

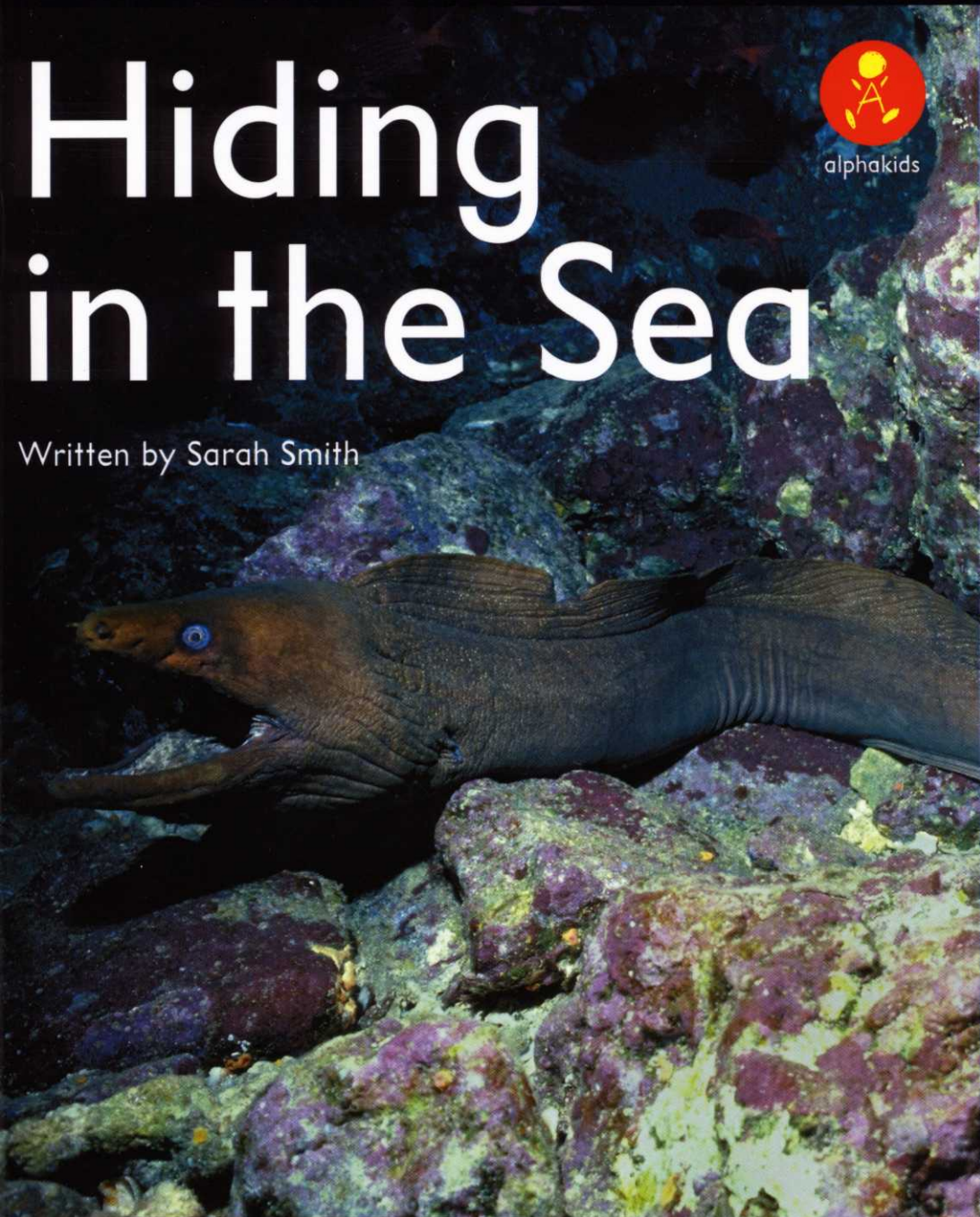
Teacher Edition

Hiding in the Sea

Written by Sarah Smith



alphakids



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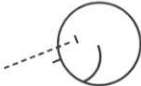
How to use this book

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 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 text is in the form of a report and is supported by colour photographs.
- The text is repetitive, with up to four lines per page.

Vocabulary

animals, cannot, coral, hard, helps, hide, rocks, safe

Setting the context

Do you know any animals that need to hide in the sea to stay safe?

Talk about this topic with the children. You might like to list their suggestions on the board under the headings 'Type of animal' and 'How it hides in the sea'.

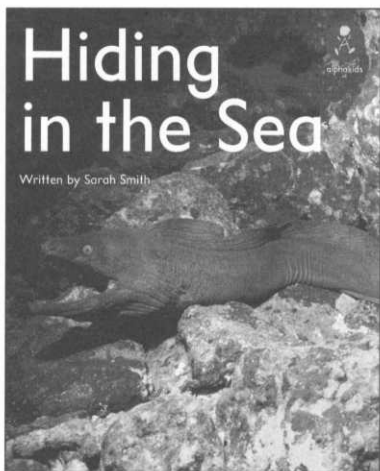
Background information

Camouflage consists of colours or structures that enable animals to blend in with their surroundings, in order to avoid detection by other animals. This feature protects animals from predators.

Introducing the book

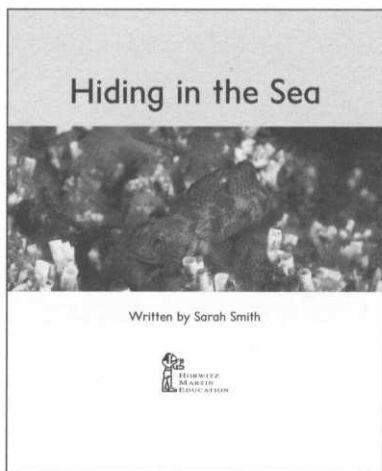
Give each child a copy of the book.

This book will help us to find out about some animals that hide in the sea.



Front cover

*What is the animal on the cover?
How do you think it hides in the sea?*



Title page

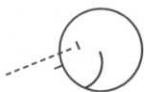
*Can you find the fish in this picture?
What makes it hard to see?*



Talkthrough

Direct the children's attention to the photograph on this page.

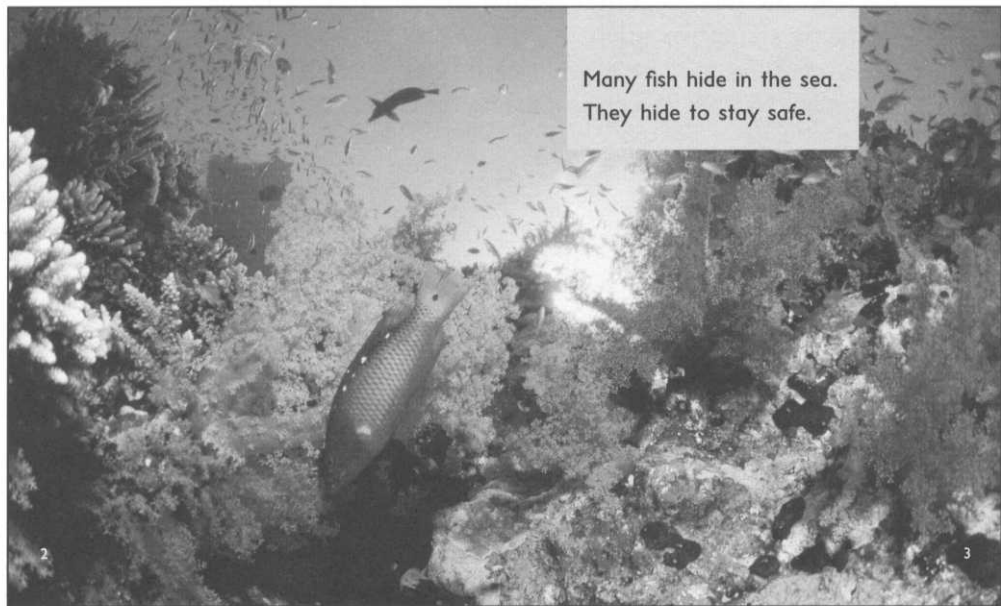
Many fish hide in the sea. Why would they need to hide? How could the fish in this photo hide to keep safe? What helps them to hide?



Observe and support

Do the children use their knowledge of phonics to support their reading? When reading the word 'fish', do they recognise that 'sh' represents a sound?

Can you show me the part of this word that is used to make the sound /sh/?



Many fish hide in the sea.
They hide to stay safe.

2

3



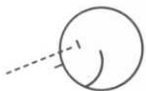
Talkthrough

Read the page to the children to model the form of the text.

Now let's read the page together.

Re-read the page together so that the children hear the syntactic structure again.

Where does this fish hide? Yes, this fish hides in the sand. Why does it do this? Yes, this helps it to stay safe. Other fish cannot see it.



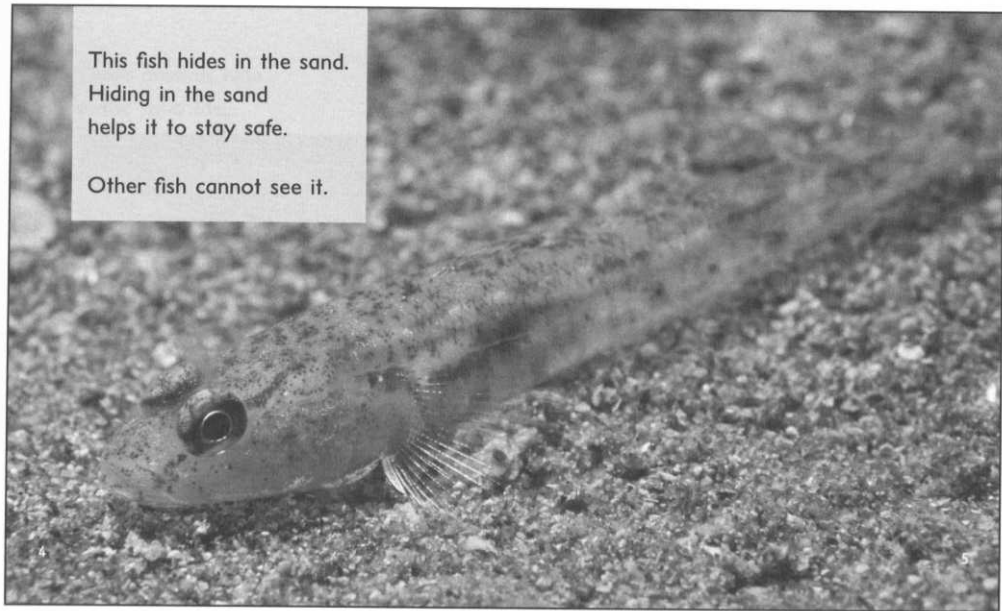
Observe and support

Do the children use contextual information to understand the meaning of new vocabulary?

Which word is 'sand'? How did you work this out?

This fish hides in the sand.
Hiding in the sand
helps it to stay safe.

Other fish cannot see it.





Talkthrough

Once again, model the form of the text by reading it to the children, then re-read it as a group.

How are these creatures hiding in the sand? How do they blend into the sand?

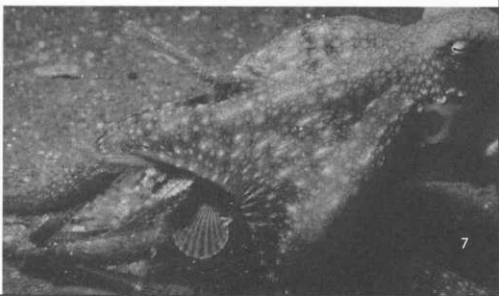
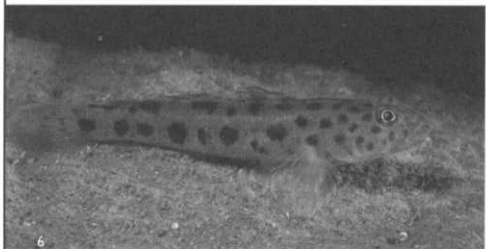
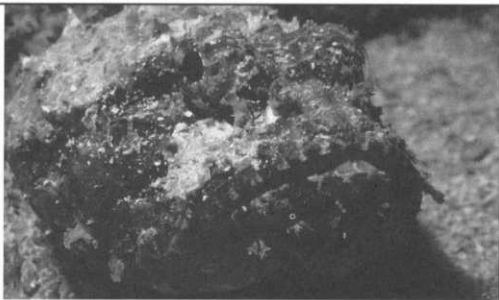


Observe and support

Can the children read the text fluently? Model reading a passage of the text, then have the children read it to you.

Can you make it sound like I do?

These animals hide
in the sand too.





Talkthrough

This fish hides in the rocks. Hiding helps it to keep safe. Other fish cannot see it.

Why would other fish not be able to see it in the rocks?

How does it look like a rock?

Can you see its mouth, eyes, fins and tail?



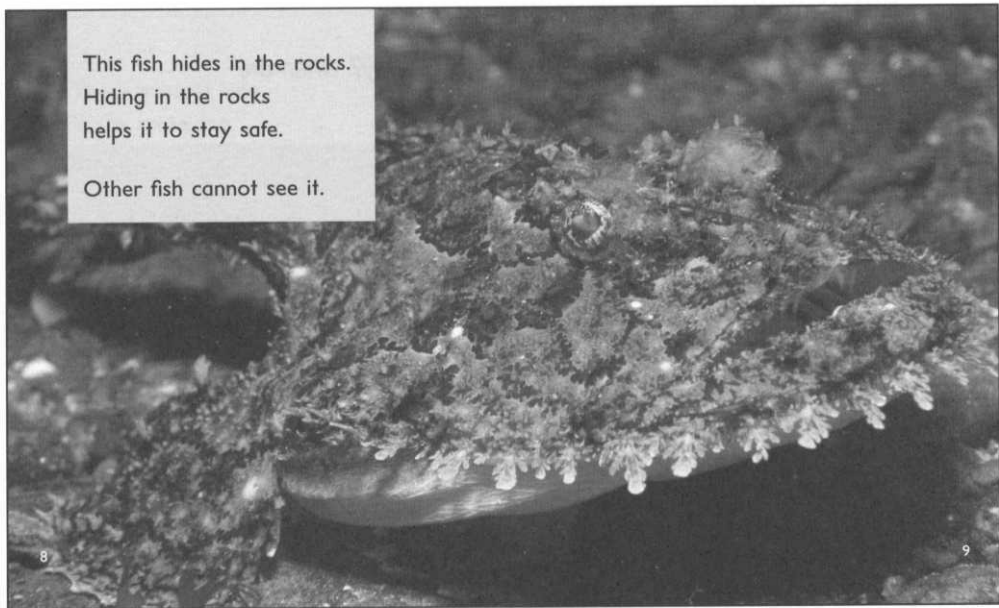
Observe and support

Do the children use the visual information to assist with problem solving?

I noticed that you looked at the picture as you were working out that word. What did you notice that helped you to work out the word?

This fish hides in the rocks.
Hiding in the rocks
helps it to stay safe.

Other fish cannot see it.





Talkthrough

*These animals hide in the rocks too. Why would they hide?
Which animal is hardest to see? Why?*

The homophones (words with the same sound but different spelling and meaning) 'to', 'too' and 'two' could be investigated.

Which 'too' has been used in this sentence? Why? When are the other spellings used?

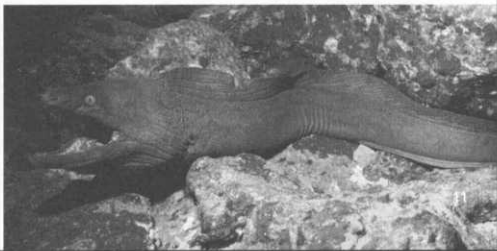
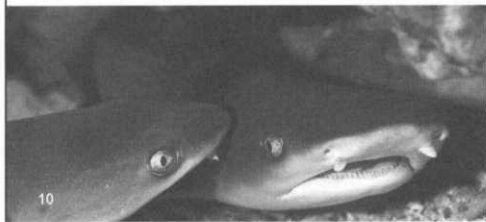
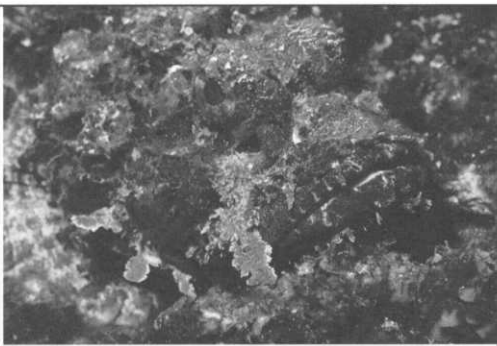


Observe and support

Can the children correct errors when they occur?

You said, 'These animals hide in the sand too'. Can you check that you are right? Where was your mistake? What would be right here? How did you work this out?

These animals hide
in the rocks too.





Talkthrough

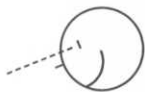
This fish hides in the coral to keep safe.

Ask the children to point to the word 'coral'.

How do you know this word is 'coral'?

What is coral? How could we find out the meaning of this word if we were unsure?

How does this fish blend into the coral? Why is it hard to see?

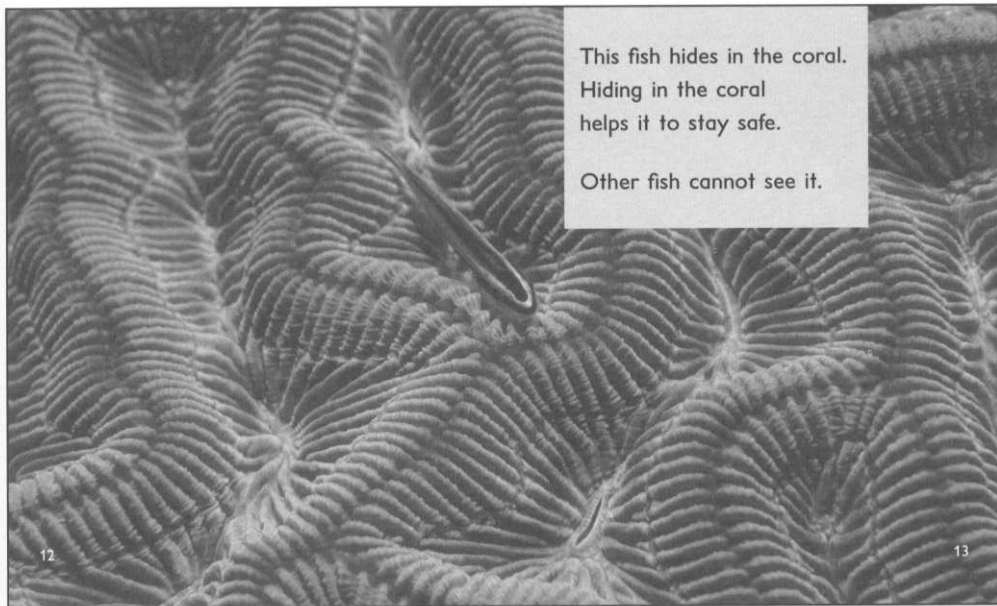


Observe and support

Can the children use their knowledge of letter-sound relationships to support their reading?

What letter does that word start with? What sound does the letter make?

Can you think of a word that starts with /c/ that would fit there?



This fish hides in the coral.
Hiding in the coral
helps it to stay safe.

Other fish cannot see it.

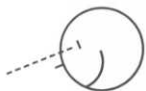
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Talkthrough

What special features allow these animals to hide in the coral too? Which animal do you think would be the hardest to find?

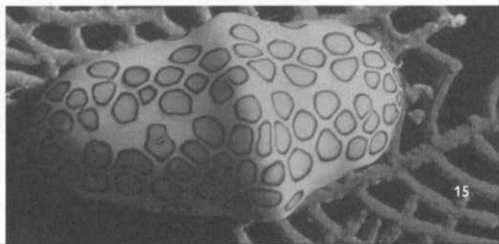
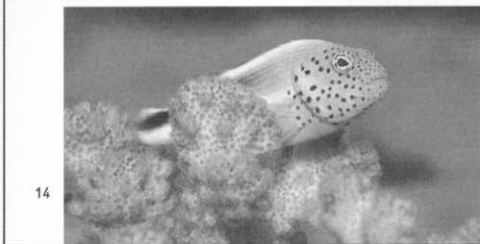
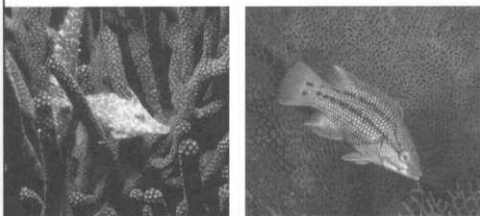


Observe and support

Do the children read the text fluently?

I liked the way you read that. It sounded like talking.

These animals hide
in the coral too.





Talkthrough

This sentence sums up the whole book. It tells us that lots of animals hide in the sea and are hard to see.

Get the children to point to the homophones 'sea' and 'see'. Write these words on the board and investigate how they sound the same but are written differently.

Do these words have the same meaning?



Lots of animals hide in the sea
and they are hard to see.

16



After reading

Being a meaning maker

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

Why do some fish hide in the sand?

How do they hide in the sand?

What other reasons might these animals have for hiding?

Are any animals that live on the land able to hide in a similar way?

Being a code breaker

Explore the following language features:

- High-frequency words: can, in, it, see, the, they, this, to, you.
- Words that rhyme with 'sand': band, hand, land, stand.

Being a text user

Refer to the text when discussing the following questions. You might also like to refer to the chart created prior to reading the text.

Which of the animals on our list were in the book?

Which ones were not?

What did we learn from this report about hiding in the sea?

Being a text critic


Discuss:


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


Which animals has the author included?

Which ones has she left out?

Responding to text

 Ask the children to work in cooperative groups to make an underwater display showing what they have learned from the book. Blue cellophane could be used and the display mounted on a window.

 Provide the children with magazines and ask them to cut out pictures of outdoor places. Encourage the children to draw animals hiding in these places to stay safe. Labels could be added to explain why the animals are safe.

 Create a homophones chart. Encourage the children to browse through books to find examples to add to the chart. Include a definition for each word.


Writing

Model writing a report using the same syntactic structure as the book, but using land animals. The children could browse through books and CD-ROMs to find other animals that use camouflage to protect themselves. They could make a table of the results of their research.


Assessment

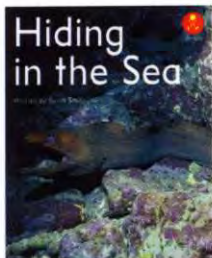
Can the children:

- use the photographs to explain why an animal is hard to see when it hides?
- explain why some sea animals need to hide?

 whole text activity

 sentence activity

 word activity



Teacher Edition

Topic: Camouflage

Curriculum link: Science

Text type: Report

Reading level: 8

Word count: 105

High-frequency words: can, in, it, see, the, they, this, to, you

Vocabulary: animals, cannot, coral, hard, hide, helps, rocks, safe

Possible literacy focus

Using photographs to help interpret the text.
Forming generalisations based on the information in the book: Why do sea animals need to hide?

Summary

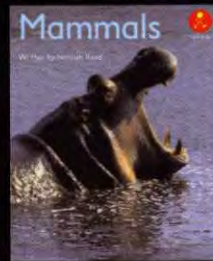
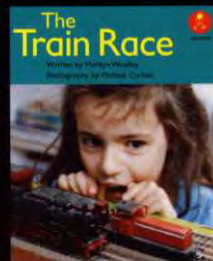
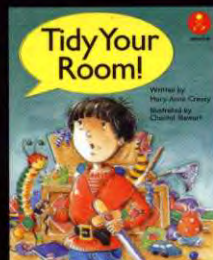
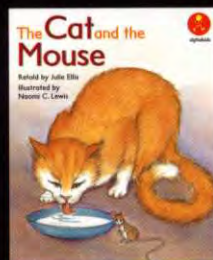
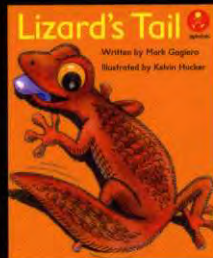
This book is a report that focuses on the different ways animals hide in the sea.

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Other books at this level



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