



Teacher Edition

AlphaWorld

Written by Anna Porter

# Eyes



First published 2003

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Developed by  
Eleanor Curtain Publishing  
Text: Jenny Feely  
Consultant: Susan Hill  
Designed by  
Alexander Stitt  
Production by  
Publishing Solutions

Printed in Hong Kong

ISBN 0 7253 2956 4  
Pack ISBN 0 7253 2344 2  
(6 Student Books +  
1 Teacher Edition)

1 2 3 4 5 6 7 8 9  
03 04 05



# How to use this book

## **Before reading:** Talkthrough

Talk through the book with the children. Encourage them to predict the text from 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. 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. Encourage them to monitor their own reading. Interruptions to the child's reading should be minimal and focused on a specified learning need.



## **After reading:** Checking comprehension, responding to text

To further develop children's understanding of the text, select activities found on 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.

## Setting the context

Ask: *What do you use your eyes for?*  
*Do all animal have eyes?*  
*How do they use them?*

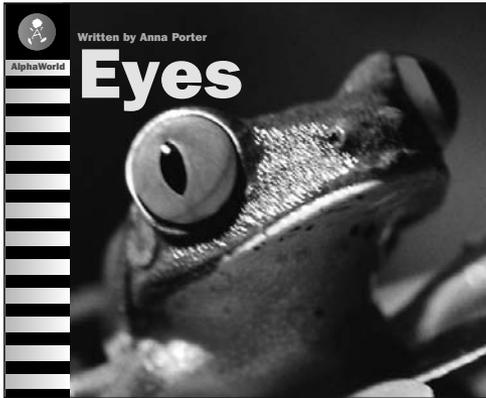
## Background information

Animals have eyes that are adapted to the environment the animal lives in. Eyes that are placed at the front of the head enable depth perception and a clearer focus. Eyes that are placed at the side of the head enable a wider range of vision. Many animals do not see in the same way as people do.

## Introducing the book

*This book is called 'Eyes'. It is about the eyes of six different animals. The book tells us about where the animal has its*

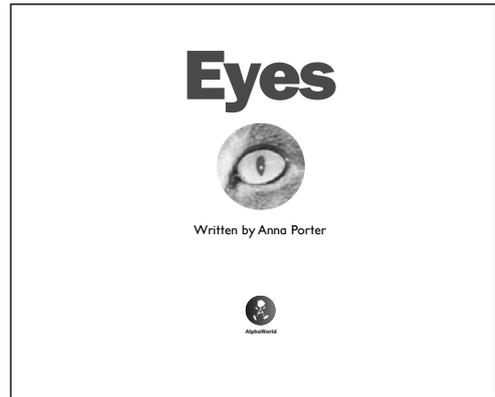
*eyes and some things the animal uses its eyes for.*



## Front cover

*Where are this frog's eyes? How are they the same as your eyes? How are they different?*

Read the word 'eyes'. Point out that it is spelled in an unusual way.

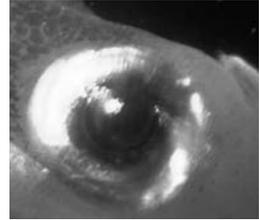


## Title page

*This is the title page. Let's read the title page together.*

Most animals have eyes.  
They use their eyes to see.

Different animals have different kinds of eyes.  
They use their eyes to see in different ways.



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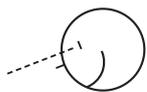
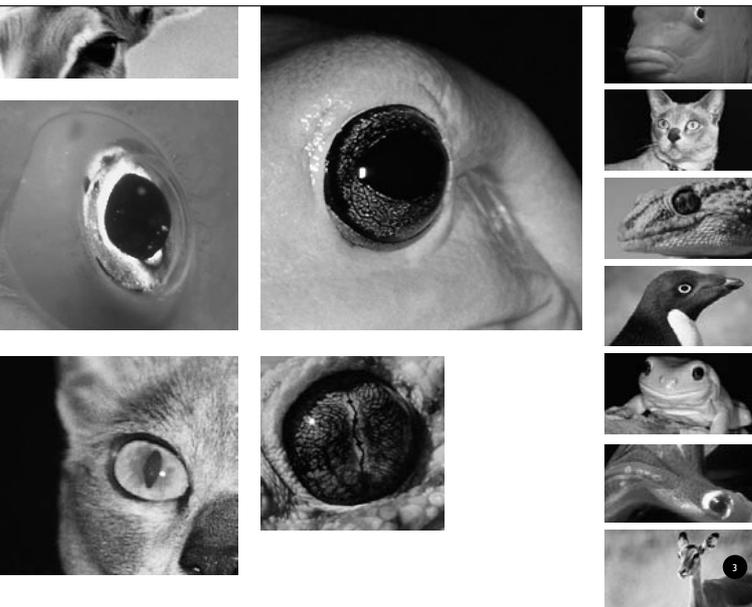


## Talkthrough

*Look at these eyes. What is the same about all of the eyes? What is different?*

*Which animals do they belong to? This page tells us that most animals have eyes. They use their eyes to see. The book says that different animals have different eyes. They can see in different ways too.*

*Can you see the word 'eyes' on this page?*



## Observe and support

Can the child understand the literal meaning of the text?  
*Do all animals have eyes? What do animals use their eyes for?*

## Eyes



This fish has eyes  
on the side of its head.

It can swim under water  
with its eyes open.

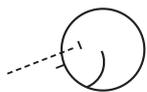
It can see under water.

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### Talkthrough

*Where are the fish's eyes? This fish can see under water. It can swim with its eyes open.*



## **Observe and support**

Can the child understand the inferences in the text?  
*Why does a fish need to swim with its eyes open?*

## Eyes



This seal has eyes on the side of its head.

The seal's eyes grow bigger under water.

This helps it to see its food better and helps it to get away from killer whales.



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### Talkthrough

*Where are the seal's eyes?*

*Seals' eyes get bigger when they are in the water.*

*Bigger eyes are better for seeing food and dangers such as killer whales.*



## **Observe and support**

Does the child read the text fluently?

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

## Eyes



This frog has eyes  
on the top of its head.

It uses its eyes  
to look for food.

It can only see insects  
or other animals  
when they move.

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### Talkthrough

*Where are this frog's eyes? What would it use its eyes for? This frog's eyes are not like your eyes. It can only see the animals it looks for when they move.*



## **Observe and support**

Can the child interpret the text?

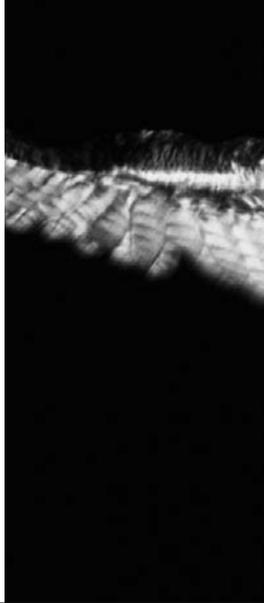
*What should an insect do if this frog is hunting it? Why?*



This owl has eyes  
at the front of its head.

It uses its eyes  
to hunt at night.

When it is dark  
it can see animals  
that are far away.



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### Talkthrough

*Where are this owl's eyes? This owl has very good eyesight. It can see in the dark, even small animals that are far away.*



## **Observe and support**

Does the child integrate a range of information to solve problems when they read?

*How did you know that that word was 'hunt'? What did you think about?*



This spider has eyes  
at the front of its head.

It lives in a burrow  
and hunts at night.

It uses its eyes  
to find and chase its prey.



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## Talkthrough

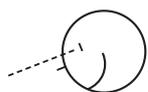
*This is a spider. Where are its eyes?*

*Point out that spiders have more than two eyes.*

*How many eyes can you see?*

*This spider hides in a burrow during the day. At night it uses its eyes to hunt.*

*Point out the word 'prey'. Prey is any animal that is hunted and eaten by another animal.*



## **Observe and support**

Does the child use contextual information to understand the meaning of new vocabulary?

*What is a burrow? How did you work that out?*



This snail has eyes  
on the end of feelers  
on the top of its head.

It can see all around.  
It uses its eyes to find its way.  
It can pull its eyes in  
when it is in danger.

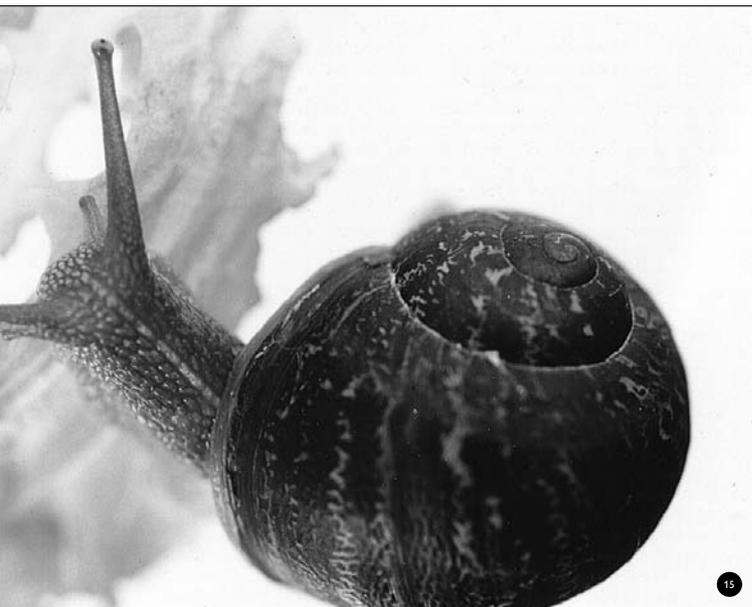


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### Talkthrough

*Can you see this snail's eyes? Where are they? What does a snail use its eyes for? Did you know that snails can pull their eyes in?*



## Observe and support

Can the child use the information in the text to interpret the pictures?

*Where are the snail's eyes? Can you show me where the book tells us this?*

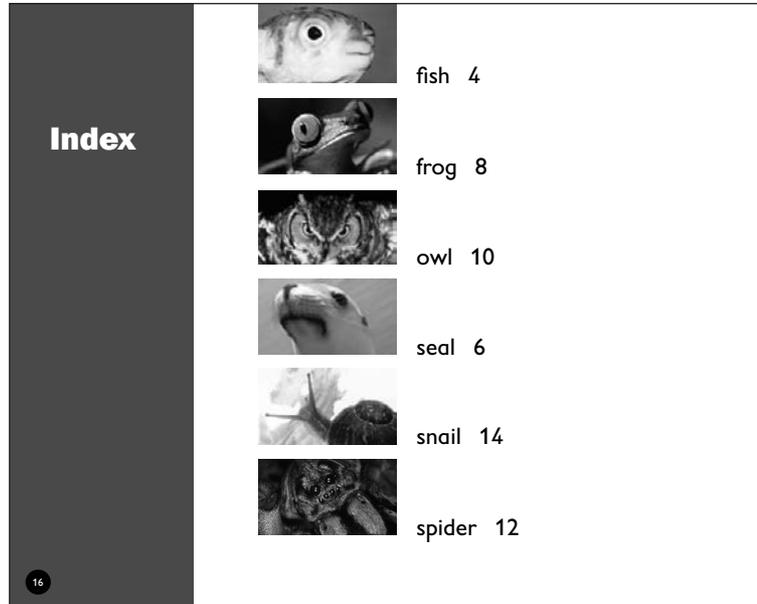


## Talkthrough

*This is an index.*

*Point out the alphabetical order.*

*Why is spider last? Why are the page numbers out of order?*



## Comprehension check

*Why do animals have eyes?*

*Why do some kinds of animals have their eyes in different places on their heads?*

*How would an animal be affected if it was unable to use its eyes?*

## Responding to text

 Have children think of an animal that has eyes. The children draw this animal on one side of a card and on the other they write three or four clues. Encourage children to include at least one clue about the animal's eyes. For example:

I have eyes on the side of my head.  
I swim under water.  
I have scales and fins.  
What am I?

Lay the cards out, clues facing up. Children read the clues and guess what the animal is. They can then turn the cards over to see if their guess was correct.

 Using the text as a model, children can create their own sentences about animals they know. For example, "A cat has eyes at the front of its head."

## Assessment

Can the child:

- make inferences about how animals use their eyes?
- use contextual information to extend vocabulary?

 Find and list words that are homophones (i.e. words that sound the same but are spelled differently). E.g. their/there, eye/I, see/sea, etc.

**For further literacy activities** see the accompanying book, *AlphaWorld Literacy Learning Activities: Early Reading Levels 6–11*. It contains two reproducible blackline masters specifically related to this book.

- use written information to interpret pictures?

# Eyes

**Topic:** Animal behaviour

**Curriculum link:** Living Things;  
Environment

**Text type:** Explanation

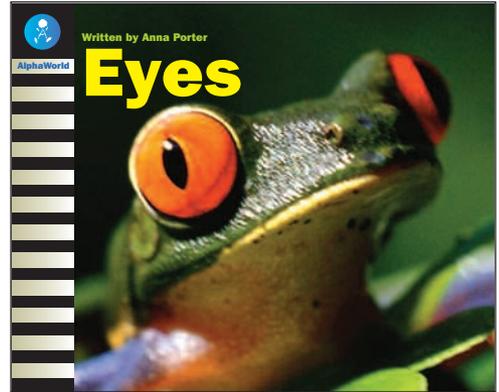
**Reading level:** 9

**Word count:** 211

**High-frequency words:** to, on, the, has,  
with, at, this, its, can, with, and, from,  
when, they, it, are, in, a, of

**Vocabulary:** animals, eyes, fish, seal,  
frog, owl, spider, snail, side, front, top,  
feelers, water

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## Possible literacy focus

Understanding the structure of a report about specific features and behaviour of animals.

Integrating information to extend vocabulary and visual literacy skills.

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## Summary

This book is a report focusing on the position of the eyes on a range of animals' heads and the ways in which these animals use their eyes for different functions. It raises questions about the environments in which animals live, how animals find and gather food, and how animals move and escape from danger.

**AlphaWorld**

