

Early One Morning

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Level 13

Getting ready for reading

Talk about any experiences children have of being out in their neighbourhood early in the morning. Ask: *What do you see early in the morning that you might not see later in the day? What are the people in the street doing? Why did they go out early?*

Talking through the book

Turn through the book asking children to discuss what they see in the illustrations. Model the text as needed. For example, if a child says: *They saw a garbage truck*, you might say: *Yes. In this book it's called a rubbish truck. It is collecting rubbish.*

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

Who did Dad and Anna see on their walk?

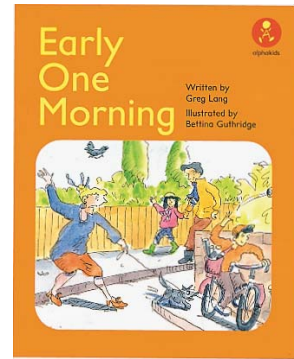
Why were some of these people out early?

Why did they go so early in the morning?

Being a code breaker

Children may like to explore the following language features:

- spelling issues related to tense, for example: *walked, liked, saw, wearing, waiting, taking, collecting, cleaning, getting, walking, delivering, jogging, fishing*



TEXT FEATURES

- **This book is a narrative about a father and daughter who take an early morning walk to the bakery to buy bread and muffins for breakfast.**
- **The text is supported and extended by colour illustrations.**
- **There are up to eight lines of text per page.**
- **Children are supported with phrasing where text is more difficult and encouraged to phrase for themselves where text is easy.**

Being a text user

Discuss:

What does this book help you to learn about Anna's life?

What is the author doing in this book – telling a story or giving information?

How do you know?

cleaning, getting, walking, delivering

Being a text critic

Discuss:

Are all families like this one?

How is the place you live the same as the one in the book? How is it different?

Do you live near a bakery? Can you walk to the bakery or do you have to go on a bus or in a car?

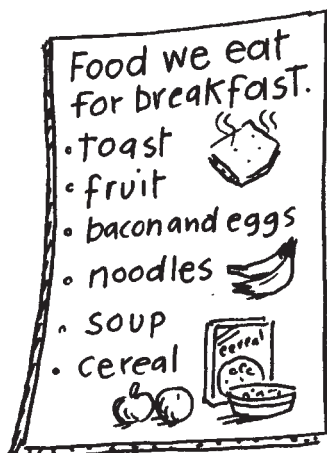
Literacy learning centres – follow-up activities

WRITING CENTRE 1

Children can draw a map from their house to the bakery shop or shopping centre where bread can be bought. Children could then use the book as a model to write their own book about a walk early one morning.

WRITING CENTRE 2

What kinds of food do people have for breakfast? Have children write and draw all the different foods people can eat, for example: toast, fruit, cereal, bacon and eggs, rice, noodles, soup.



INTERACTIVE LITERACY CENTRE

In a group children can role-play the events in the book that involve people.

BOOK BROWSING CENTRE

Children could read other books at an appropriate level for them about walks in the local neighbourhood.

Keeping track

Teachers can moderate their assessment of children's learning by consulting with a colleague about their analysis of the record of reading behaviours.