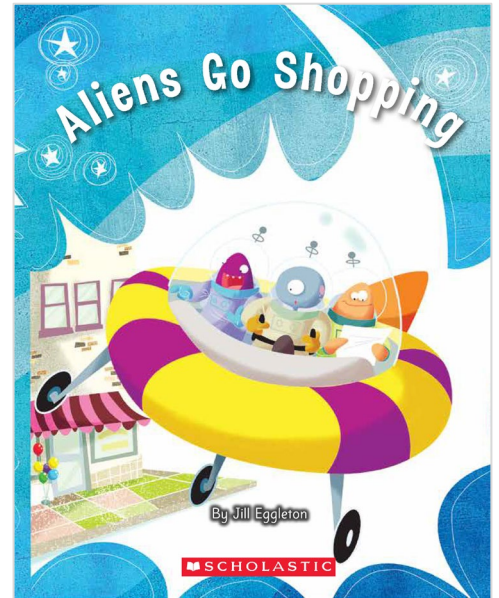




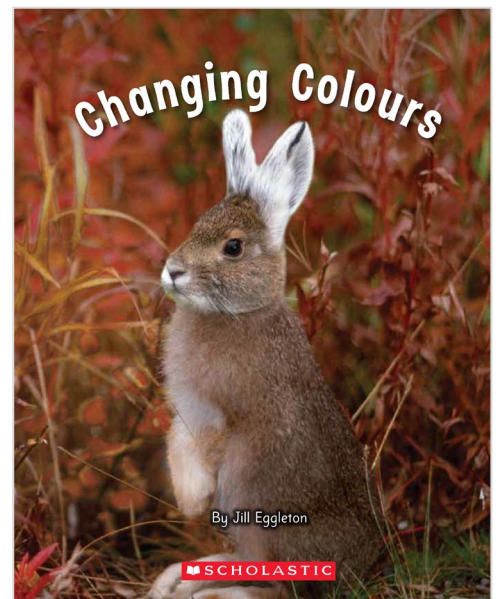
# Six Student copies and one Teacher copy



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# Teacher Version:

## Teacher notes overlaid on reading spreads

The aliens went into a shop. They saw the watermelons.

"Big moon rocks," said the aliens. And they kicked the watermelons.

**PREDICT**  
 Say: I am looking at the illustrations and I can see aliens kicking watermelons.  
 I am thinking we might find out why they are kicking watermelons.

**READING**  
 Say: Let's read the sentences and the speech bubbles together.  
 Ask: Did we find out why they were kicking the watermelons? Not exactly. What did we find out? Let's read the words that tell us.

**CLARIFY**  
 Ask: Are there any words you didn't know the meaning of?  
 Say: Put your finger on the word that says, aliens.  
 What is an alien?  
 Why do you think aliens are saying bla, bla, bla? (This is how aliens might talk.)  
 Put your finger on the word that says, saw.  
 What does saw mean here?

**QUESTIONING**  
 Say: I am wondering if the aliens know what watermelons are.  
 What do you think?  
 Let's talk about that.  
 Accept all possible answers and encourage discussion.

The snowshoe hare is in the snow.  
 But it is not brown like a log.  
 It is white, like the snow.

The fox will have to look and look for the snowshoe hare.

**PREDICT**  
 Say: I am looking at the photograph and I can see the snowshoe hare is all white now.  
 I am thinking we will find out why the snowshoe hare is white.

**READING**  
 Say: Let's read the sentences together.  
 Ask: Did we find out why the snowshoe hare is white? We didn't exactly, but we have a clue. Let's read the words that give us a clue.

**CLARIFY**  
 Ask: Are there any words you didn't know the meaning of?  
 Say: Put your finger on the words that say, look and look.  
 What one word could be used instead in this sentence? (search)

**QUESTIONING**  
 Say: I am wondering why the snowshoe hare can change colour.  
 What do you think?  
 Let's talk about that.  
 Accept all possible answers and encourage discussion.

**SUMMARISING**  
 Say: What we have just read was mainly about how the snowshoe hare adapts to its environment.

### Retell the Story

Children can take turns to retell the story with a partner.

- The main characters were...
- The first thing that happened was...
- The next thing that happened was...
- A problem was...
- This problem was solved by...
- The story ended when...



### Do You Want to Find Out More?

You could look in books or on the internet. These key words could help you:

- snowshoe hare
- camouflage
- animal defences
- changes in animals

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## 'Something to think about' spread only in the Teacher's version

### Something to Think About

#### Oral Language

Say: *Tell a partner an interesting or important detail in the story.*

Encourage listening skills by asking the children to share with the group the interesting or important detail in the story their partner told them.

#### Written and Visual Response

Children can draw a place where the aliens might live.

They can add labels and thought bubbles to show what the aliens might be thinking.

The aliens might live here...



### Something to Think About

#### Oral Language

Say: *Tell a partner an interesting or important detail you found out about the snowshoe hare.*

Encourage listening skills by asking children to share with the whole group the fact that their partner told them.

#### Written and Visual Response

Children can make symbols for summer, autumn and winter and draw the snowshoe showing how it changes.

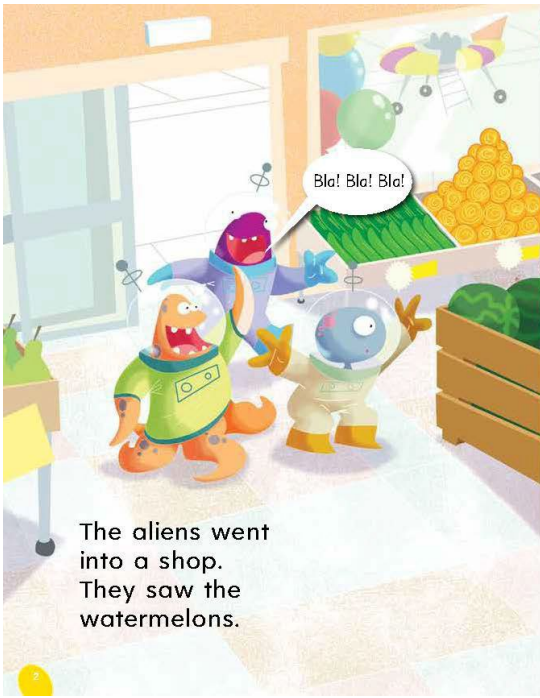
Snowshoe hare in...

Summer

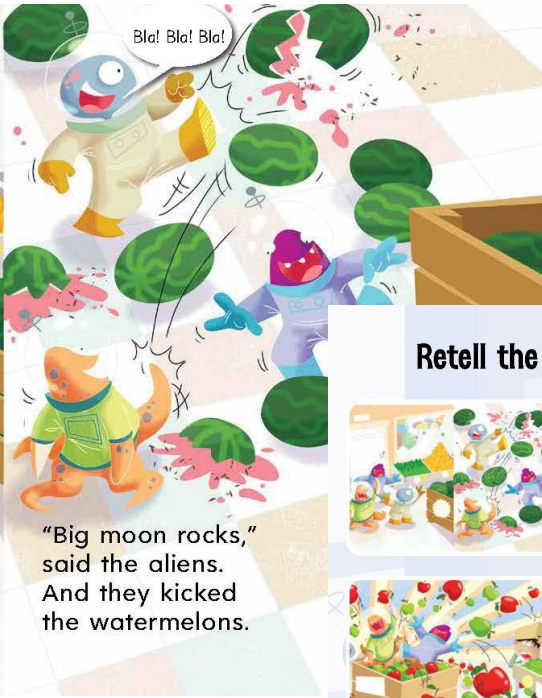
Autumn

Winter

# Student's Version:

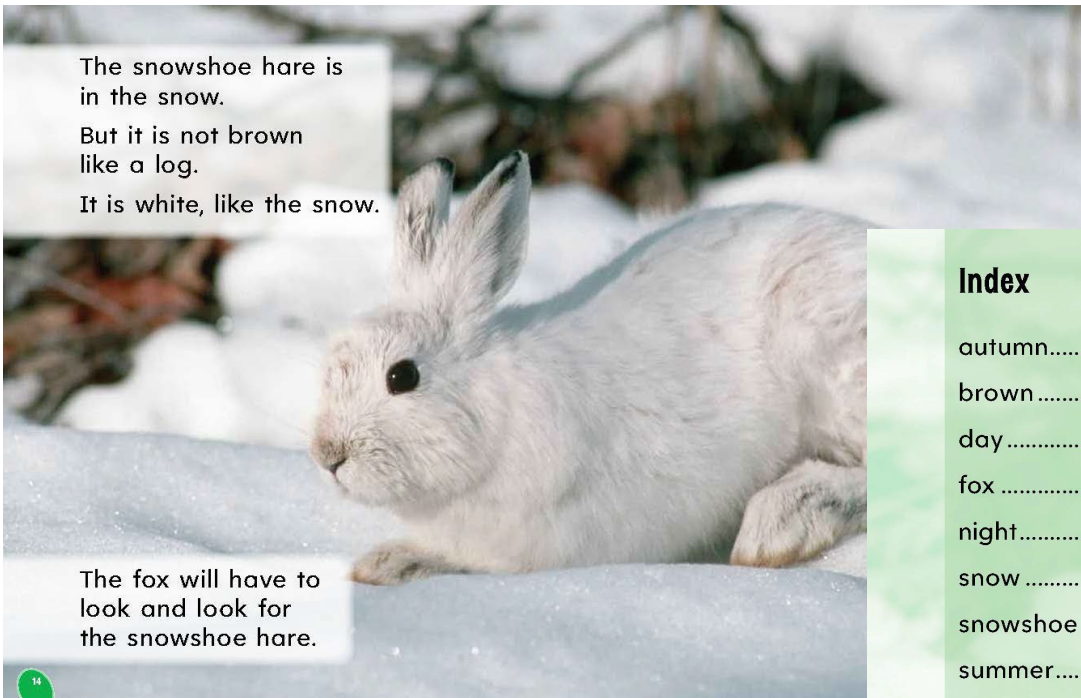


The aliens went into a shop. They saw the watermelons.



"Big moon rocks," said the aliens. And they kicked the watermelons.

## Retell the Story



The snowshoe hare is in the snow. But it is not brown like a log. It is white, like the snow.

The fox will have to look and look for the snowshoe hare.

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