



**Teacher Edition**

**AlphaWorld**

# **Amazing Sea Lizards**

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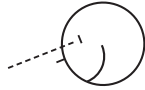
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## How to use this book



### 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 provided. Direct the children's attention to aspects of the text that may challenge them. Support the children as they deal with these challenges by asking the *Talkthrough* questions on each page.



### During reading: Observe and support

Observe the children as they read and encourage them to monitor their own reading. Help the children to use reading strategies and cues to respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specific learning need.



### After reading: A range of comprehension and response activities

To develop children's understanding of the text, select from the 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 further teaching plans.

## Selected text features

- Introduction and conclusion
- Double-page spreads for each topic
- Colour photographs support and extend the text
- Index

## Vocabulary

burrow, coastline, Galapagos, hatch, islands, lizard, protect, seaweed, sneezing, snout, stretching, visitors

## Setting the context

*Could a lizard swim in the sea?*

Discuss the children's responses.

*If a lizard could swim in the sea, what might it look like?*

The children could draw what they imagine a sea lizard would look like.



### Front cover

Show the front cover.

*This book is called Amazing Sea Lizards.*

*It is about lizards that swim in the sea.*

*Do these lizards look like the one you drew?*



### Title page

Turn to the title page.

*The title page tells us the title of the book and the name of the author.*

*What else can you see on this page?*



## **Talkthrough**

Turn to the contents page.

*This is the contents page. It tells us what information will be in the book.*

Read out the section headings.

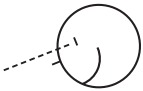
*Do any of these headings surprise you? Why?*

*What does it look like these lizards are doing?*

Turn to pages 4–5

*The only place sea lizards live is the Galapagos Islands.*

*These are the only lizards that go into the sea. Do you think sea lizards are good swimmers?*



## **Observe and support**

Do the children use an understanding of letter-sound relationships to check words?

*You read the word 'Galapagos'. How did you know it was 'Galapagos'?*

*What did you look at?*

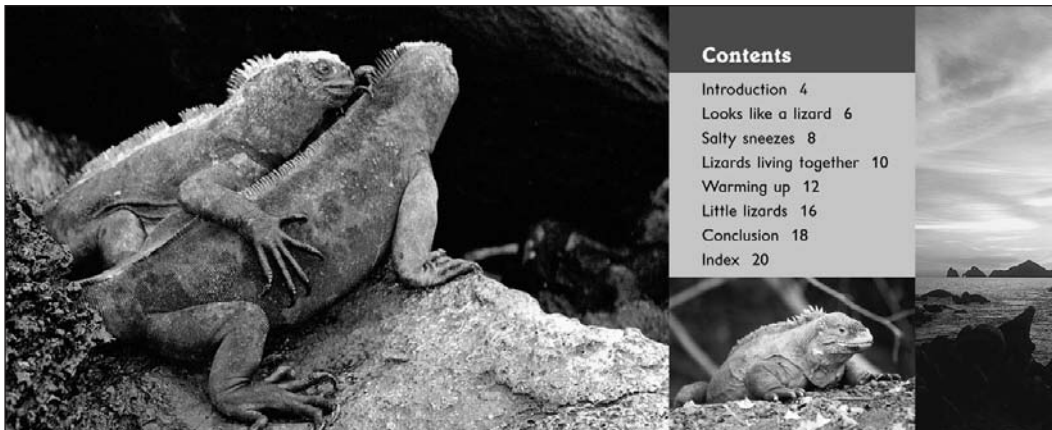
*What did you think about?*

When needed, you might say:

*Look at the start of the word. What sound might these letters make together?*

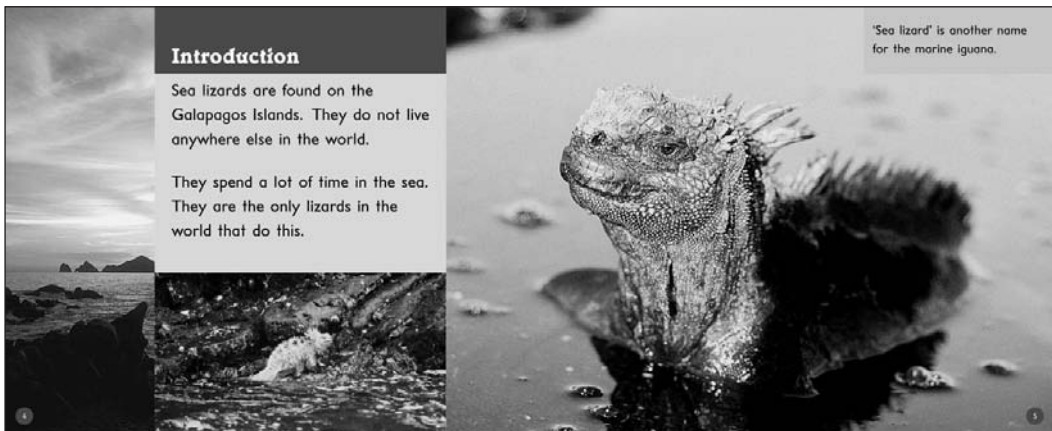
*Look at the end of the word. What do you notice?*

*Try saying the word.*



## Contents

Introduction	4
Looks like a lizard	6
Salty sneezes	8
Lizards living together	10
Warming up	12
Little lizards	16
Conclusion	18
Index	20



## Introduction

Sea lizards are found on the Galapagos Islands. They do not live anywhere else in the world.

They spend a lot of time in the sea. They are the only lizards in the world that do this.

"Sea lizard" is another name for the marine Iguana.





## **Talkthrough**

Turn to pages 6–7

*Sea lizards can grow to more than a metre long. What else do you notice about the way sea lizards look?*

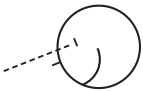
*What do you notice about their mouths?*

*Look at their strong feet and claws. Why would this sort of lizard need such strong feet?*

Turn to pages 8–9

*This section is called ‘Salty sneezes’. Why do you think the lizards sneeze?*

*The lizards have lumps of salt on their heads. Can you see them in the photos?*



## **Observe and support**

Can the children use information in the text and the photographs to understand new words?

*What is a snout? What helped you to work that out?*

If the children are unsure about what the word means you might say:

*Look at the picture. Where is the lump of salt? What part of the lizard’s face is it near?*

*What is another word for this part of the body?*

*Can you explain what a snout is?*

### Looks like a lizard

Sea lizards are black. Sometimes they get red and green spots. They have large heads and wide mouths. They use their strong feet and claws to climb in and out of the water.



Sea lizards can grow to more than one metre long.



### Salty sneezes

Sea lizards eat red and green seaweed. When they eat seaweed, sea lizards take in a lot of salty water too. They get rid of this salt by sneezing. The salt comes out near their eyes and their snout. The salt can build up into lumps on their heads.





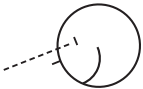
## **Talkthrough**

Turn to pages 10–11

*Sea lizards live in groups. Some groups have more than 3000 lizards living together. Why might the lizards choose to live in groups? What are these groups of lizards doing?*

Turn to pages 12-13

*Sea lizards warm up in the mornings by lying on rocks in the sun. What do they do to cool down?*



## **Observe and support**

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

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

*What else did you check?*

If any of the children are having difficulty decoding the text, you might say:

*Look at the pictures. What information do they give you?*

*What sort of word do we need?*

*What sounds right?*

*What does the word look like?*



### Lizards living together

Sea lizards feed in the sea. When sea lizards come out of the sea, they gather on the rocks. Sea lizards live in small or large groups. Sometimes there may be over 3000 lizards covering more than a kilometre of the coastline.



### Warming up

Sea lizards get cold during the night. To get warm in the mornings they lie flat on the rocks with their heads pointing towards the sun. If they get too hot, they pant to cool down.





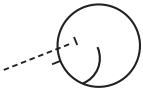
## **Talkthrough**

Turn to pages 14–15

*After swimming in the water, the lizards warm up by lying on a rock. When it gets cooler, the lizards lie on top of each other to keep warm. Why do lizards and other reptiles do this? (They are cold-blooded.)*

Turn to pages 16–17

*This section is called ‘Little lizards’. Baby lizards hatch from eggs. Do you think the mother looks after the baby lizards when they are born or can they look after themselves? Why do you think so?*



## **Observe and support**

Can the children understand the inferences in the text?

*Why do the sea lizards swim during the middle of the day?*

*How do the lizards keep warm?*

*What might happen to a lizard if it lived alone?*

*Why does the mother lizard stay near the nest?*

Sea lizards go into the water in the middle of the day. After swimming, they lie on the rocks to get warm again.

Later in the day, when it is cooler, the lizards lie on top of each other to keep warm.



### Little lizards

Sea lizards hatch from eggs. The female lizard digs a burrow deep in the sand. She lays two to four white eggs in the burrow. She stays near the burrow for about three days, then leaves it. The young hatch after three to four months.





### **Talkthrough**

*The only place in the world where these lizards are found is the Galapagos Islands.*

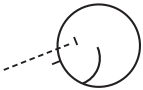
*Why do we need to protect the Galapagos Islands?*

*What would visitors need to think about when visiting these islands?*

Turn to page 20

*This is the index. An index lists words from the book and the pages where information about these words can be found.*

*Where would I find information about eggs?*



### **Observe and support**

Do the children read the text fluently?

*I liked the way you read that. It was clear and it was easy for me to understand the information.*

If needed, you could model fluent reading. *Can you make it sound like I do?*

The child could then read the text alone.

## Conclusion

Sea lizards live only on the Galapagos Islands.  
We need to protect the places they live.  
Visitors to the islands have to be very careful  
not to harm the lizards or their burrows.



## Index

burrows 16, 18  
eggs 16  
females 16  
Galapagos Islands 4, 18  
heads 6, 8, 12  
salt 8  
sand 16  
seaweed 8  
sun 12  
swimming 14  
visitors 18  
warmth 12, 14



## **After reading**

### **Being a meaning maker**

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

*Where are sea lizards found?*

*Why do you think they are found only in one place in the world?*

*Why do sea lizards live in groups?*

*Why do visitors need to be careful when visiting the Galapagos Islands?*

*What might happen if there were changes to the environment of the Galapagos Islands?*

### **Being a code breaker**

Explore the following language features:

- Words with two, three and four syllables
- Homophones: to/too/two, for/four
- Punctuation: capital letters, commas, full stops
- Words with double letters: cool, eggs, feed, feet, green, keep, looks, middle, need, seaweed, sneezing, swimming, too

### **Being a text user**

*What sort of text is this? How do you know?*

*What is the purpose of a report?*

*What features does this report have?*

*How do these features help you to find information?*

### **Being a text critic**


*What does the author think about sea lizards?*


*How might the author have found out about sea lizards?*


*What message does the author give about sea lizards?*



## Responding to text

 The children could create a concept map showing everything they now know about sea lizards.

 The children could make a sign giving information to visitors to the Galapagos Islands about how they need to behave.

 The children could draw a picture of a sea lizard and label it. Encourage them to use the text to ensure they include the lizard's most important features.

## Writing links

*What is this book about? What does the book tell us about sea lizards?*


Explain that this sort of text is called a report. A report organises information about a topic. Model writing a report on another group of animals.

## Possible assessment focus

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Can the children:

- explain the features of this report?
- identify the number of syllables in selected words from the text?
- understand the text at an inferential level to explain how sea lizards live together?

 whole text activity

 sentence activity

 word activity

# Amazing Sea Lizards

**Topic:** Reptiles/ Animal Kingdom/ Sea

**Curriculum link:** Natural Science

**Text type:** Report

**Reading level:** 15

**Word count:** 317

**Vocabulary:** burrow, coastline, Galapagos, hatch, islands, lizard, protect, seaweed, sneezing, snout, stretching, visitors

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## Possible literacy focus:

- Identifying the features of a report.
- Identifying the number of syllables in words.
- Using the text to make inferences about how sea lizards live.

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## ESL possibilities:

- Locate and discuss the meaning of verbs in the text.
- Read the text aloud with a focus on intonation.



## Summary

This book is a report about sea lizards. It tells us where these amazing creatures live, what they look like, how they behave and how they look after themselves.

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