



Teacher Edition

AlphaWorld

At the Weekend

Written by James Talia Photography by Michael Curtain



Published edition
© Eleanor Curtain
Publishing 2004
Text © Kerrie Shanahan
Photographs © Eleanor
Curtain Publishing

First published 2004

Apart from any fair dealing for the purposes of study, research, criticism or review, as permitted under the Copyright Act of Australia, no part of this book may be reproduced by any process, or transmitted in any form, without permission of the copyright owner. Where copies of part or the whole of this book are made under Part VB of the Copyright Act, the law requires that records of such copying be kept and the copyright owner is entitled to claim payment.

Developed by
Eleanor Curtain Publishing
Text: Kerrie Shanahan
Consultant: Susan Hill
Designed by
Alexander Stitt
Production by
Publishing Solutions

Printed in China

ISBN 0 7253 3039 2

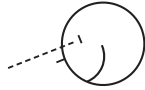
1 2 3 4 5 6 7 8 9
04 05 06

How to use this book



Before reading: Talkthrough

Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information provided. Direct the children's attention to aspects of the text that may challenge them. Support the children as they deal with these challenges by asking the *Talkthrough* questions on each page.



During reading: Observe and support

Observe the children as they read and encourage them to monitor their own reading. Help the children to use reading strategies and cues to respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specific learning need.



After reading: A range of comprehension and response activities

To develop children's understanding of the text, select from the activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with further teaching plans.

Selected text features

- Text is written in the first person
- Multiple recount, with four children's stories being shared
- Colour photographs support and extend the text

Vocabulary

afternoon, family, Friday, Grandpa, library, Monday, morning, Saturday, school, sister, visit, weekend

Setting the context

Talk to the children about what they like doing at the weekend. Have the children talk with a friend about their weekend activities. Write a list of weekend activities on the board based on the children's experiences.

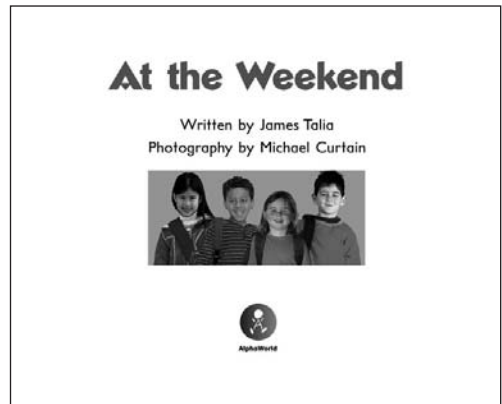


Front cover

Show the front cover.

This book is called At the Weekend.

What do you think these children might do at the weekend?



Title page

Turn to the title page.

This is the title page.

It tells us the title, the author's name and the photographer's name.



Talkthrough

Turn to pages 2–3

The text says, ‘Today is Friday!’

Why do you think these children have their backpacks and bags?

Where do you think they have been?

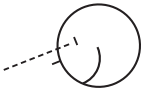
How do you feel about Fridays? Why?

Turn to pages 4–5

Who do you think these people are?

Where do you think they are?

What are they doing?



Observe and support

Ask a child who is having difficulty to read aloud to you. Is the child able to read the text fluently and with expression?

Well done, you read that with expression. You sounded like you were one of the children from the book.

Point out the exclamation mark on page 2.

What does this exclamation mark tell you about how to read this sentence?

You may need to model reading the text fluently.

Did you notice how I paused at the end of each sentence? I tried to make it sound like I was one of the children talking.

Today is Friday!

School has finished for the week.
It's the weekend.

We all do lots of different things
at the weekend.



1

2



This is my family.

At the weekend we sometimes have
a picnic. I help to pack the picnic basket.

We take our picnic to the park. We eat
our lunch together.



3



4



Talkthrough

Turn to pages 6–7

Where is the family now?

Do you think they do this every weekend? Why or why not?

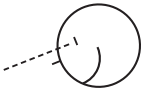
What things can you learn by going to the zoo?

Turn to pages 8–9

Who do you think these people are?

What are they doing?

What else might this family do at the weekend?



Observe and support

Can the children support their understanding of the text with direct evidence from the page?

Where does the girl sometimes go at the weekend?

Who does she go with? How did you find this out?

Who is in the boy's family?

Would you know this without reading the words? How?

Where does the boy play on the weekends? Where on the page did you find this out?

I like picnics, but I like going to the zoo best of all. I go to the zoo with Mum and Dad. We see lots of different animals.

I like watching the elephant. It is my favourite animal. It is so big.



4



This is my family.

At the weekend I play at home with my little sister. Sometimes Mum and Dad play with us too.



5



Talkthrough

Turn to pages 10–11

Where is the boy now?

Do you think he does this every weekend? How do you know?

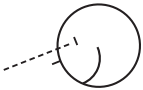
Turn to pages 12–13

Who is in this family?

What is this family doing together?

Do you and your family sometimes visit people?

Who do you visit?



Observe and support

Do the children use their knowledge of phonics to support their reading?

Point out the word ‘afternoon’.

How did you know what that word was?

What did you check at the start of the word?

What did you look for at the end of the word?

Can you see a smaller word within this word?

I like playing at home, but I like going swimming best of all.

I go to the swimming pool every Saturday afternoon and I have a swimming lesson. I can swim up and down the pool. I kick my legs to go faster. I want to be a very fast swimmer.



This is my family.

At the weekend we like to see friends and family. Sometimes we visit them. At other times, they visit our house.





Talkthrough

Turn to pages 14–15

Who do you think the boy is with?

What makes you think so?

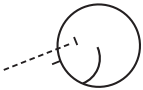
What do you like to play on at the playground?

Turn to pages 16–17

How many people are in this family?

What is the girl doing with her mum?

Do you like helping in the garden?



Observe and support

Do the children monitor their own reading and notice when they make a mistake?

How did you know that you made an error? What did you think about?

If the children continue reading without correcting an error, you might say:

Did that sound right? What could go there? What would sound right?

I like to see friends and family, but I like playing in the park best of all.

Grandpa takes me to the park every Saturday morning. I like to play on the slide. I climb up the ladder and slide down the slide. I like to do it again and again.

Then Grandpa says that it's time to go home. But he always lets me go down the slide just one more time.



16

17



This is my family.

At the weekend I like to help Mum in the garden. We pull out the weeds and put in new plants.



18

19



Talkthrough

Turn to pages 18–19

Where do you think this girl has gone?

What clues tell you that she went to the library?

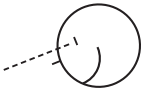
Would you like to go to the library at the weekend? Why or why not?

Turn to page 20

The text says, 'Today is Monday!'

Why have the children got their backpacks and bags?

How do you feel on Mondays? Why?



Observe and support

Can the children use information in the text and the photographs to understand new vocabulary?

What is a library?

If you do not know the meaning of the word, what would help you to work it out?

I like gardening, but I like going to see Dad
at his work best of all. My Dad works
at the library.

He helps me to choose some new books and
sometimes we read them together.



Today is Monday!

The weekend is over. It's good to be back at school
and to see all our friends again.



At the Weekend



After reading

Being a meaning maker

Encourage the children to support their answers to these questions with evidence from the book:

Where do the children go at the weekend?

What do the children like to do at the weekend?

Do the children have brothers and sisters?

Who do the children do things with at the weekend?

Being a code breaker

Explore the following language features:

- Words with three syllables: afternoon, elephant, family, favourite, Saturday
- Apostrophe for contraction: it's
- Punctuation: capital letters, commas, full stops, exclamation marks
- Compound words: afternoon, sometimes, weekend
- Words with double letters: afternoon, all, books, choose, different, good,

school, see, swimming, week, weekend, zoo

- Words ending in 'ing': gardening, going, playing, swimming
- Days of the week: Friday, Saturday, Monday

Being a text user

This text is a recount. What do you think that means?

Who is telling us about their weekends?

What have you learnt by reading this book?


Being a text critic


Are all families the same?


Do all families do things together at the weekend?

Does everyone like weekends?

Responding to text

 The children could revisit the list made before reading the book. After reading the list they could add any activities from the text that were not on the original. As a group, they could create a mural showing activities that could be done at the weekend. They could write captions for their pictures.

 The children could draw a picture of their family doing an activity at the weekend. They could then write about what they are doing.

 The children could hunt through the text to find words that have two and three syllables. They could list these and then add more words to each list.

Writing links

Begin the writing of a recount. For example: At the weekend I went for a walk. I came to a big, empty house. Invite a child to tell you the next sentence. Then ask different children to continue the story. The children could illustrate the story when it is complete.

The children could write a recount about one of their favourite weekends.

Possible assessment focus

Can the children:

- explain the features of this particular recount?
- identify the number of syllables in selected words from the text?
- read the text fluently?
- read with expression?



whole text activity



sentence activity



word activity

At the Weekend

Topic: Leisure/ Community/ Family

Curriculum link: Study of Society

Text type: Recount (multiple)

Reading level: 12

Word count: 349

Vocabulary: afternoon, family, Friday, Grandpa, library, Monday, morning, Saturday, school, sister, visit, weekend

Possible literacy focus:

- Identifying the features of a multiple recount.
- Identifying the number of syllables in words.
- Reading in a phrased and fluent manner.

ESL possibilities:

- Identify pronouns in the text.
- Use photographs to help explain pronouns.
- Practise the pronunciation of words ending in 'ing'.



Summary

This book tells us what four different children like to do at the weekend. The children also introduce us to their families.

AlphaWorld



ISBN 0-7253-3039-2



9 780725 330392