

I'm on the Phone

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Level 12

Getting ready for reading

You might ask: *Have you ever had to do a job at home and your brother or sister finds something else to be busy with instead of helping to do the job.* Allow children to share their responses.

Talking through the book

Introduce the book and ask children to say what it might be about, then direct children as they read and think about the book. You might ask them to predict what might happen in the first four pages. Ask them to read to the end of page 4 independently then stop. Discuss whether their prediction were confirmed by the book. Ask: *What do you think will happen next? What will the family say? What will they do?*

Ask children to read independently to the end of page 10. Discuss what has happened so far and ask children to predict what will happen now. Read to the end of the book and discuss predictions.

Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

Being a meaning maker

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

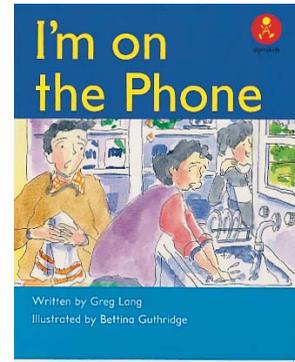
How often did the big brother help at home?

Why did he always have phone calls when there were jobs to be done?

How did the rest of the family feel about the big brother being on the phone?

Why did they choose not to tell him about lunch?

What would you do to teach your big brother not to always be on the phone when there was work to be done?



TEXT FEATURES

- **This book tells the story of a family's response to a son who is always on the phone when there is work to be done.**
- **The family has featured in several other Alphakids books.**
- **The text is supported and extended by colour illustrations.**
- **There are up to nine lines of text on a page.**
- **Readers are provided with opportunities to revisit and practise new words that are encountered.**

Being a code breaker

Children may like to explore the following language features:

- the use of the letters 'ph' to represent the /f/ sound as in *phone*.

Being a text user

Discuss:

What kind of text is this? Is it a narrative or a report?

How does the author resolve the story?

Being a text critic

Discuss:

Do all teenagers try to get out of helping at home?

Would your parents let a big brother or sister get away with being on the phone every time there was work to be done?

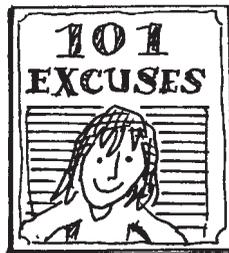
Literacy learning centres – follow-up activities

WRITING CENTRE 1

In pairs, children could write an alternative resolution to the book, for example: *The brother gets off the phone to find all of the work waiting for him and the family saying 'We're on the phone.'*

WRITING CENTRE 2

Children could work in groups to write a book titled '101 Excuses Why I Can't Do the Dishes / Make My Bed / Put My Toys Away / Do My homework' and so on. These could be compiled into a class anthology, called '101 Excuses', and shared with other children.



INTERACTIVE LITERACY CENTRE

Have children work in cooperative groups to discuss the big brother's point of view, in preparation for developing and performing the story from this point of view.

BOOK BROWSING CENTRE

Provide other books about this family and other everyday family situations from the Alphakids series, for example: *Making Lunch, Looking for Fang, Tickling, Great Day Out* and *Socks Off*.

Using evidence from these books, children could discuss what this family is like and talk about how it is the same as or different from their own family.

Keeping track

Children's work can be assessed in relation to how it meets work requirements:

Does it take into account the events of the story?

Does it resolve the story?