

LPF Reading Exemplar

Seahorses

Task Description

In this reading activity, students read the information text on seahorses and then responded to the related questions.

Preparation

Before the reading activity, the teacher introduced the subject by eliciting students' prior knowledge of sea animals and seahorses. The teacher also guided students to predict the content of the text by asking them the following questions:

- What sea animals do you know?
- What do seahorses look like?
- Where do they live?
- What do they eat?
- Do you know any interesting facts about seahorses?













Learning Outcomes: ATMs 2-3


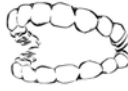



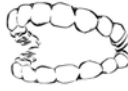



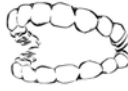


ATM 2

Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate

ATM 3

Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate

Questions	When students respond to the questions appropriately, they can:				
<p>1. a) What colours are seahorses?</p> <p><i><u>They can be yellow, white, red, brown or black.</u></i></p> <p>b) Do they always have the same colour?</p> <p><i><u>No, they don't.</u></i></p>	<p>1a) ATM 2</p> <ul style="list-style-type: none"> locate specific information by identifying key words, e.g. 'colours', 'yellow', 'white', 'red', 'brown', 'black' <p>1b) ATM 2</p> <ul style="list-style-type: none"> process simple sentences by <ul style="list-style-type: none"> - identifying meaningful chunks, e.g. 'They can change their colour.' - understanding the use of simple cohesive devices, e.g. the personal pronoun 'They' and the possessive adjective 'their' to refer to seahorses and their colour 				
<p>2. Which part of a seahorse is called a snout?</p> <p><input type="checkbox"/> a. <input type="checkbox"/> b. <input type="checkbox"/> c. <input checked="" type="checkbox"/> d.</p> <table border="1" data-bbox="212 1641 844 1798"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>					<p>ATM 2</p> <ul style="list-style-type: none"> follow ideas by understanding simple cohesive devices, e.g. the personal pronoun 'It' to refer to the long nose
					

<p>3. Are seahorses a kind of horses? Why are they called seahorses?</p> <p><u>No. They are called seahorses because the head of a seahorse looks like a horse.</u></p>	<p>ATM 2</p> <ul style="list-style-type: none"> locate specific information by identifying key words, e.g. 'not a horse' <p>ATM 3</p> <ul style="list-style-type: none"> infer how seahorses got their name by using clues in close proximity, e.g. 'Look at the head of the seahorse.', 'Does it look like a horse?' 				
<p>4. Where do seahorses live?</p> <p><input checked="" type="checkbox"/> a. oceans</p> <p><input type="checkbox"/> b. rivers</p> <p><input type="checkbox"/> c. cold seas</p> <p><input type="checkbox"/> d. streams</p>	<p>ATM 2</p> <ul style="list-style-type: none"> locate specific information by identifying key words, e.g. 'warm seas', 'oceans' 				
<p>5. Which part of the body doesn't a seahorse have?</p> <p><input type="checkbox"/> a. <input checked="" type="checkbox"/> b. <input type="checkbox"/> c. <input type="checkbox"/> d.</p> <table border="1" data-bbox="204 1176 914 1323"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>					<p>ATM 2</p> <ul style="list-style-type: none"> locate specific information by identifying key words, e.g. 'do not have teeth'
					
<p>6. Seahorses are different from other animals in some ways. List two examples.</p> <p><u>They do not have teeth but they can eat. Father seahorses have babies.</u></p>	<p>ATM 3</p> <ul style="list-style-type: none"> process some compound sentences, e.g. 'Seahorses do not have teeth but they can eat small sea animals.' identify some supporting details about how seahorses are different from other animals explicitly stated in the text 				

Extract from **Step Up 3A** (pp. 40-43)

7 Beautiful Sea Animals

Read about seahorses. Learn about some other sea animals. Then find out more about a sea animal that your friend likes and tell the class about it.



Simon is doing a project about sea animals. He likes sea animals. He has a beautiful aquarium at home. He keeps colourful fish and beautiful turtles in it. He likes reading books about them. How many sea animals do you know? Can you name them?

Simon is showing the class his project. It is about seahorses.

A seahorse is not a horse. It is a kind of fish. It has a long nose. It is called a snout. Look at the head of the seahorse. Does it look like a horse?



There are about thirty-five kinds of seahorses. Some seahorses are short. Some seahorses are long. Seahorses can be yellow, white, red, brown or black. They can change their colour. Seahorses do not have teeth but they can eat small sea animals.

Seahorses live in warm seas and oceans. They do not live in rivers. They are not good swimmers. They can live for four years. There is one interesting thing about seahorses. Father seahorses have babies.



A 'snout' is the long nose of some animals.

(Materials adapted from **Step Up 3A** with the permission of **Educational Publishing House Limited**)

Read about seahorses again. Circle the correct answers and fill in the blanks.

- Which part of the body does a seahorse not have?
 -
 -
 -
 -

A seahorse does not have _____.
- Which part of a seahorse is called a snout?
 -
 -
 -
 -

The _____ of a seahorse is called a snout.
- In which of these places can you not find seahorses?
 - oceans
 - rivers
 - warm seas
 - streams

Seahorses do not live in _____.
- 'They are not good swimmers.' What does this sentence mean?
 - Seahorses cannot swim.
 - Seahorses cannot swim fast.
 - Seahorses do not swim.
 - Seahorses do not like swimming.

This sentence means _____.

Talk about these sea animals with your friend.



- Dolphins**
- live in oceans
 - can live for twenty-five years
 - are black and white, black, grey, white or pink
 - eat fish and sea animals
 - can jump very high
 - cannot smell

- Octopuses**
- live in warm seas
 - can live for one year
 - are white, orange, yellow, red or brown
 - eat small sea animals
 - can change colour
 - cannot hear



Where do ... live?
How long can they live?
What colour are they?
What do they eat?
What can they do?
What can't they do?

We use 'where' to ask about places.
e.g. *Where do dolphins live? They live in oceans.*
We use 'what' to ask about people and things.
e.g. *What colour are dolphins? They are black and white.*
We use 'how long' to ask about time.
e.g. *How long can dolphins live? They can live for 25 years.*

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