Jellyfish

Written by Jenny Feely
**How to use this book**

The Alphakids Plus teacher editions support teachers as they guide children’s reading and thinking during one or more guided reading sessions. Teachers can observe children as they read and choose from the given suggestions to suit individual needs.

**Before reading**

**Setting the context, front cover and title page:**
The suggestions help teachers to set the scene and prepare children for reading the book. Prompts help to determine children’s prior knowledge. Where necessary, background information is provided. Teachers are encouraged to check that children understand the vocabulary listed and to discuss the meanings and/or the structures of these words. Previous experiences with similar text types may also be discussed.

**During reading**

**Predict, Read, Reflect:**
Questions encourage children to engage with the text by making predictions. They then read a section of the text and reflect on what they have read. The focus is on the content, language and text features of the book.

**Observe and support:**
Prompts help teachers to focus on the strategies children use as they read. Teachers can then select from and adapt the suggestions according to the needs of the individual child. The suggestions aim to develop a child’s reading abilities. Interruptions to the child’s reading should be minimal.

**After reading**

**A selection of reading and writing activities:**
The last pages of the teacher edition provide follow-up activities and include the assessment focus.

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### Selected text features

- Section headings are posed as questions
- A contents page is provided
- An index is provided
- Labelled diagrams and captioned photographs support and extend the text

### Vocabulary

- current
- dangerous
- inject
- plankton
- poisonous
- shallow
- shrimp
- stings
- tentacles
- tropical
- unusual
**Setting the context**

Prepare a chart prior to the reading session

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>K</strong></td>
<td><strong>W</strong></td>
<td><strong>L</strong></td>
</tr>
<tr>
<td>What we know about jellyfish</td>
<td>What we want to find out about jellyfish</td>
<td>What we learned about jellyfish</td>
</tr>
</tbody>
</table>

Ask the children to tell you what they know about jellyfish. Record their ideas in the first column of the chart.

Ask the children to think of questions they still have about jellyfish. Record these in the second column of the chart.

**Front cover**

*This book is called ‘Jellyfish’. It tells us about where and how jellyfish live.*

*What do you notice about this jellyfish? What features does it have? Does the cover make you want to read the book?*
Predict

What is a contents page?
What do you notice about the section headings?
Why would the author structure the book this way?

Read to the end of page 2.

Reflect

What sort of book is this?
What can we read about on page 10?
Are there any words you are unsure of? How could we find out their meaning?

Observe and support

Does the child integrate a range of information to solve problems when reading?
How did you know that word was ‘dangerous’? What did you think about?
Predict
Read aloud the two section headings on these pages.
What words might be included in these sections?
Look at the pictures. What information do you think will be included? Why?

Read to the end of page 6.

Reflect
What did the author need to know to write these sections?
What information did the captions provide?
Tell me something you now know about jellyfish.

Observe and support
Ask a child to read aloud to you while the others are reading silently. Does the child attend to paragraph breaks to support expressive reading? Point out the paragraph break.
Did you notice the extra space between these two lines? This tells us a new idea is coming. It is a good idea to pause a little before reading a new paragraph aloud.
What are jellyfish?

Jellyfish are very unusual sea animals. They are not actually fish at all.

They have no bones, no eyes, no ears, no heart ... and no brain!

Where do jellyfish live?

Most jellyfish live in the sea but some live in lakes and rivers.

There are jellyfish all over the world. Some live in icy cold waters and some live in warm, tropical seas.

Most jellyfish live in shallow water, but some jellyfish live more than four kilometres below the surface.
Predict

How will the jellyfish be described?
What is a diagram? What will it tell you?
What do you think will happen to a jellyfish if it stops moving?

Read to the end of page 11.

Reflect

What can you tell me about the diagram on page 9?
What sort of information is often presented in a diagram?
Have the questions in the section headings been answered?

Observe and support

Can the child use the information in the diagrams to interpret the text?
Where are the jellyfish’s tentacles?
Can you show me where the diagram tells you this?
What do jellyfish look like?

The bodies of most jellyfish look a lot like jelly! They are soft and see-through.

Jellyfish come in all sizes. Some jellyfish are tiny and some are huge. Some have short tentacles; others have tentacles longer than an Olympic swimming pool.

How do jellyfish move?

A jellyfish moves through the water by opening its body like an umbrella, then quickly closing it again.

When its body is open, it fills with water. When it closes, the water is squeezed out and the jellyfish moves forwards.

When the jellyfish stops opening and closing its body, it sinks to the sea floor or is carried along by the current.
Predict

The next section heading is ‘What do jellyfish eat?’ What do you think jellyfish eat? What does the word ‘inject’ mean? Why would the author include it in this section? Do you think jellyfish are dangerous? Why?

Read to the end of page 15.

Reflect

What have you discovered about jellyfish? Were the section headings answered? What else would you like to know about jellyfish?

Observe and support

Does the child understand the organisational structure of the text? Do they read the question and then the answer?
What do jellyfish eat?

Jellyfish eat small sea animals like shrimp and plankton. Sometimes, they even eat other jellyfish.

They use their tentacles to catch their food. The tentacles are covered in poisonous stings.

When the tentacles brush against another animal, they inject the animal with poison. Then the jellyfish uses its tentacles to pass the animal into its mouth.

Are jellyfish dangerous?

Not all jellyfish stings are dangerous to humans.

But some jellyfish stings are more poisonous than snake bites. Some can even kill people.
Predict
What is an index?
Why would the author have included one?

Read to the end of page 16.

Reflect
How are the words organised? (Alphabetically)
Why do some words have more than one page number reference?
Can you demonstrate how an index works?

Observe and support
Can the child use their knowledge of phonics to support their reading?
Do they identify the digraph ‘th’ at the end of ‘mouth’? Mask the rest of the word showing only the ‘th’.
Can you think of a sound that these letters might represent? Have you seen them in other words?
Index
body 10
bones 4
brain 4
ears 4
eyes 4
food 12
heart 4
mouth 12
poison 12
sting 12, 14
tentacles 8, 12, 14
After reading

Being a meaning maker
Encourage the children to support their answers with evidence from the book as they discuss these questions:
What is a jellyfish?
How does a jellyfish move?
How does it catch its food?
Why should people be careful of jellyfish?

Being a code breaker
Children may like to explore the following language features:
• punctuation used throughout the book: ellipsis, semicolon, comma, dash, question mark
• classifying language: most, all, some

Being a text user
Return to the KWL chart begun prior to reading the book.
Complete the third column.
Discuss the information contained in the chart and note any points of conflict that exist.
What did we learn by reading the book?
What questions did the book answer?
What questions were not answered?
How could we find out the answers to these questions?
What new questions do we have?

Being a text critic
What did the author need to know to write this book?
What research might she have done?
Did you like the book? Why?
Would you tell someone else to read it? Why?
Responding to text

Children could work in cooperative pairs to make a model of a jellyfish. Provide plastic bags and adhesive tape for the jellyfish bodies. Ask children to place labels on the jellyfish to show different body parts, how it moves and how it catches food.

Children could complete a sentence cloze activity. Provide the start of each sentence taken from the original and ask children individually or in groups to complete each sentence. For example:

Jellyfish are very unusual animals because ................................................
Tentacles hang from ........................................
If a jellyfish stops opening .........................

Writing links

Shared writing
Children could work with a partner and use the book as a model to write about a different animal. Encourage the use of questions to head each section.

Independent writing
Children could read other books about the ocean and browse the Internet to further research jellyfish. Interesting facts could be written onto cards and read to the class.

Possible assessment focus

Can the child:
• explain the structure of the book – question and answer?
• explain what a jellyfish is?
• explain what information is contained in the diagrams?
Summary
This book explores the features of jellyfish, including what they look like, where they live, how they move, how they hunt and what they eat.