

Teacher Edition



alphakids

Reptiles

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Published edition
© Eleanor Curtain
Publishing 2004

First published 2004

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Developed by
Eleanor Curtain Publishing
Text: Nicole Di Marco
Consultant: Susan Hill
Designed by
Alexander Stitt
Production by
Publishing Solutions

Printed in China

ISBN 0 7253 3410 X

1 2 3 4 5 6 7 8 9
04 05 06

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

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 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 planning for further teaching.

Text highlights

- The use of vocabulary to describe reptiles.
- Colour photographs support the text.
- An index is provided.

Vocabulary

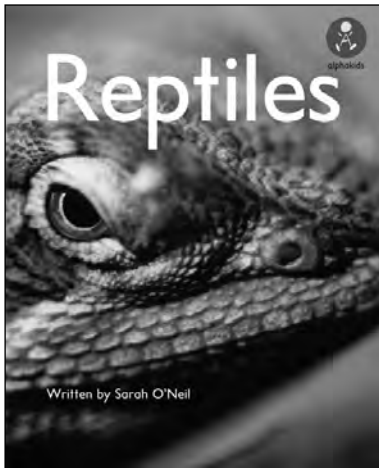
alligator, cold-blooded, colours, crocodile, hatching, index, insects, lizard, reptiles, scales, skeleton, skin, snake, turtle

Setting the context

Ask the children to name some reptiles and to tell you what they know about them. As a group, build up a concept web about reptiles.

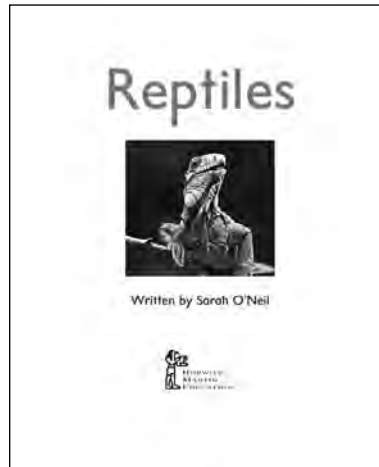
Introducing the book

This book is about a group of animals called reptiles. It will teach us about some of the special features of reptiles.



Front cover

This book is called Reptiles. What animal is shown on the front cover? What do you notice about it?



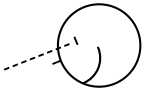
Title page

*What animal is this? What do you notice about it?
Point out the name of the author.*



Talkthrough

There are many different reptiles. Look at the pictures on this page. Can you name each of these reptiles?



Observe and support

Do the children use their knowledge of phonics to support their reading? When reading the word ‘lizard’, does the child recognise that /ar/ represents a sound? *Can you show me the part of this word that is making the sound /ar/?*

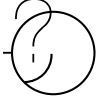
There are many different reptiles.
Snakes are reptiles.
Lizards are reptiles.
Turtles are reptiles.
Crocodiles are reptiles too.



2

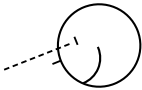


3



Talkthrough

*What kind of photographs are these? What are they showing?
What animals are shown in these X-rays?*



Observe and support

*Do the children understand the purpose of the text?
What have we learned about reptiles from these two X-rays?*

All reptiles have a skeleton
inside their body.



This is a snake's skeleton.

4



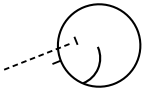
This is a crocodile's skeleton.

5



Talkthrough

The chapter heading in the yellow box tells us that reptiles are cold-blooded. What does cold-blooded mean? How do reptiles get warm? How do you feel when you lie in the sun?



Observe and support

Do the children use contextual information to understand the meaning of new vocabulary?
What does 'cold-blooded' mean? How did you work that out?

All reptiles are cold-blooded.



This snake gets warm
by lying in the sun.

6



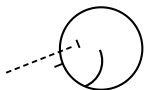
This alligator is lying in the sun
to get warm too.

7



Talkthrough

Look closely at the pictures. Reptiles have scales on their skin. As a reptile grows bigger, what happens to its skin? What is the snake on page 9 doing?



Observe and support

*Are the children able to infer meaning from the photographs?
What is the snake on page 9 doing?*

All reptiles have scales on their skin.



As a reptile grows bigger,
it grows a new skin
and gets out of its old skin.

8



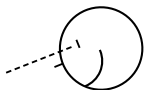
This snake is getting out
of its old skin.

9



Talkthrough

Most reptiles lay eggs. What baby reptiles are hatching in these photos?



Observe and support

Can the children read the text fluently?

I liked the way that sounded when you read it. It sounded like talking and was easy for me to understand.

Most reptiles lay eggs.



This turtle is hatching
from an egg.

10



This snake is hatching
from an egg.

11

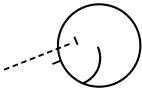


Talkthrough

What do reptiles eat? How do you know?

What is this lizard eating?

What is the turtle eating?



Observe and support

Do the children use a range of information on the page to support their reading?

When you looked at the pictures before you read the text, what were you looking for? How did that help?

Most reptiles eat other animals.
Some reptiles only eat plants.



This lizard is eating an insect.

12



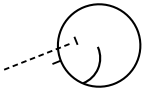
This turtle is eating a plant.

13



Talkthrough

Are reptiles all the same colour? What colour is the lizard on page 14? What colour is the lizard on page 15? Why do you think they are different colours?



Observe and support

Do the children use a range of information to solve problems when they read?

If a child has difficulty with a word, ask the following questions:

What can you see that might help you work it out? What could you try? What would make sense? What would sound right? What would look right?

Reptiles are different colours.



This lizard is grey.

14



This lizard is green.










15



Talkthrough

The last page of this book is the index. An index tells us where in the book we can find information about the things listed in the index. Where would I find information about alligators?

Model how to use an index.

Index	
	alligator 7
	crocodile 2, 5
	eggs 10, 11
	insects 12
	lizard 2, 12, 14, 15
	scales 8
	skin 8, 9
	snake 2, 4, 6, 9, 11
	turtle 2, 10, 13



After reading

Being a meaning maker

Encourage the children to support their responses with evidence from the book as they discuss these comprehension questions.

Which animals are reptiles?

What do reptiles eat?

How are reptiles the same?

How are they different?

Being a code breaker

Explore the following language features:

- High-frequency words: a, all, an, are, as, by, from, gets, have, in, is, it, its, most, of, on, out, the, their, there, this, too.
- Words that rhyme with 'skin': bin, din, fin, gin, pin, sin, shin, tin, win.

Being a text user

Refer to the text and the concept web made prior to reading the book when discussing these questions:

Where is the index located in a book?

How do you use an index?

How many references to lizards are there in the book?

What information from the book can we add to our concept web?

Do we need to make any changes to the web?

Being a text critic

What did the author need to know to write this book?

What reptiles has she included?

What information has she left out?

What other information would you have liked to see in the book?

Responding to text



Discuss how reptiles are the same and how they are different. Ask the children to cut out the statements below and paste them where they belong on the table.

How reptiles are the same	How reptiles are different

Have a skeleton

Are cold-blooded

Have scales on their skin

Lay eggs

Eat other animals

Eat only plants

Have different colours



Discuss how the items in an index are arranged. Provide a list of words from the text for the children to arrange into alphabetical order.



Have the children create a list of words that rhyme with 'skin'.

Writing

The children could draw pictures of reptiles that show all that they know about reptiles. They could write reptile facts to accompany their pictures and put their work on display in the classroom.

Assessment

Can the children:

- explain the purpose of and how to use an index?
- explain the meaning of words using contextual information?



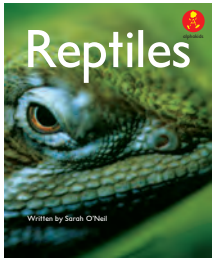
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Reptiles

Curriculum link: Science

Text type: Report

Reading level: 10

Word count: 145

High-frequency words: a, all, an, are, as, by, from, gets, have, in, is, it, its, most, of, on, out, the, their, there, this, too

Vocabulary: alligator, cold-blooded, colours, crocodile, hatching, index, insects, lizard, reptiles, scales, skeleton, skin, snake, turtle

Possible literacy focus

Reading and using an index to support reading.
Identifying features on a page, such as chapter headings.

Summary

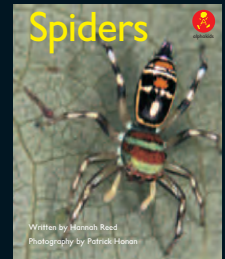
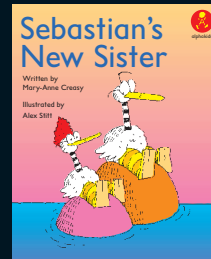
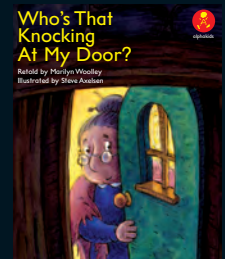
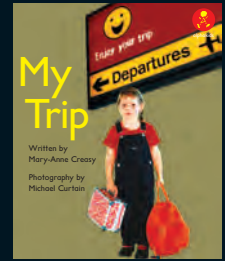
This book is a report about the group of animals called reptiles.

ISBN 0-7253-3410-X



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Other books at this level



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