves and branches with their sticky pads.



Green ants

Green ants use leaves to build nests in the treetops. The ants hold the leaves together with their feet. They make silk to stick the leaves together to make a nest.



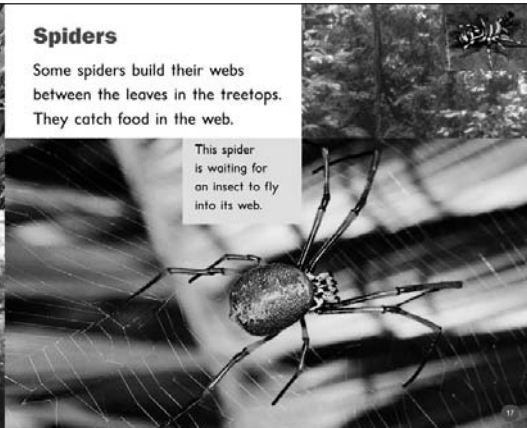
Green ants use leaves and silk to make their nest.



Spiders

Some spiders build their webs between the leaves in the treetops. They catch food in the web.

This spider is waiting for an insect to fly into its web.





Talkthrough

Turn to pages 18–19

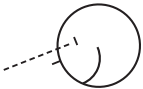
Bats and snakes sleep during the day.

What things might they do at night when they are active?

Why would the treetops be a good place for these animals to live?

Turn to page 20

This page is the conclusion. What is the purpose of a conclusion?



Observe and support

Do the children use their knowledge of letter-sound relationships to help solve problems when reading?

When needed, you might say (for example, if the child is having difficulty reading the word ‘branches’):

Look at the beginning of the word. What sound does this word start with?

What do you notice about the ending of the word?

What word starting with the /br/ sound would make sense here?

Bats

Bats rest in the treetops during the day. They hang upside down from the branches. At night they fly from tree to tree and eat fruit and flowers.



Snakes

Some snakes sleep in the treetops during the day. At night, they slide along the branches. They look for frogs and young birds to eat.



Conclusion

Many animals need the treetops to stay alive. Some animals fly in and out of the treetops. Other animals live there all the time and jump, hop, crawl, slide or climb through the treetops.

In the Treetops



After reading

Being a meaning maker

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

What animals live in the treetops?

How do monkeys move around the treetops?

What animals are active at night in the treetops?

Why are the treetops a good place for some animals to live?

What might happen to animals that live in treetops if too many trees are cut down?

What animals that aren't in this book might also live in the treetops?

Being a code breaker

Explore the following language features:

- Words with the /t/ sound:
butterflies, collect, eat, fruit, sticky, tail, tongue, treetops
- Word families: 'og' – clog, dog, fog, frog, hog, log

- Hearing sounds: the short /a/ sound
– ants, at, bats, branches, catch, pads
- Punctuation: capital letters, commas, full stops
- Apostrophe used for possession:
butterfly's tongue

Being a text user

Which features of this book make it easy for you to find information?

What is a contents page?


What sort of text is this?


Being a text critic


Are these the only animals that live in the treetops?

How could you find out about other animals that live in the treetops?

Responding to text

 Working in a group, the children could make puppets of each of the animals mentioned in the book. The puppets could be made using paper, felt-tip pens and icy-pole sticks. The group could then do a presentation of each puppet and explain what it does in the treetops.

 The children could work in small groups to create a collage showing the variety of animals that use the tops of trees. They could then each write a caption for one of the animals to explain how it uses the treetops.

 The children could add and/or delete words from the list of animals that live in the treetops of a forest. Encourage the children to use the book to check for accuracy. The children could then order the words alphabetically as in an index.

Writing links

The children could write a report about one of the animals from the book. Talk with the children about the sort of information they could include (where the animal lives, what food it eats, how it moves). Give the children other resources so they can find out more information. The children could make their reports into a book and include features such as page numbers, sections headings and a contents page.


Possible assessment focus

Can the children:

- read extra information in the captions?
- share extra information gained from the photographs?
- make inferences about the animals and their relationships with the treetops?

 whole text activity

 sentence activity

 word activity

In the Treetops

Topic: Living Things

Curriculum link: Natural Science

Text type: Report

Reading level: 16

Word count: 366

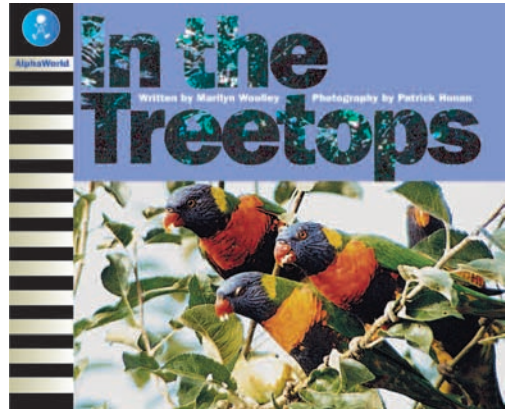
Vocabulary: butterflies, caterpillars, forest, insects, koalas, lizards, monkeys, nectar, treetops

Possible literacy focus:

- Getting extra information from the text through the use of captioned pictures.
- Interpreting photos of animals taken from different angles.
- Using the text to make inferences about how these animals use the treetops.

ESL possibilities:

- Discuss the subtlety of meaning in the use of 'many', 'other', 'some'.
- Find action verbs used to describe behaviour.
- Discuss subject-specific vocabulary: case, nectar, silk, sticky, straw, treetops.



Summary

This book explores the different animals that look for food in the treetops, fly in and out of the treetops or move through the treetops.

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