



**Teacher Edition**

**AlphaWorld**

# Stripes

Written by Patrick Luk



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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 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

Show children a striped soft toy or striped material.

Ask : *Which animals have stripes?*

*What different colours can their stripes be?*

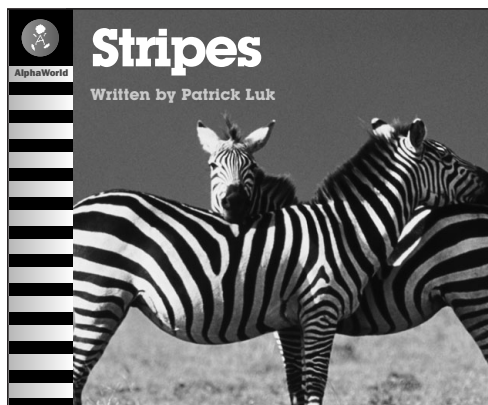
*How could having stripes help animals?*

As children offer their suggestions, make a list on a large sheet of paper to refer to after the reading.

## Introducing the book

*This book is about animals that have stripes. It tells us about five different animals.*

*All of these animals have different stripes.*



## Front cover

Look at the cover.

Point out the title and author's name.

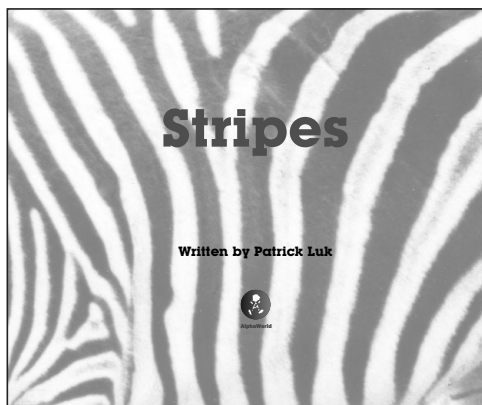
Talk about the picture.

*What are these animals?*

*What kind of stripes do they have?*

## Background information

Stripes help animals to blend into the shadows. Stripes also make it difficult for predators to tell where one animal stops and the next begins. This is useful to those animals that live in herds.



## Title page

*Which animal has stripes like these?*

*Can you show me the part of the page that tells me the title of the book?*

*What does it say?*

## Stripes



### **Talkthrough**

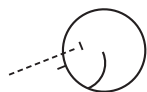
*What is this a picture of?*

*What do its stripes look like?*

*The book says, "This tiger has stripes."*

*Can you point to where it says this?*

*What will the first word say?*



## **Observe and support**

Does the child know where to start reading and which way to go?

*Can you show me where to start reading?*

*What will I read next?*

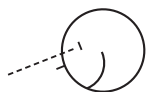
Place a marker next to the starting point for any child who has difficulty remembering where to start on each page. Check that the child points to each word as they read.

## Stripes



### Talkthrough

*Here are some zebras. They have stripes too.  
The book says, "This zebra has stripes."  
You read it with your fingers while I read to you.*



## **Observe and support**

Does the child notice when the words they say are too many or too few for the text on the page?

*Were there enough words?*

*Did you run out of words?*

*How could you check?*

*Could you read it with your finger?*

## Stripes



### **Talkthrough**

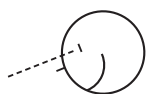
*What animal can you see on this page?*

*What kind of stripes does it have?*

*What do you think the book will say?*

*Let's read it together.*





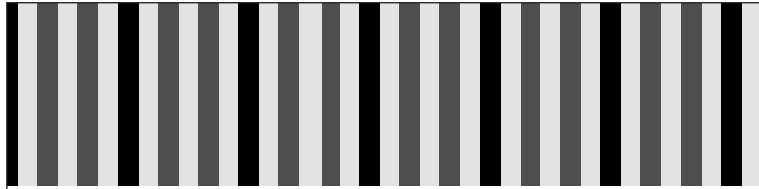
## **Observe and support**

Does the child search for a range of information on the page?

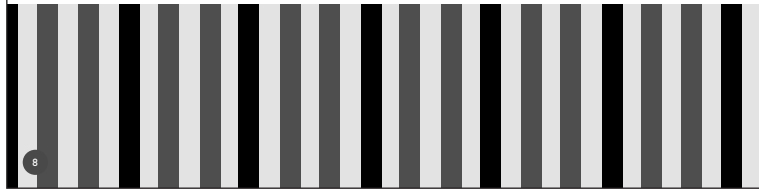
*How did you know that word said 'fish'?*

*What did you look at?*

## Stripes



This snake has stripes.



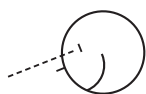
### Talkthrough

*Why is this snake in the book?*

*In your response, model the form of the text, i.e. Yes, this snake has stripes.*

*What do you expect the first word on the page to say?*

*What other words do you expect to see?*



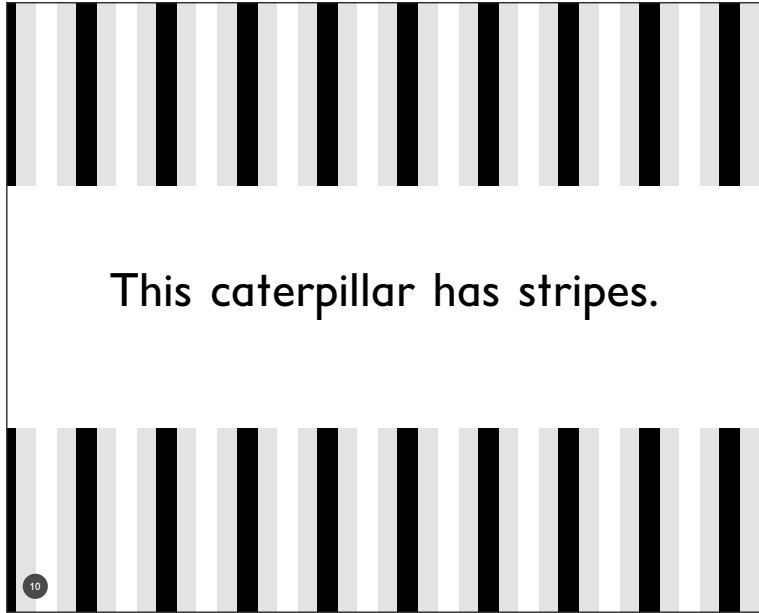
## **Observe and support**

Does the child check that what they read is supported by the text?

*You said, "This snake has stripes." How could you check that you are right? Could you check the picture?*

*Could you check the first letter of the word?*

*Could you check that it makes sense?*



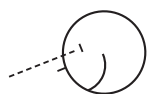
### Talkthrough

*What is this animal? Would you expect to see the word 'this' on the page? Where would you expect it to be?*

*Point out the word.*

*What letters does it have?*

*What other words would you expect to see?*



## Observe and support

Can the child identify the sight words 'this' and 'has'?

*Listen and look while I read the sentence (point with your finger). Can you find the word that says 'this'?*

*Listen to the word. How many sounds can you hear?*

*How many letters can you see?*

*The two letters 'th' make one sound.*

*Listen to 'has'. How many sounds?*

*Say them with me.*

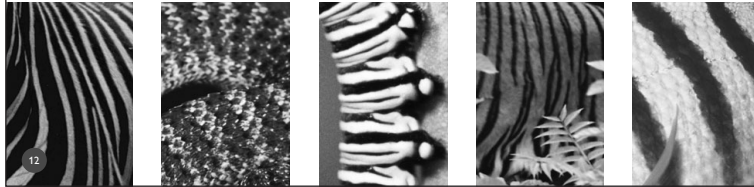


## **Talkthrough**

*This page shows us all the animals from the book.  
It tells us that lots of animals have stripes.*




**Lots of animals have stripes.**





## **Comprehension check**

*Which animals have stripes?  
Which other animals could be in this book?  
Why do animals have stripes?*

## Responding to text

 Make a chart about animals with stripes. Head one column 'Animal' and the other 'Colour of stripes'.

 Make up oral alliterative sentences about animals, e.g. "creeping crawling caterpillar" or "soft stripey snake". Children could make stripey masks and perform their sentences for the class.

 Children can choose an animal from the class list generated earlier. Using the same language pattern from the book they can write about their animal, e.g. "This bee has stripes." They can then use collage to create a picture of their animal.

**For further literacy activities** see the accompanying book, *AlphaWorld Literacy Learning Activities: Emergent Reading Levels 1–5*. It contains two reproducible blackline masters specifically related to this book.

## Assessment

Can the child:  
start each page at the correct place?  
read from left to right?

match each word said to words on the page?  
identify the sight words: this, has?

# Stripes

**Topic:** Animals around us

**Curriculum link:** Living Things

**Text type:** Caption

**Reading level:** 1

**Word count:** 25

**High-frequency words:** this, has

**Vocabulary:** zebra, snake, caterpillar, tiger, fish

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## Possible literacy focus

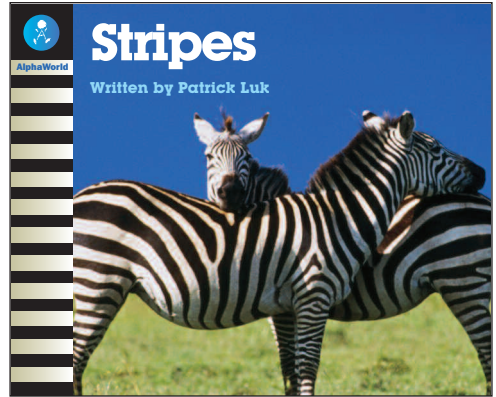
Developing concepts about print: starting point, left to right movement across the page.

Developing one-to-one word matching.

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## Summary

This book is a factual text that introduces students to animals that have stripes. The book includes a range of animals. It introduces the concept of camouflage. The photographs show the animals in full as well as a close-up of their stripes, enabling readers to compare the five animals' different stripes.



**AlphaWorld**



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