

Teacher Edition

The Pond



alphakids

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Published edition
© Eleanor Curtain
Publishing 2004

First published 2004

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Developed by
Eleanor Curtain Publishing
Text: Elizabeth Golding
Consultant: Susan Hill
Designed by
Alexander Stitt
Production by
Publishing Solutions

Printed in China

ISBN 0 7253 3379 0

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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 sentence forms: This ... lives in the pond. It eats ... that live in the pond.
- A relationship diagram is included.

Vocabulary

eats, duck, fish, food, live, lives, plants, pond, small, snail, tadpole, things, web

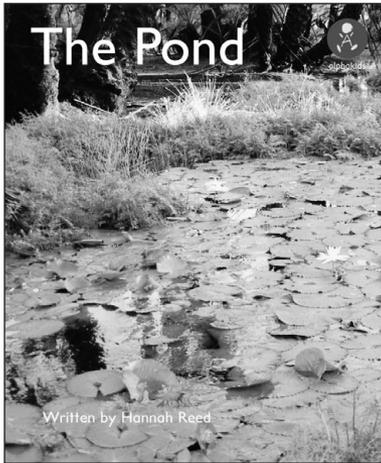
Setting the context

Prepare a chart on the board:

Thing that lives in the pond	What it eats

What could we put in this chart?

Background information: Living things in all habitats have predator and prey relationships with other living things in the same habitat.



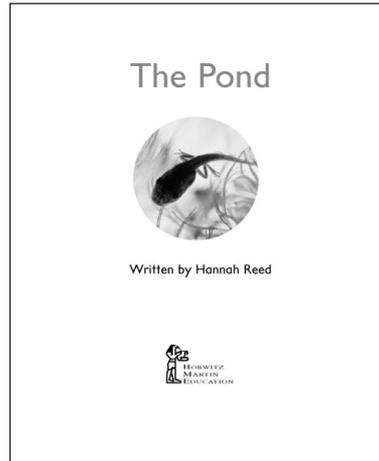
Front cover

Which animals do you think will live in this pond? What will they eat?

Read the title together. Point out the author's name.

Introducing the book

This book is about the things that live in a pond. It tells us about the food each animal eats.



Title page

What does this page tell us?

Talk about each feature of the title page: title, author's name and publisher's logo.

You may also like to point out the imprint details on the inside front cover.

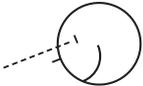
This writing tells us about when and where this book was published. It tells us who worked on the book.



Talkthrough

This is a pond. What do you think lives in this pond?

The book says that lots of things live in the pond.



Observe and support

Do the children monitor their own reading and notice when there is a mismatch between what they read and the information on the page?

You said 'Lots of animals live in the pond', then you fixed it up. How did you know you had made a mistake?

This is a pond.
Lots of things
live in the pond.



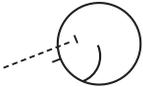


Talkthrough

What can you see here? This plant lives in the pond. Other plants do too.

Direct the children to the first word of the sentence.

Does this say 'plant' or 'plants'? What did you check to work it out?



Observe and support

Do the children infer meaning from the photographs and the text?

Could this plant live in your garden? Why or why not?

Plants live
in the pond.

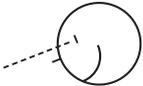




Talkthrough

Direct the children to the photograph. Make sure they know what a tadpole is.

What else lives in the pond? What does the tadpole eat?



Observe and support

Do the children use picture cues and check the first letter of unknown words to support their problem solving?

How did you know that word was 'tadpole'? What did you look at? What did you think about?

This tadpole lives
in the pond.

It eats plants
that live
in the pond.

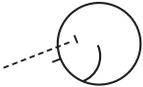
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Talkthrough

This is another animal that eats the plants that live in the pond. What will the book say about this duck?



Observe and support

Do the children search for a range of cues as they read?
Try that again and think about what would make sense.

This duck lives
in the pond.

It eats plants
that live
in the pond.

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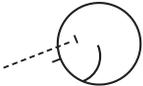


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Talkthrough

This snail lives in the pond too. It eats the plants that live in the pond.



Observe and support

Do the children read the text with attention to phrasing?
Can you read these words together?

This snail lives
in the pond.

It eats plants
that live
in the pond.

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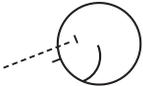


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Talkthrough

This small fish lives in the pond with the tadpoles and snails. It doesn't eat plants. What do you think it might eat?



Observe and support

Can the children understand the inferences in the text?
What would happen to the small fish if there were no plants in the pond?

This small fish lives
in the pond.

It eats
tadpoles and snails
that live
in the pond.

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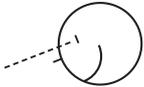


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Talkthrough

*This is a big fish. It lives in the pond. What do you think it eats?
What could you look at on the page to work this out?*



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 might it make? Can you think of a word that starts with // that would make sense there?

This big fish lives
in the pond.

It eats
tadpoles and small fish
that live
in the pond.

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Being a code breaker

Explore the following language features:

- Words that rhyme with 'eat': beat, cheat, heat, meat, neat, pleat, seat, wheat.
- Hearing sounds: Ask the children to listen for the /p/ sound in the text: plants, pond, tadpole.

Being a text user

Refer to the text when discussing these questions:

Turn to page 16.

What does this diagram tell us?

How do we read it?

How is the information the same as in the rest of the book?

How is it different?

Refer to the chart completed earlier.

How is this chart the same as the book? How is it different?

Being a text critic

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

What research would she have done?

Why has she chosen to put a food web at the end of the book?

Assessment

Can the children:

- say which animals eat the plants in the pond?
- explain the information in the food web on page 16?

Responding to text



Have the children work in cooperative groups to make a mobile of the things that live in the pond.



Ask the children to write a sentence showing what they know about pond life.



Provide magazines and advertising brochures and encourage the children to find pictures of things that start with /p/. These could be displayed on lily pads in a paper pond.

Writing

Ask the children to list further questions they have about life in the pond. They could browse through other books to find the answers to these questions. This research could be used as the basis for a shared writing task about ponds.



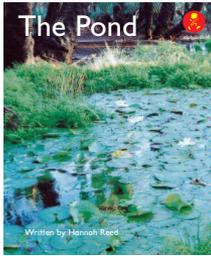
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Food chains

Curriculum link: Science

Text type: Report

Reading level: 5

Word count: 93

High-frequency words: a, big, in, is, it, of, on, this, too

Vocabulary: eats, duck, fish, food, live, lives, plants, pond, small, snail, tadpole, things, web

Possible literacy focus

Recalling the order of the food chain in the book.
Reading a food web.

Summary

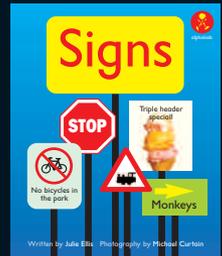
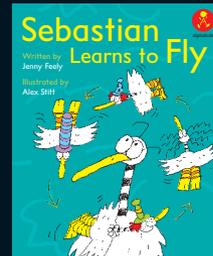
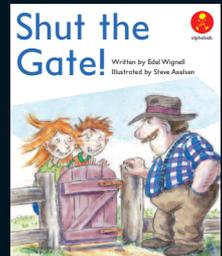
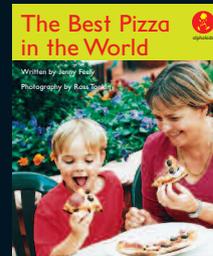
This book is about the things that live in a pond and the relationships between them.

ISBN 0-7253-3379-0



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Other books at this level



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