

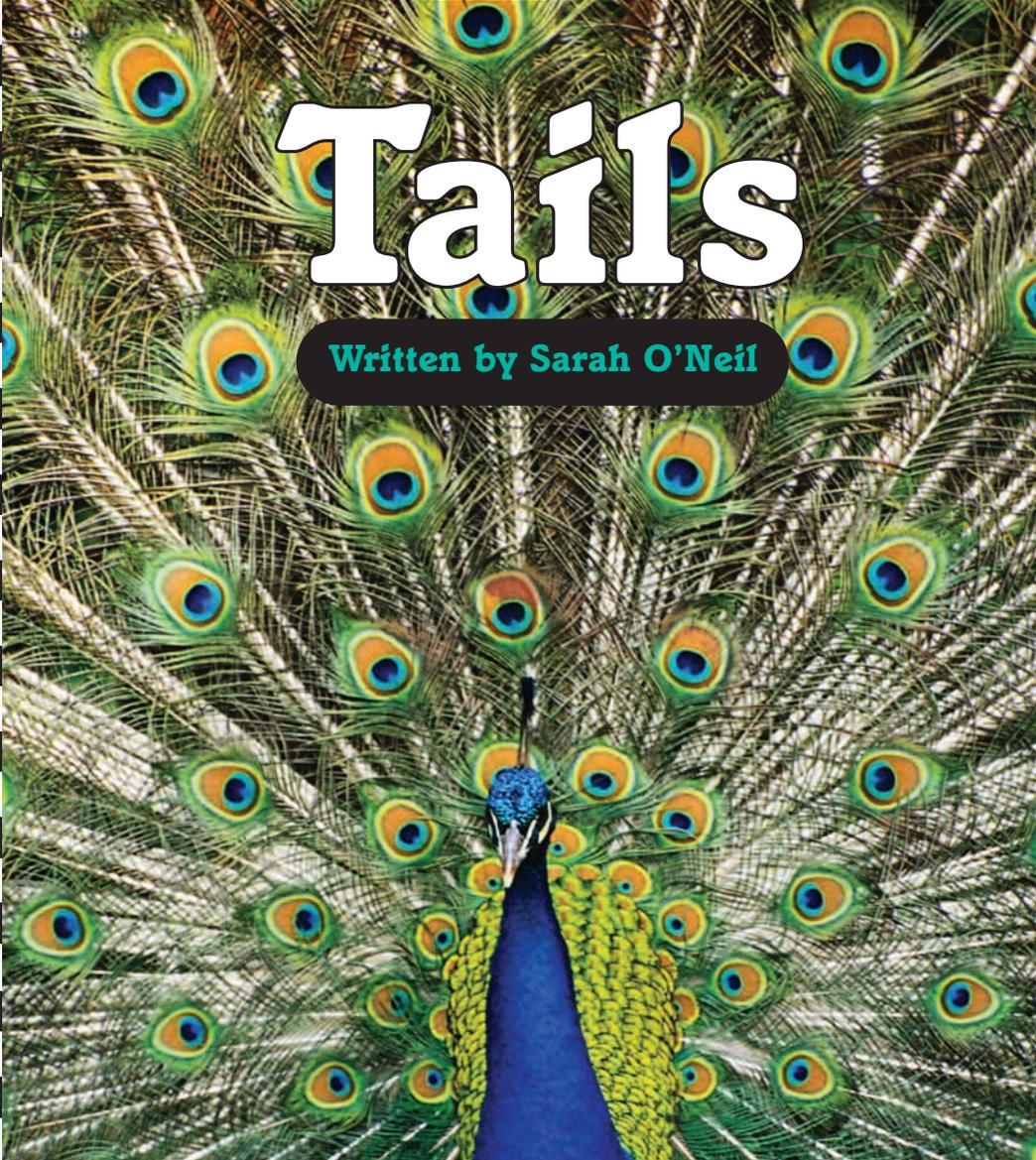


Teacher Edition

AlphaWorld

Tails

Written by Sarah O'Neil



First published 2003

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Developed by
Eleanor Curtain Publishing
Text: Jenny Feely
Consultant: Susan Hill
Designed by
Alexander Stitt
Production by
Publishing Solutions

Printed in Hong Kong

ISBN 0 7253 2933 5
Pack ISBN 0 7253 2315 9
(6 Student Books +
1 Teacher Edition)

1 2 3 4 5 6 7 8 9
03 04 05



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 is a tail? What animals have tails? What do their tails look like?*

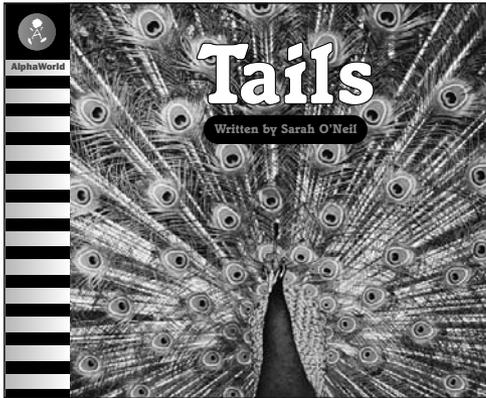
Background information

Animals use their tails for different purposes. Lizards grip things with their tails. Peacocks use them to attract a mate. Fish use their tails to swim.

Introducing the book

This book is a guessing game about animals and their tails. On each page the book asks us, "What is this?" Then it tells us, "This is a tail." We have to guess

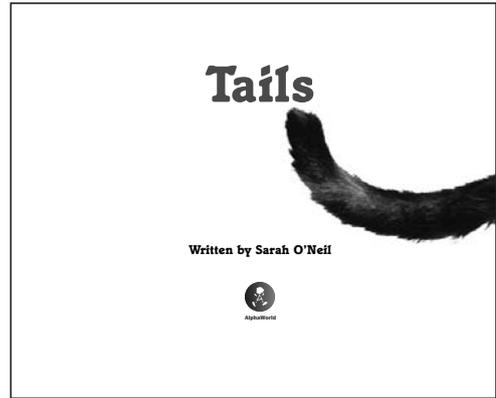
whose tail it is. On the next page we can check if we were right.



Front cover

Show the children the front cover of the book. Discuss the tail in the picture. Predict what tails might be in the book. Read the title together. Focus on the letters in the word.

Do you think this word will be in the book? How will you remember it when you see it again?



Title page

Can you see the word 'tail' on this page? Whose tail might this be? Why do you think that?



This is a tail.



It is a bird's tail.

2



Talkthrough

Point out the peacock's tail at the top of page 2.

What is this?

Model the form of the text in your response.

It is a bird's tail.

Point out the apostrophe.

This is an apostrophe. It is used to tell us that the tail is the bird's tail.

Point to the cat's tail on page 3.

What is this? Why do you think this?

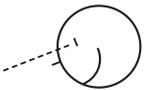
Point out the question mark.

What is this?



This is a tail.

3



Observe and support

Can the child link the visual information with the text to gain literal understanding?

Point to the bird's tail.

What is this? How do you know? What did you look at on the page to work it out?



It is a cat's tail.

4



Talkthrough

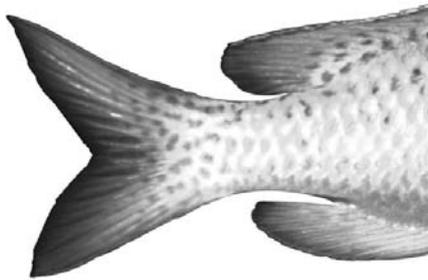
Were you right? Was it a cat's tail?

Point to the fish's tail.

What is this?

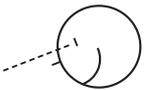
Review the question mark.

What is this?



This is a tail.

5



Observe and support

Does the child readily recognise the sight words: what, is, it, a?

How many times is the word 'is' on the page?

What letter does 'is' start with?

How many letters are there in the word 'is'?

What is the last letter in the word 'is'?



It is a fish's tail.

6



Talkthrough

Was it a fish's tail?

Review the apostrophe.

Point out the duck's tail on page 7.

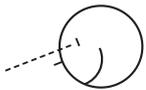
What is this?

Why do you think that? Could it be anything else? What do you think the sentence on the next page will say?

What is this?



This is a tail.



Observe and support

Does the child check the visual information on the page when reading?

You said, "It is a fish's tail." Look at the word 'fish'. What would you expect the last letter to be if it said 'fish'?

Does it? What else could it be?



It is a duck's tail.

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Talkthrough

Were you right? When you checked the sentence what did you expect 'duck' to start with? Did it?

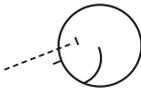
Point out the goat's tail on page 9.

On this page the book asks us a question. Can you find the question? What did you expect to see at the end of the question? Were you right? What is the question?

Whose tail do you think this is?

What is this?

This is a tail.



Observe and support

Does the child indicate a question by inflection?

Point to the question mark.

What does this mean? What happens to your voice at the end of a question?

Model reading the question with expression.



It is a goat's tail.

10



Talkthrough

*What is this? Why do you think it is an animal's tail?
Could it be something different?*

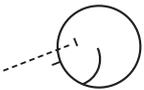
Draw out that the form of the book leads us to expect that it will belong to an animal.

What is this?



This is a tail.

11



Observe and support

Can the child draw inferences about the text using the information in the pictures?

Point to the lizard's tail.

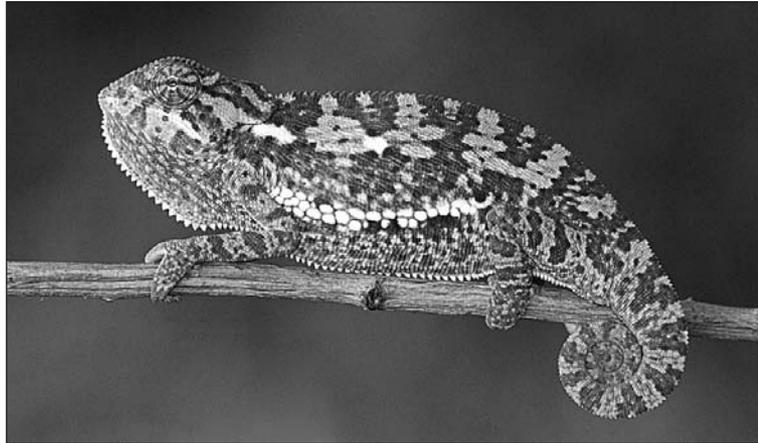
What do you think this animal can do with its tail?

Why do you think that?



Talkthrough

Whose tail is it?



It is a lizard's tail.

12



Comprehension check

Which animals were in the book?

If you were going to write some more pages in this book, which animals could you write about?

Which animals could not go in this book? Why?

Responding to text

 Children can make a class book about tails. They can draw or cut out a picture of an animal with a tail, then make a flap to cover the body, leaving the tail exposed. They can write the text in question form so that readers can guess which animal the tail belongs to. Encourage children to use the question and answer structure from the book.

 *Look at the sentence “What is this?” What is the mark at the end of this sentence called? Why do we use it? How many question marks can you find in the book?* Have the children write their own question.

 Find other words that have a final digraph (two letters that make one sound), like ‘fish’ and ‘duck’ using /sh/, /ck/ and /th/.

For further literacy activities see the accompanying book, *AlphaWorld Literacy Learning Activities: Emergent Reading Levels 1–5*. It contains two reproducible blackline masters specifically related to this book.

Assessment

Can the child:

- recognise and explain the use of question marks?
- use voice inflection to indicate questions?
- recognise final digraphs?

Tails

Topic: Animals around us

Curriculum link: Living Things

Text type: Question and answer

Reading level: 3

Word count: 69

High-frequency words: this, it, a, what, is

Vocabulary: tail, bird, cat, fish, duck, goat, lizard

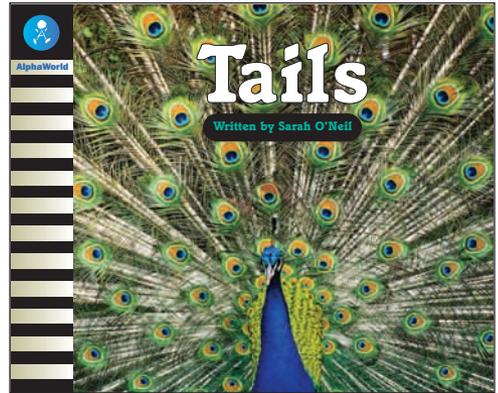
Possible literacy focus

Using question marks.

Identifying final digraphs /sh/ and /ck/.

Summary

This book looks at a range of animals' tails. It is a guessing game in the form of a question and answer book.



AlphaWorld



ISBN 0-7253-2933-5



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