

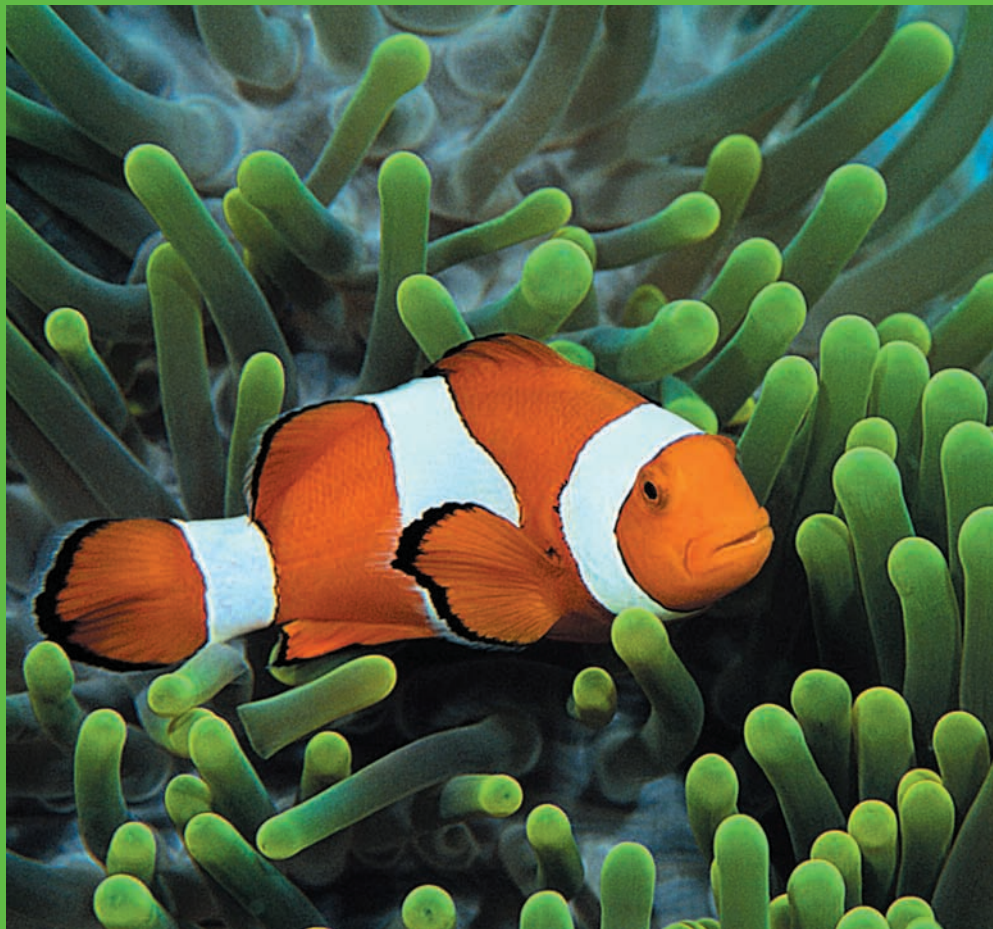


Teacher Edition

AlphaWorld

Coral Reef Diary

Written by Sarah O'Neil Photography by Michael Curtain & Jesse Smith



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Text © Kerrie Shanahan
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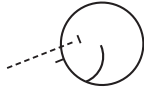
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How to use this book



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

- Diary entry format
- Text is written in the first person
- Colour photographs support and extend the text

Vocabulary

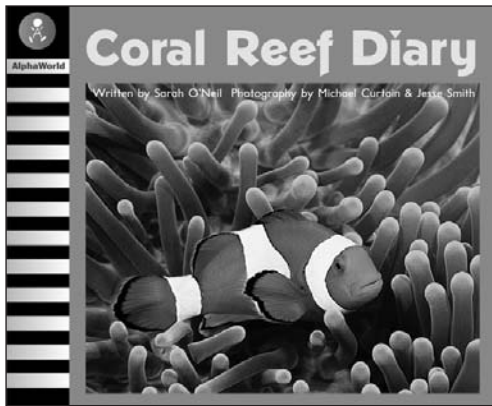
anemones, coral reef, flippers, poisonous, polyps, rainforest, reproducing, snorkelling, tentacles, underwater observatory

Setting the context

Ask the children to tell you what they know about coral reefs. Record their ideas on a chart.

Ask the children to think of questions they still have about coral reefs. Record these on the chart too. Keep the chart to revisit after reading the book.

What we know about coral reefs	What we would like to know about coral reefs	What we learned about coral reefs



Front cover

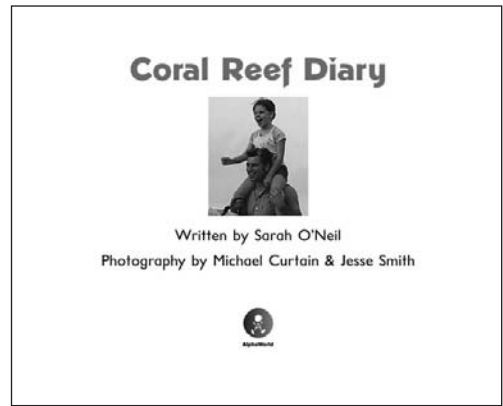
Show the front cover.

This book is called Coral Reef Diary. A diary is a dated account of things that happen to someone.

What might this diary be about?

Background information

Coral reefs are found in warm tropical waters in many places in the world. Coral reefs are actually made up of tiny animals called coral polyps. Each coral polyp is attached to the reef. When the polyp dies, its skeleton remains as part of the reef. Many animals find food and shelter on coral reefs. The reef featured in this book is the Great Barrier Reef on the east coast of Australia.



Title page

Turn to the title page.

This is the title page. It tells us the title of the book, the author's name and the photographer's name.



Talkthrough

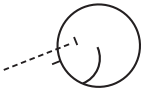
Turn to pages 2–3

The date on this diary entry is the 21st of November. Can you point to where it says this?

The family is staying on an island called Green Island. The girl's mother is making a video about the Great Barrier Reef. What things might be in her video?

Turn to pages 4–5

The family went to a rainforest. What did they see there?



Observe and support

Can the children understand the literal meaning of the text?

Who are the members of this family?

What island is the family staying on?

Why did they choose this island for a holiday?

Where did the family go on their first day?

21st November

Today we arrived on Green Island. Green Island is a coral island. It is right in the middle of the Great Barrier Reef.

We are going to stay here for a week while my mum goes diving to make a video about the Great Barrier Reef.



There is a small rainforest on the island. We went for a walk in it and saw lots and lots of birds.

After lunch we went to the beach. We could see some of the reef from the beach.





Talkthrough

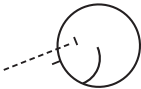
Turn to pages 6–7

The girl's mother has gone diving to make her video, so the girl and her father are visiting an underwater observatory. They can look at the reef through the glass. What can they see?

Turn to pages 8–9

The photographs show coral polyps. Coral polyps are animals that form coral.

The girl and her father see some interesting things. How could they see these things more closely?



Observe and support

Do the children use their knowledge of phonics to support their reading?

When the children cannot read a word such as 'snorkelling', you could say:

Look at the first two letters. What sound do they make together?

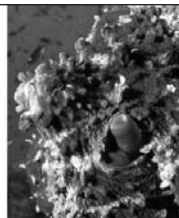
Look at the end of the word. What sound does it end with?

What would make sense here?

22nd November

Mum was busy diving and making her video today so Dad and I went to the underwater observatory. The underwater observatory is a place where you can look at the reef through glass.

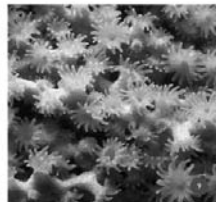
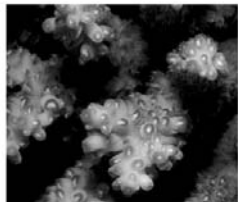
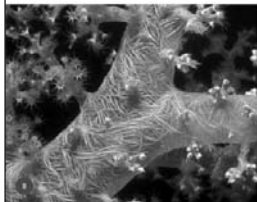
We saw lots and lots of fish. They find their food around the reef. They also hide in the reef to stay safe.



We saw some photos of the tiny animals that make coral. They are called polyps and it takes millions and millions of polyps to make a bit of coral.



Dad said the best way to see the reef was to go snorkelling. I don't know how to snorkel so I asked Dad if he could teach me.





Talkthrough

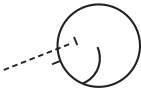
Turn to pages 10–11

The date is the 23rd of November and the girl is learning to snorkel. She is wearing flippers, goggles and a mask. Why does she want to learn how to snorkel?

Turn to pages 12–13

The girl's mother shows her what she has filmed.

What would need to be special about the video camera she used?



Observe and support

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

When a child is having difficulty decoding a word, you could ask:

What can you see that might help you?

Look at the pictures. Look at the word. What could you try?

What would make sense?

23rd November

I started to learn to snorkel today. I had to wear a mask, flippers and goggles. Dad showed me how to keep my face in the water and to breathe through the snorkel. It felt funny at first but soon I could do it.



24th November

Today Mum showed me the video she has been making about the Great Barrier Reef.

I watched it on her video camera screen. The reef looked great. The fish were amazing colours.





Talkthrough

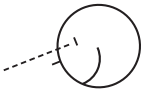
Turn to pages 14–15

The girl and her father are snorkelling again. This time they see an animal called a sea cucumber. (Point to the photo at the top of page 15.)

The girl says she isn't scared when snorkelling. How do you think you would feel if you went snorkelling?

Turn to pages 16–17

Today the girl sees a sea star. She also sees a crown-of-thorns starfish, which eats coral. What might happen if there were too many of these starfish?



Observe and support

Ask a child who is having difficulty to read aloud. Does the child read fluently? Does the child use expression?

Can you read so that you sound like you are the girl talking?

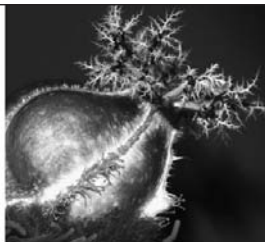
You may like to model fluent reading.

25th November

Today Dad and I went snorkelling again. It was fun. The water wasn't deep. I wasn't scared at all.

I saw lots and lots of coral. It was different shapes and colours. Some coral was hard. Other coral was soft and moved back and forth in the water. Dad said that the coral had taken thousands of years to grow.

We saw a very strange animal on the coral. It was called a sea cucumber but it didn't look like a cucumber at all. I couldn't believe it when Dad said that it was in the same animal family as the slugs that live in our garden at home.



26th November

Dad took me snorkelling near the beach again this afternoon. We saw lots of sea stars. Dad told me that if a fish bites off a sea star's arm it can grow a new one.

We also saw a crown-of-thorns starfish. They eat the coral in the reef.





Talkthrough

Turn to pages 18–19

The text says that the girl's mother saw a moray eel. What is an eel?

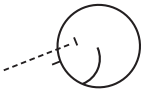
She also saw anemones. Anemones have poisonous tentacles. What might anemones use their tentacles for?

Turn to page 20

On this page it says that the girl's mother saw a reef shark. How would you feel if you saw a shark up close?

Would you like to watch the video the girl's mother made?

Would you like to go snorkelling on a reef? Why or why not?



Observe and support

Can the children use information in the photographs and the text to understand new vocabulary? For example, can the children explain what 'tentacles' are?

What are tentacles?

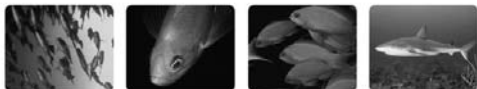
What helped you to work this out?

27th November

Today, while Dad and I were snorkelling, Mum went diving in the deep water. She took her video camera with her. The film she made showed a moray eel hiding in the reef and then quickly swimming out to catch fish to eat. The moray eel looked a bit scary and had very sharp teeth, but it swam back into its hole when Mum got close.



There was also an amazing fish called a clown fish. It swam around in the anemones. Anemones look like plants, but they are really animals that have poisonous tentacles. They use their tentacles to kill their food. The anemones can't hurt the clown fish.



I saw hundreds of fish on Mum's video. Some were small and bright blue, others had big eyes and coloured fins. There was a reef shark that looked at the camera and then swam away.

One day when I grow up I will dive all around the reef and see these fantastic things for myself.





After reading

Being a meaning maker

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

Why was the family staying on Green Island?

Why did the girl's mother choose to make her video at Green Island?

What did the girl and her father do each day?

Why do people make videos and write books about coral reefs?

Is it important to look after coral reefs? Why?

The girl learnt a lot about the coral reef when she went snorkelling. How else could she have learnt about the reef?

Being a code breaker

Explore the following language features:

- The /gr/ and /sn/ sounds.
- Words ending with 'ing': amazing, reproducing, snorkelling, something, swimming
- Punctuation: capital letters, commas, full stops

- Apostrophes: contraction – can't, couldn't, didn't, don't, wasn't; possession – mum's video, sea star's arm
- Words that show that the text is written in the first person: I, we
- Words used to indicate the past tense: arrived, learned, practised, saw, showed, there, told, tried, was, went

Being a text user

What sort of text is this?

Do you think the events in this book actually happened? Why or why not?

How can you tell that the book is written as a diary?


Being a text critic


Would all families enjoy a holiday on Green Island?


How would the author have found out information for this book?

What does the author think about coral reefs?

Responding to text

 Return to the chart created before reading the book. Working together with the children, fill in the last column: what we learned about coral reefs. The children could use the Internet and/or other factual texts to find the answers to any unanswered questions on the chart.

 The children could work as a group to create a mural of a coral reef. Each child could choose a different animal from the book to draw, colour in, cut out and stick on to the mural. The children could also write a caption about the animal for their picture.

 The children could work in pairs to find words in the text that start with the /gr/ and /sn/ sounds. Provide the children with other texts to look through to find words to add to their lists.

Writing links

Talk to the children about the features of diary writing. Discuss how diary entries are written in the first person. The children could write four or five diary entries about a holiday they have been on. The holiday could be real or imagined.

Possible assessment focus

Can the children:

- identify the features of a diary entry?
- identify words that indicate that the text is written in the first person?
- identify words that begin with the /gr/ and /sn/ sounds?
- explain the meaning of the scientific vocabulary used in the book?



whole text activity



sentence activity



word activity

Coral Reef Diary

Topic: Sea/ Animal Kingdom/ Environment

Curriculum link: Natural Science

Text type: Diary

Reading level: 16

Word count: 595

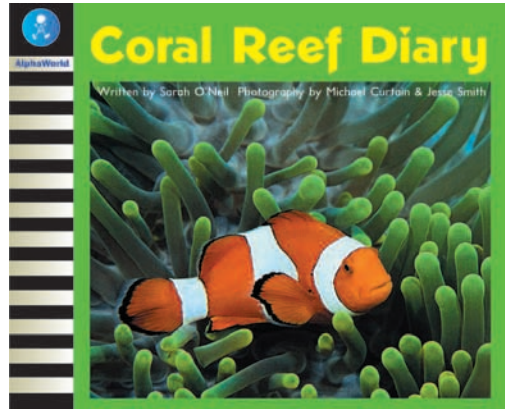
Vocabulary: anemones, coral reef, flippers, poisonous, polyps, rainforest, reproducing, snorkelling, tentacles, underwater observatory

Possible literacy focus:

- Identifying the features of a diary entry.
- Identifying words that are used to indicate that the text is written in the first person.
- Identifying words with /gr/ and /sn/ blends.
- Understanding scientific vocabulary used in the book: anemones, coral reef, flippers, mask, poisonous, polyps, reproducing, snorkelling, tentacles, underwater observatory.

ESL possibilities:

- Before reading, find Green Island and the Great Barrier Reef on a map.
- Find words such as 'I', 'we' and 'my mum' that indicate that the text is written in the first person.



Summary

This book is written as a diary from the point of view of a girl who visits Green Island on the Great Barrier Reef with her parents. The girl's mother is making a video about the reef.

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