



AlphaWorld

Stay Away!



First published 2003

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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 illustrations 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: *Do you know any animals that you should stay away from? Why?*

Discuss, drawing out the features of animals that make them dangerous to people (poisonous, sharp teeth, can sting, can bite).

Introducing the book

This is a book about poisonous animals. It is called 'Stay Away!' It tells us about some animals which are poisonous. It says they are dangerous and that we should stay away from them.



Front cover

Read the title. Point out the exclamation mark.

What is this book telling us to stay away from? Which animals might be in this book?

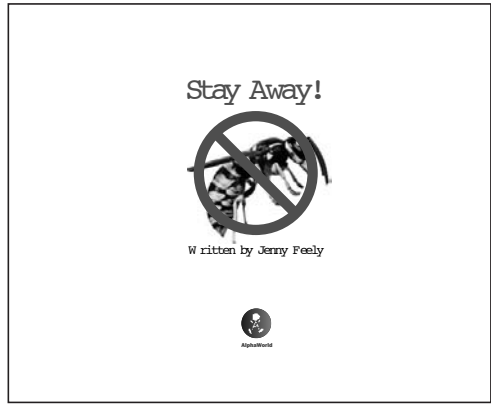
Look at the picture with the graphic.

Have you seen a circle like this before?

What does it mean? Why is it over the spider?

Background information

All the animals in this book are poisonous to humans. They have fangs or stingers that inject poison to help them catch food or defend themselves.



Title page

This is the title page.

Can you read the title?

Why do you think the bee has a crossed circle over it?

Stay Away!



Talkthrough

This page is the contents page. It tells us the names of the chapters in the book and the pages they begin on. Point out the different chapters.

Contents

Introduction 4

Snake 6

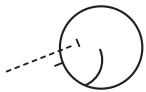
Spider 8

Wasp 10

Jellyfish 12

Conclusion 14

Index 16



Observe and support

Can the child explain what a contents page is for?
How many chapters are in this book? What page does the chapter about jellyfish begin on?

Stay Away!

Introduction

Many animals are poisonous.
Some of them are dangerous to people.

Stay away from them!



Talkthrough

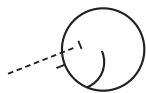
This page tells us what the book is about. It is the introduction.

It says that many animals are poisonous. Can you see the word 'poisonous' on the page?

It says that some animals are dangerous to people.

Can you see the word 'dangerous' on the page?

How will you remember these words when you read the book?



Observe and support

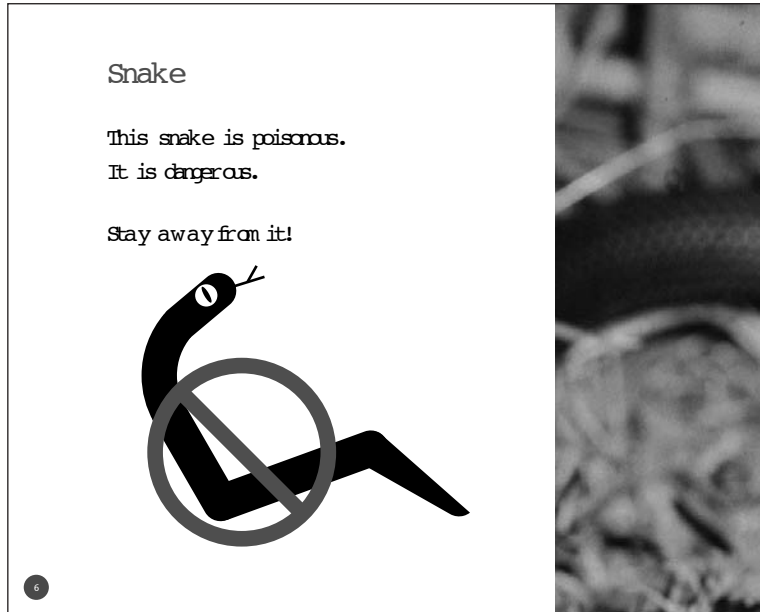
Does the child recognise the high-frequency words: are, some, of, them, to, from?

Point to a high-frequency word.

Have you seen this word before? What would make sense there? You said, "Many animals have poison."

Check that looks right.

Stay Away!



Talkthrough

What animal do you see here?

Is it poisonous? Is it dangerous?

*What will the book tell us to do if we see this snake?
Can you point to where it says "Stay away from it!"?*

Point out that the text is not repetitive.



Observe and support

How does the child approach technical language, e.g. 'dangerous', 'poisonous'?

Which part of the writing tells you why the snake is dangerous?

What does poisonous mean?

Stay Away!

Spider

This spider is poisonous too.
It is dangerous.

Stay away from it!



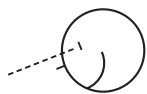
Talkthrough

Is this spider poisonous? Is it dangerous?

What should you do if you see it?

Point out the exclamation mark.

What will your voice sound like when you read this sentence?



Observe and support

Does the child use phrasing and expression when reading? If not, you might model reading the text in a phrased way.

This spider / is poisonous too. / It is dangerous.

Point out the exclamation mark in the second paragraph.


When we are reading, what does this tell us to do?

Can you read the sentence again so that it sounds like a warning?

Stay Away!

W asp

Stay away from this wasp!
It is poisonous.
It is dangerous.

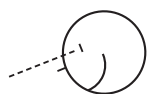


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Talkthrough

What is this animal called? Can you see its name on the page? How many letters are in its name? How will you remember this word when you read the page?



Observe and support

Does the child understand the literal meaning in the text?

What does a wasp look like? How did you find that out?

Can you tell me why a wasp is dangerous?

Where did you find that information on the page?

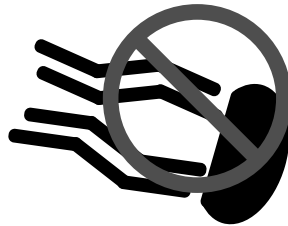
Stay Away!

Jellyfish

These jellyfish are poisonous.

Stay away from them!

They are dangerous.



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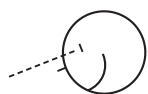
Talkthrough

What are these animals called?

Are jellyfish dangerous? Why?

What do you think the book will say about jellyfish?

Which words do you expect to see?



Observe and support

Does the child check that they have read the text correctly?

How did you know that word said 'jellyfish'? What did you think about? What did you check to make sure you were right?

Stay Away!

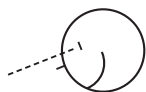
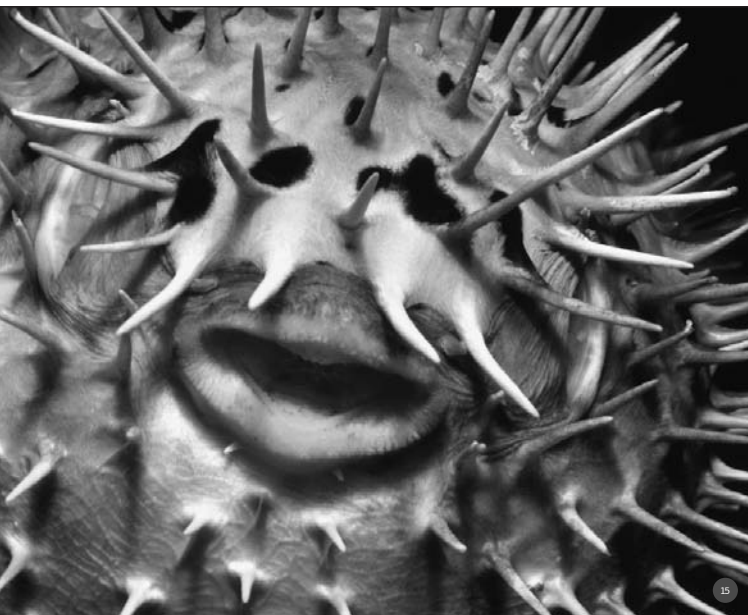
Conclusion

These animals are also poisonous to us.
Stay away from them!



Talkthrough

This is the conclusion. It tells us that other animals are also poisonous to us.



Observe and support

Can the child infer meaning from the text and pictures?
Do you know what any of these animals are? Why might they be dangerous?



Talkthrough

Point out the features of an index.

Index

animals 4, 14

jellyfish 12

snake 6

spider 8

wasp 10

16



Comprehension check

Which animals should you stay away from?

Why are poisonous animals dangerous?

What other animals could have been in this book?

Responding to text



Children could make a chart that shows animals that are safe and animals that are dangerous, and the features of both.



Children could choose several other dangerous animals, drawing a picture of them and writing a warning to stay away. Encourage the use of graphics in warnings.



Children could build a wordlist using the rime 'ay' – bay, day, hay, stay.

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:

- explain why we should stay away from some animals?
- understand, read and remember new words: poisonous, dangerous, stay away?

- recognise the high-frequency words: are, some, of, them, to, from, this, is, it?
- check that they are reading accurately?

Stay Away!

Topic: Animals around us

Curriculum link: Living Things; Society and Environment

Text type: Explanation

Reading level: 6

Word count: 71

High-frequency words: are, some, of, them, to, from, this, is, it

Vocabulary: poisonous, dangerous, stay away, snake, spider, wasp, jellyfish

Possible literacy focus

Interpreting information using pictures and text.

Discovering and practising strategies for understanding, decoding and remembering new words.

Applying knowledge of high-frequency words.

Checking reading against information on the page.

Summary

This book explains that some animals are poisonous and therefore dangerous to people. It warns the reader to stay away from such animals. Clear pictures show the reader what each animal looks like.



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