

Teacher Edition

Animals



alphakids

That Sting

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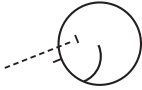
How to use this book

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 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 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. Interruptions to the child's reading should be minimal and focused on a specified learning need.

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 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 planning for further teaching.

Text highlights

- Technical language: sting, poison, danger, tentacles, stinging spines, poison sac
- Labelled photographs

Vocabulary

many, some, all, others, most, sting, poison, danger, tentacles, stinging spines, poison sac

Setting the context

Have you ever been stung by something? What was it like? How did you feel afterwards? Which animals sting? Why do animals sting?

You may like to list the children's ideas on a chart for future reference.

Background information

Animals have stings to get food or protect themselves. Some use their stings for both purposes. Stings inject poison into the bloodstream, causing various reactions ranging from minor skin irritations to paralysis or even death.

Introducing the book

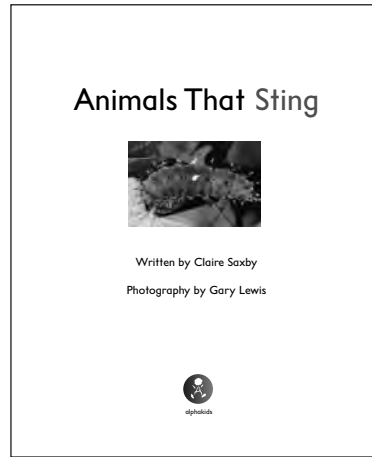
This book is called 'Animals That Sting'. It is about animals that can sting. It tells us which animals have stings and what they use them for.



Front cover

What is this mosquito doing? Can you see its sting? What is it stinging?

Discuss with the children that the photograph shows a mosquito feeding on a human arm.



Title page

The title page tells us the name of the book, and the names of the author and photographer.

Look at the photograph of the caterpillar. *Where are the stings on this animal? Why might a caterpillar need stings?*

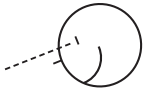


Talkthrough

Which animals can you see here?

Ensure that the children can name each animal.

Why do you think these animals have stings? Do they all use them for the same reason? Which animals would use their stings to get food? Which would use their stings to protect themselves?



Observe and support

Can the child understand the literal meaning of the text?

Why do animals use stings? Which part of the text tells you that?

Introduction

Many animals sting.

Some animals sting to get food.

Others sting when they are in danger.

Some animals do both.



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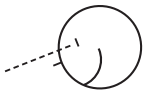
Talkthrough

Look at the photograph on pages 4–5 and read the text. Point out the label on the photograph.

What does this label tell us about the mosquito? Where is the mosquito's sting? Why does a mosquito sting? The book tells us that mosquitoes don't bite with teeth. How do they eat?

Now look at the caterpillars on the next page.

Where are the stings on the caterpillar? How did you work that out? What did you look at?



Observe and support

Does the child use their knowledge of phonics to support their reading?

Point out the word 'poison'. Does the child recognise that /oi/ represents a sound?

Can you show me the part of this word that can make the sound /oi/?

Mosquitoes

Mosquitoes are looking for food when they sting you.

Mosquitoes don't bite with teeth. They suck blood through their long, thin mouths.



Caterpillars

Some caterpillars have hairs that sting. Poison comes out when a hair is touched.

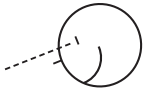
These hairs stop animals from eating the caterpillars.





Talkthrough

What is this animal called? Where is its sting? What did you look at to work that out? Scorpions bend their tails over their heads when they are going to sting.



Observe and support

Can the child use the text to interpret the information contained in the photographs?

Why does this scorpion have its tail bent over its head? What is it going to do? What part of the text tells you that?

Scorpions

Scorpions have poison in the tips of their tails. They bend their tails over their heads when they sting.

Scorpions use their sting to kill food. They also sting when they are in danger.



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Talkthrough

Look at the jellyfish on pages 10–11.

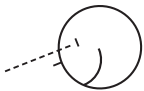
Some sea animals have stings. Jellyfish have lots of tentacles. Where does a jellyfish have its stings?

Turn to pages 12–13.

Look at the stingray. Where is its sting?

Jellyfish and stingrays use their stings for different reasons.

Why does a stingray use its sting?



Observe and support

Use pages 10–11 to assess whether the child can use information in the photographs and text to understand new vocabulary.

What is a tentacle? What helped you to work that out?

If the child is unable to explain what a tentacle is ask them to re-read the text.

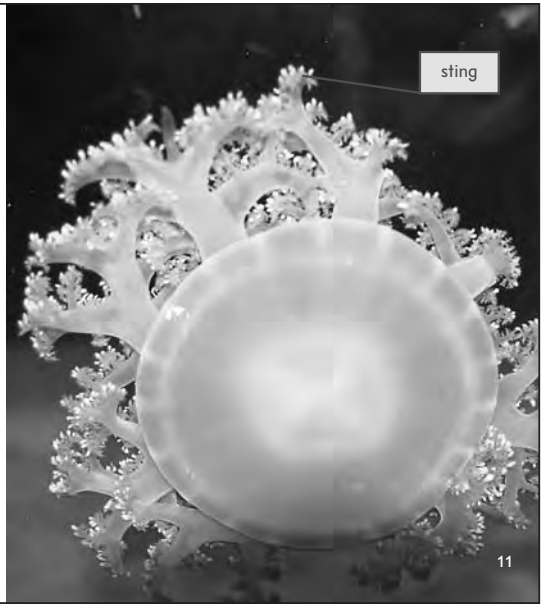
What does the text say about tentacles? Look at the photograph. What does the label tell you about tentacles?

What is a tentacle?

Jellyfish

Jellyfish have tentacles with small, poisonous stings.

Jellyfish shoot these stings to kill their food.



Stingrays

Stingrays have long, thin tails with stinging spines.
They have poison at the bottom of each spine.



Stingrays use their tails like a whip when they are attacked.





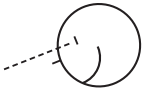
Talkthrough

Look at pages 14–15.

These pages tell us about bees and wasps. Which is the wasp? (p.14) Which is the bee? Where are their stings? Bees and wasps have a poison sac at the end of their stings. Think about the word 'poison'. Which letters make the /oi/ sound in the word 'poison'?

Now look at page 16. Point to each photograph and see if children can identify the animals.

Can you guess the animal in each photograph?



Observe and support

Can the child read the text fluently?

Can you read it all together? Try to make it sound as if you are talking to someone.

Bees and wasps

Bees and wasps have a sting on the end of their bodies.

A poison sac is at the end of the sting.

Bees sting once and then they die.

Wasps can sting many times.



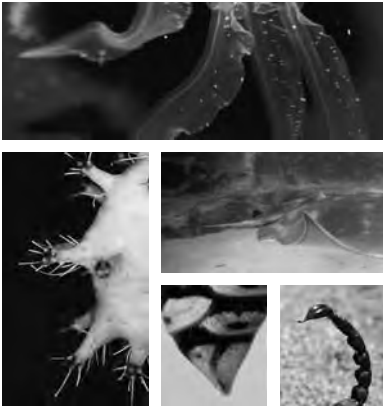
14



15

Conclusion

There are many ways that animals can sting.



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Animals That Sting

Being a meaning maker

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

Why do mosquitoes have stings?

Which animals sting to get food? Which animals sting to protect themselves?

How do jellyfish catch food?

Why are animals with stings dangerous?

What should you do if you see an animal that has a sting?

Being a code breaker

Children may like to explore the following language features:

- The blend ‘st’: sting, stop, stingray.
- Collective nouns: mosquitoes, caterpillars, hairs, scorpions, tails, jellyfish, stingrays, bees, wasps.

Being a text user

You may like to refer to the list of children’s ideas from the ‘Setting the context’ section on page 1.

Which animals from our list did we find out about in this book? Which were not included?

Why do animals use their stings?

Point out the labels on the photographs.

What are these called? Why are they there? What do they tell us?

Being a text critic

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

How did the author find out this information?

Which other animals could the author have included in the book?

Responding to text



Children could make a warning poster telling about dangerous stinging animals. Encourage children to include labels showing where the sting appears on each animal.



Children could make models of the animals featured in the book. They could use their models to give a class talk explaining why the animal is dangerous. Encourage them to use the same kind of language that is in the book: sting, poisonous, tentacles, spines, danger, etc.



Children could browse through other texts or CD-ROMs to learn more about animals that sting. Information could be added to a group chart.

Assessment

Can the child:

- Identify language that classifies number: many, some, all, others, most?
- Explain given words from the text: sting, poison, danger, tentacles, stinging spines, poison sac?
- Explain why some animals with stings are dangerous to people?



whole text activity



sentence activity



word activity

Writing links

Shared/guided writing

Have children develop their understanding of how labels are used in texts. Provide a range of pictures of animals.

What might we want someone to know about this animal? Which parts would we label? How do we add a label?

Encourage children to make labels to show the different body parts of the animal. Children can write their labels on small pieces of paper and then paste them onto the picture.

Independent writing

Children could write about other animals, exploring how to use labels to support their texts. This work could be done on the computer using image banks and text boxes.



Teacher Edition

Topic: Living things

Curriculum link: Science

Text type: Report

Reading level: 16

Word count: 183

Vocabulary: many, some, all, others, most, sting, poison, danger, tentacles, stinging spines, poison sac

Possible literacy focus

Understanding the use of classifying language.

Learning new words associated with animals that sting.

Inferring meaning from the text about how and why some animals sting.

Summary

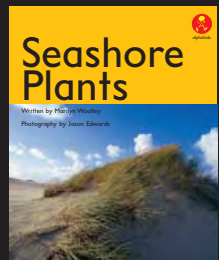
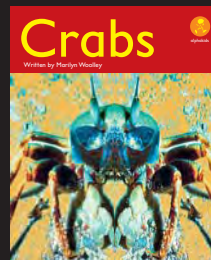
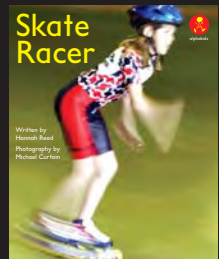
This book is about animals that have stings. It provides information about how these animals use their stings to protect themselves or to get food.

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Other books at this level



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