



Teacher Edition

AlphaWorld

# Wings

Written by  
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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: *Which animals have wings? Which animals can fly? Do all animals that have wings fly?*

## Background information

Many animals have wings. The relative size and weight of the animal in relation to its wings determine whether it can fly or not. For example, an animal with small wings and a big body is unlikely to be able to fly.

## Introducing the book

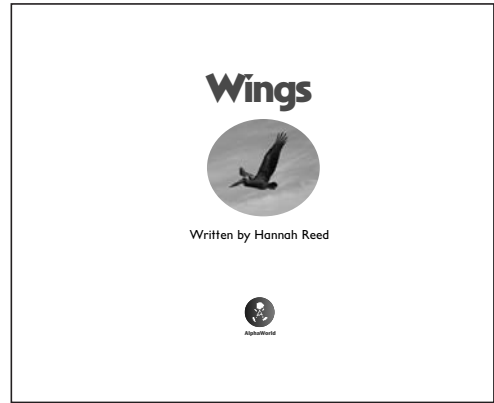
Show children the front cover of the book. This book is called 'Wings'. It is a factual text. What information might we find in the book?

*This book tells us about birds, insects and mammals that have wings. Some of them can fly and others cannot.*



## Front cover

*What are these animals? What do they use their wings for?*  
Point out the title, author's name and logo.



## Title page

*What animal is this? What does it use its wings for?*  
Read the title page together.



### **Talkthrough**

*This is a table of contents. It tells us which chapters are in the book and what page they start on.*

*The first chapter in this book is the introduction. What page is it on? Then there are chapters on birds, insects and mammals. The last chapter is the conclusion.*

*Point out the page numbers as you go. Point out the index reference.*

## Contents

Introduction 4

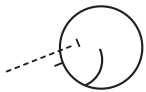
Birds 6

Insects 10

Mammals 12

Conclusion 14

Index 16



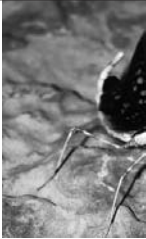
### **Observe and support**

Can the child locate a chapter in the contents page?  
*Can you tell me which page the chapter called 'Birds' starts on? What starts on page 12?*

## Introduction

Many animals have wings.  
Most animals use their wings to fly.

Some animals have wings but they cannot fly.

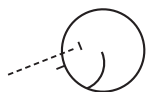


eagle



## Talkthrough

*This is the introduction to the book. An introduction introduces the main point of the book. This introduction tells us that many animals have wings. It says that most animals use their wings for flying. It says that some animals with wings cannot fly. Which animals can you see that can fly? Which cannot?*



## Observe and support

Can the child explain what information an introduction contains?

*What is the name of the chapter? What does an introduction tell us?*

## Birds

All birds have wings.

Most birds use their wings to fly.



## Talkthrough

*This chapter is about birds.*

*Point out the chapter heading.*

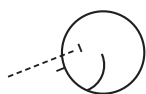
*This chapter tells us that all birds have wings and that most use them to fly.*

*Point out the swan.*

*Can a swan fly?*



This swan can fly.



## Observe and support

Can the child understand the text at a literal level?  
*Do all birds have wings? What part of the page tells us this?*

## Wings

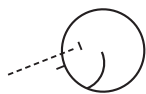
These birds have wings too,  
but they cannot fly.



### Talkthrough

*Here are some more birds. What are they called?  
Do they have wings? How big are their wings?  
Do you think they can fly? Why?*

This ostrich cannot fly.



## Observe and support

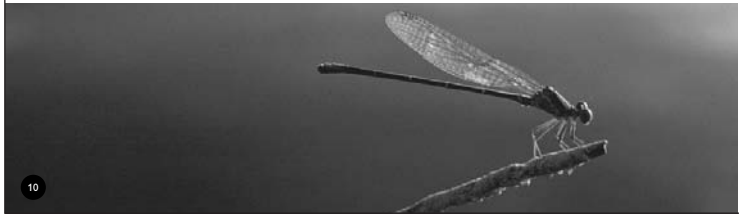
Can the child infer meaning from the text?  
*Why can't an ostrich fly? Which part of the page shows this?*

### Insects

Many insects have wings.

Most of these insects use their wings to fly.

Some insects with wings cannot fly.



### Talkthrough

*This is the next chapter. It is called 'Insects'.*

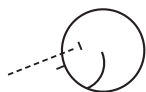
*Point out the way chapter headings use a different colour and a bigger font.*

*This chapter tells us that many insects have wings.*

*It says that most use their wings to fly, but that some insects cannot fly.*

*Point out the ladybird.*

This ladybird can fly.



## **Observe and support**

Can the child recognise text features such as chapter headings?

Point to the chapter heading.

*What is this sort of heading called? Why is it on the page?*

### Mammals

Most mammals such as cats and dogs cannot fly.

Bats are the only mammals that can fly.

They have wings.

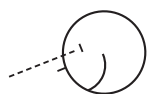
They use their wings to fly.



### Talkthrough

*This chapter is about mammals. Mammals are warm-blooded animals that have hair and feed their babies milk from their bodies.*

*The book tells us that bats are mammals. It says that they are the only mammals that can fly.*



## Observe and support

Can the child monitor their own reading?

*You said, (repeat what the child read): Does that make sense? Does that sound right? Does it look right?*

### Conclusion

All these animals have wings.

Which animals can fly?

Which animals cannot fly?



butterfly



swan



### Talkthrough

*This is the conclusion.*

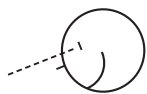
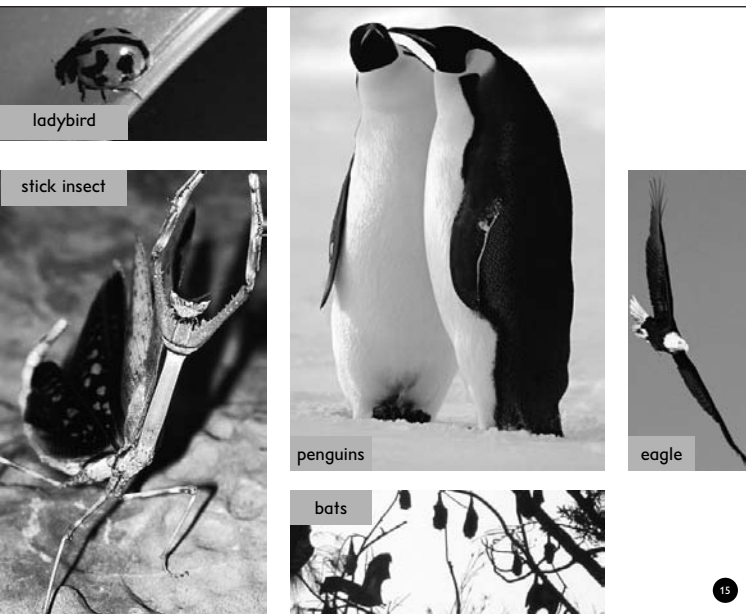
*Point out the chapter heading.*

*Conclusions sum up what the book has told us. What do you think this conclusion will say?*

*Point out the question marks.*

*This conclusion finishes with two questions. It asks us to work out which animals can fly and which animals cannot fly.*





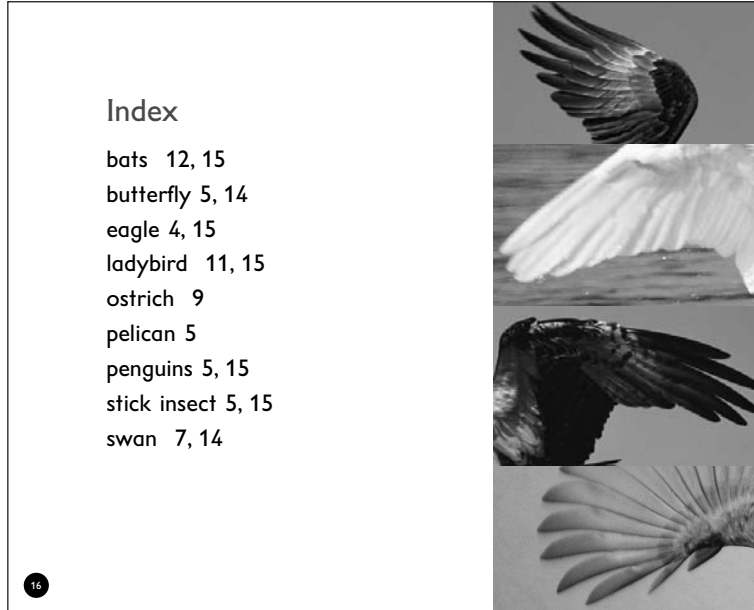
## Observe and support

Can the child explain the purpose of question marks?  
*Can you see a question mark on the page? What does it tell you when you are reading?*



### Talkthrough


*This is an index. An index tells us where in the book we can find different information. If we want to learn about ostriches we can look at page 9. What page would we look at to find out about swans?*





### Comprehension check

*Which animals have wings? Which of these can fly?  
Can you tell me some other animals, not in the  
book, that have wings? Can they fly?  
Why do animals have wings?*

## Responding to text

 Children could make a large mural showing different animals that have wings. Encourage children to depict animals that can and cannot fly. When the mural is dry children can label the animals and write captions about each one.

 Children could find pictures of animals with wings and write to explain whether they can fly or not.

 Children could use rime to build lists of words with the rime 'ings': brings, clings, flings, stings, pings, sings, rings, things, slings.

**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 classifying language: most, some, all?
- explain the use of a contents page and index?

➤ explain some of the features of factual texts?

# Wings

**Topic:** Animals around us

**Curriculum link:** Living Things

**Text type:** Report

**Reading level:** 7

**Word count:** 109

**High-frequency words:** have, their, to, some, but, they, all, this, can, these, with, are, the, that

**Vocabulary:** animals, wings, birds, insects, mammals, fly, ladybird, bats

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## Possible literacy focus

Using classifying language: most, some, all.

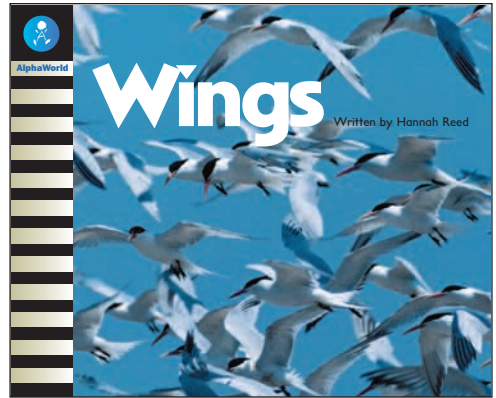
Identifying features of a factual text.

Understanding how to use a contents page and index.

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## Summary

This book is a report about a range of animals that have wings. It explains that some animals with wings can fly while other winged animals cannot. It looks at winged animals including birds, insects and mammals.



**AlphaWorld**



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