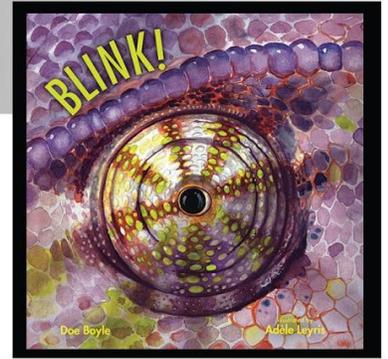


Teacher's Instructional Guide



Author: Doe Boyle
Illustrator: Adèle Leyris

College and Career Readiness Anchor Standards for Reading:

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Before you Read:

Take a Picture Walk–

Have students look closely at the front cover and read the title of the text.

Students should make predictions as to what the book may be about.

Continue this as you take a picture walk through the text, stopping from time to time to point out any interesting observations the students have about the illustrations.

Assess Prior Knowledge–

Prompt students to discuss what they know about the reasons some creatures blink their eyes as they are introduced to each illustration.

Introduce Vocabulary–(optional)

You can do this prior to reading or as you read. Make a chart for important vocabulary.

This can be used as you read to introduce and explain new vocabulary in context.

Include **content vocabulary** such as: lens, iris, pupil, sclera, choroid, vitreous humor, retina.

Also include **academic vocabulary** such as intermittently, momentary, ornamental, frisky, flourish, etc.

Make a chart of the characteristics of the creatures introduced in this text. Include their attributes and how they use their vision to help them survive. Example:

Creature	Attributes	How It Uses Vision	Draw It!

As You Read:

Think-aloud. Read the text aloud–(If using as a read aloud)

Pause to confirm or discuss prior predictions. Make a chart with students to confirm or adjust their initial predictions as you read.

Look for Text Features:

Point out the author's use of fact bubbles to give interesting information about each creature and how it relates to the world around it.

Have students list 2–3 facts about the animal introduced in each section.

Text Dependent Questions:

Asking text dependent questions enables students to draw on specific examples from the text to provide evidence and verify the rationale for their answers.

The author says that each eye is “the sum of each of its parts.” What do you think she meant by that?

The eastern bay scallop uses its “sixty-plus” eyes to get away when predators are nearby. Which other creatures from the text are most like the eastern bay scallop?

The Union Island gecko has a special way of keeping its eyes from drying out. Does it blink?

Who is more likely to spot a predator at night, a human or a gecko? Give evidence to support your answer.

The cheetah uses its eyesight for hunting prey. Are there other creatures that use their eyesight in a similar way?

How are our own eyes similar to the animals we read about in this text? Are there any differences in how we use our eyesight and the way the animals used theirs?

Additional Questions to discuss:

Why do you think the author wrote this book in poetic form?

What was the author’s purpose for writing this book? Was it to inform, entertain or persuade the audience?

What did you enjoy most about this text?

Create your own question: What questions would you ask the author, Doe Boyle, if you could?

Connection to Writing:

College and Career Readiness Anchor Standards for Writing

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured sequences.

Pick one of the animals introduced in the text.

Personification: Write a story from that animal’s point of view. Tell the story in the animal’s words to describe a situation in which eyesight played an important part in the plot.

Try to tell a complete story. Create the setting and develop the plot using a rising action, a climax and a falling action to resolve the story.

Connection to the Arts:

Make a poster or song to reinforce the ways animals use their eyesight to protect themselves and survive in nature.