

Teacher Edition

Hunting In the Dark



alphakids

Written by Marilyn Woolley



Horwitz Education
A Division of Horwitz
Publications Pty Ltd
55 Chandos Street
St Leonards NSW 2065
Australia

Horwitz Gardner
Education
Unit 53, Cressex
Enterprise Park
Lincoln Road
High Wycombe,
Bucks, HP12 3RL,
United Kingdom

Published edition
© Eleanor Curtain
Publishing 2003

First published 2003

Apart from any fair dealing for the purposes of study, research, criticism or review, as permitted under the Copyright Act of Australia, no part of this book may be reproduced by any process, or transmitted in any form, without permission of the copyright owner. Where copies of part or the whole of this book are made under Part VB of the Copyright Act, the law requires that records of such copying be kept and the copyright owner is entitled to claim payment.

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 2838 X
Pack ISBN 0 7253 2787 1
(6 Student Books + 1 Teacher
Edition)

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

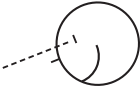
How to use this book

Before reading: Talkthrough




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

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 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 planning for further teaching.

Text highlights

- Captions provide additional information
- Labelled diagrams
- Technical language

Vocabulary

dark, hunt, eyes, night, smell, sounds, echoes,
body heat, heat sensors

Setting the context

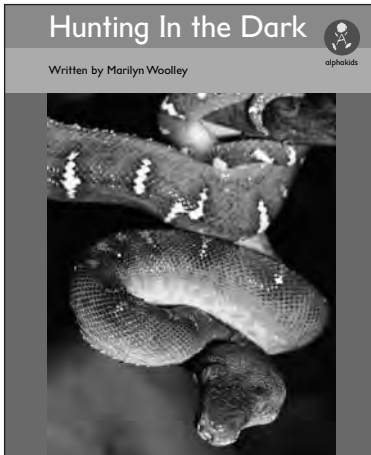
Provide some blindfolds for the children to wear. When the children are blindfolded, place some everyday objects such as a book, ball, margarine container and apple on the table and ask the children to work out what they are. Discuss how different senses can be used when you can't easily use your sense of sight.

Background information

Animals who hunt in the dark have highly developed senses. This enables them to find their prey. Some animals have acute hearing or sight. Others can sense heat from other animals. Some animals use echolocation to find food.

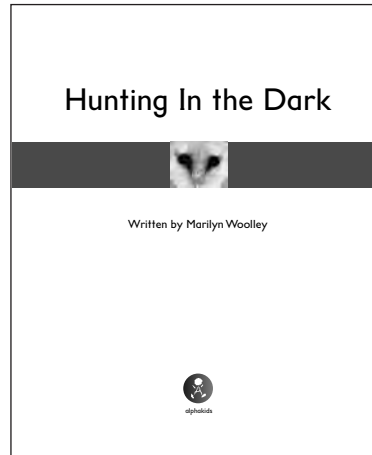
Introducing the book

Ask: *What is this book called?*
'Hunting In the Dark' explains how some animals can find food in the dark. How do you think animals use their senses to find food in the dark?



Front cover

Why is this snake on the cover? What does this tell us about when the snake hunts? How do you think this snake might find its food in the dark?



Title page

What animal is this? How do you think it finds food in the dark?

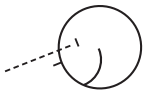


Talkthrough

Discuss the contents page and read through the headings.
How is a contents page organised? What is it for? What will we find on page 10?

Point out that a contents page helps you to choose where to start reading a book, and that you don't have to read from the front to the back.

Look at the photographs on pages 4–5 and read the text.
Why are all of these animals shown? What does that tell us about them? What is an introduction? Why do books have introductions? This introduction tells us that these animals have different ways of finding food in the dark. How do you think the lizard finds food? What about the bat?



Observe and support

Can the child read the text fluently?

Model reading a passage of the text to the child. Have the child read it with you.

Can you make it sound like I do?

Have the child read the text by themselves.



Contents

Introduction 4

Using eyes 6

Using smell 8

Using sounds 10

Using heat 12

Conclusion 14

Index 16

Introduction

Some animals hunt for their food
in the dark.

They have different ways of finding
their food in the dark.





Talkthrough

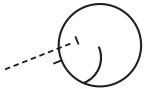
This heading says 'Using eyes'. What do you notice about the gecko's eyes? What about the owl's eyes? Why do these animals need big eyes?

Turn to pages 8 and 9.

Do these animals have big eyes? How might they hunt for food in the dark?

Point out the animals' noses.

These animals use smell to hunt in the dark.



Observe and support

Can the child understand the inferences in the text?

How does having big eyes help an animal to hunt at night?

Using eyes

Some animals use their eyes to hunt for food in the dark. Many of these animals have big eyes that help them to see their food in the dark.

This gecko uses its eyes to find insects, birds and mice at night.



This owl uses its large eyes to find small rats and mice at night.



Using smell

Some animals use smell to help them hunt for food in the dark. They use their noses to help them smell food in the dark.

Echidnas use smell to find ants and other insects in the dark.



Moray eels use smell to find fish under water in the dark.





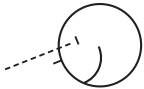
Talkthrough

These animals use sound to hunt in the dark.

Point out the diagram. Discuss the information contained in the diagram.

Dolphins and some bats make sounds. The sounds bounce off things. Sometimes the sounds bounce off animals.

Dolphins and bats hear the echoes their sounds make when they bounce off things. This helps them to find food in the dark.



Observe and support

Does the child check what they read with the phonic information on the page? Point out the word ‘echo’.

How did you know what that word was? What did you check at the start of the word? What did you look for at the end of the word? What else did you check?

Using sounds

Some animals make sounds to help them hunt for food in the dark. The sounds these animals make bounce off things and make echoes. These echoes tell them where their food is.

This bat uses echoes to find food in the dark.



Dolphins use echoes to help them find fish to eat in the dark.



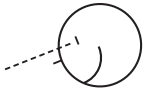


Talkthrough

This snake uses heat to hunt in the dark.

Point out the diagram. Discuss the information contained in the diagram.

The snake can tell that an animal is there because it can feel the heat the rabbit's body gives off.



Observe and support

Is the child able to point out different text features on the page?

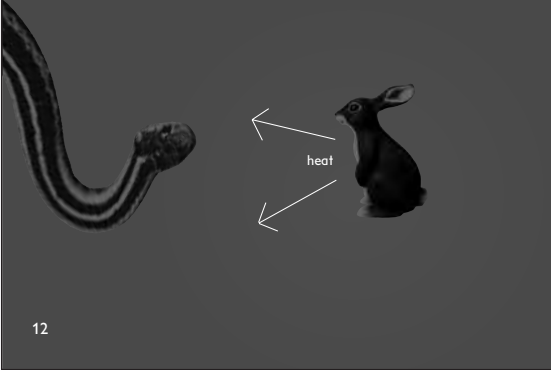
What does this diagram show? What does the caption tell us about the snake?

Using heat

Some animals can feel the body heat of other animals. This helps them to find and catch animals in the dark.



Snakes use heat sensors to find their food in the dark.



12

13



Talkthrough

Look at page 14.

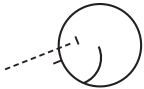
This is the conclusion of the book. What does a conclusion do? What do you expect it to say? What words will you see in the conclusion?

Turn to the index on page 16. Discuss the features of the index.

What is an index for? How are the words organised?

(alphabetically)

You may like to demonstrate how to use an index to find information.



Observe and support

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

What does 'body heat' mean? How did you work that out?

Conclusion

Many animals can hunt for food in the dark. Some animals use their eyes to look for food.

Other animals use smell or sound to find food.

And some animals find food by feeling the body heat of other animals.



Index

bat 10

dolphin 11

echidna 8

gecko 6

moray eel 9

owl 7

snake 13

Being a meaning maker

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

How do some bats hunt at night?

Why do animals need special skills to hunt at night?

Why might animals choose to hunt at night?

Why don't other animals hunt at night?

Being a code breaker

Children may like to explore the following language feature:

- Using the rime 'ight' to build words: night, fight, light, might, knight, plight, right, sight, tight.

Being a text user

Focus on a range of the text features found in the book. Ask children to provide explanations of each feature or take time to explain and use them if children are unfamiliar with them.

What is a contents page? How do you use it?

What is an index? How do you use it?

What does the writing on the photographs tell us? When do you read it?

What do the arrows on a diagram mean? Why are they there?

Being a text critic

Which other animals could have been shown in this book?

What research might the author have done before she could write the book?

Responding to text



Children could make stick puppets of the animals in the book. These could then be used to put on a puppet play about how each of the animals hunts in the dark.



Provide the children with a sheet of black paper. Have them draw and cut out a range of animals that hunt in the dark and paste them onto the black paper. Encourage the children to add labels and captions explaining how each animal finds food in the dark.



Children could look through familiar books to find words with the sound /c/ as in cat. These could be listed in groups by the letters used to represent the sound: e.g., cat; dark; gecko, quick; echoes.

Assessment

Can the child:

- Explain how an index is organised?
- Use an index to locate a specified item in the text?
- Explain how animals hunt in the dark?

Writing links

Shared writing

Review and list the features of diagrams. Model drawing a diagram showing how an animal uses its eyes to find food in the dark. Add labels and pointers. Discuss the title that the diagram should have.

Independent writing

Have the children complete a diagram showing how other animals find food in the dark. Encourage them to use a title, labels, pointers and scientific drawings in their diagrams.



whole text activity



sentence activity



word activity



Teacher Edition

Topic: Living things

Curriculum link: Science

Text type: Explanation

Reading level: 15

Word count: 167

Vocabulary: dark, hunt, eyes, night, smell, sounds, echoes, body heat, heat sensors

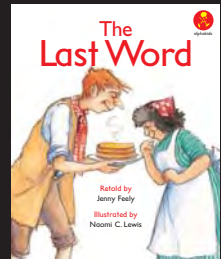
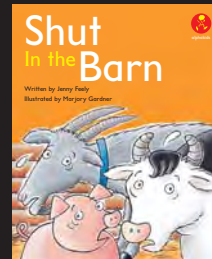
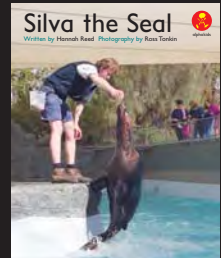
Possible literacy focus

Using an index to locate information in a text.
Synthesising information in the text to make generalisations about how animals hunt in the dark.

Summary

This book is an explanation about how a range of animals hunt in the dark.

Other books at this level



ISBN 0-7253-2838-X



9 780725 328382



alphakids