



Teacher Edition

AlphaWorld

At Lunchtime

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

First published 2004

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Designed by
Alexander Stitt
Production by
Publishing Solutions

Printed in China

ISBN 0 7253 3048 1

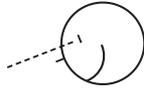
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How to use this book



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
- Colour photographs support and extend the text

Vocabulary

bakery, cheese, favourite, flask, fruit, lunch, lunchbox, lunchtime, nursery, sandwich, snacks, vegetables

Setting the context

The children could show each other the contents of their lunchboxes. Discuss what the children have in their lunchboxes. Talk about who gets their lunch ready and what they most like to eat for lunch.



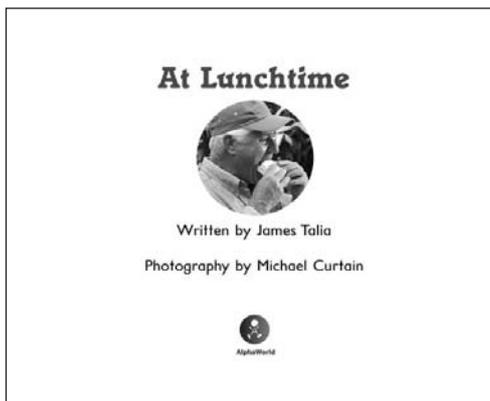
Front cover

Show the front cover.

This book is called At Lunchtime.

What do you think it might be about?

What are the boys in the photograph eating for lunch?



Title page

Turn to the title page.

What information can you see on this title page?



Talkthrough

Turn to pages 2–3

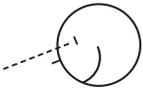
What has the boy got in his lunchbox?

What do you think he has in his sandwiches?

Turn to pages 4–5

Who is helping the boy get his lunch ready?

The boy says that he loves cheese sandwiches. What do you like in your sandwiches?



Observe and support

Do the children monitor their own reading and notice when they make an error?

I noticed you stopped and re-read that sentence. Why did you do that?

How did you know you had made a mistake?

What did you think about?

If the children do not correct a miscue, you might say:

Try that again and check that it makes sense. What would sound right?



Lunch is my favourite meal of the day.
I always have a cheese sandwich, a piece of fruit
and a drink.
I just love cheese sandwiches.



1

Dad always helps me to make my lunch at night
before I go to bed. He makes his own lunch while he
helps me make mine.



Dad can't understand why
I like cheese sandwiches
so much.

"Don't you ever want
something different?"
he asks me.

"You could have an egg
sandwich."

"No thanks, Dad," I say.
"I just love cheese
sandwiches.
They're my favourite."





Talkthrough

Turn to pages 6–7

Where do you think the boy's dad works?

Why do you think so?

The text says that he is very hungry by the middle of the day.

What do you think he has in his big lunchbox?

Who is he having lunch with?

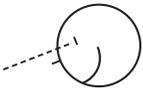
Turn to pages 8–9

This is the boy's mum. Where do you think she works?

What sorts of food can you buy from a sandwich shop?

Would you like to have lunch at a sandwich shop?

What would you order?



Observe and support

Do the children use context to understand the meaning of new vocabulary?

You read the word 'flask'. What is a 'flask'?

What helped you to work this out?

Why would the boy's dad take his drink to work in a flask?

Dad leaves for work early in the morning.
He is a builder.

Dad takes his lunch in a big lunchbox.
He has lots of different sandwiches and some snacks.
He has a hot drink in a flask.



When it is lunchtime,
all the workers on the
building site stop work at
the same time.

Dad sits with a couple of
his friends and they eat
lunch together. They talk
and laugh a lot.

Mum works in a sandwich shop.
She makes sandwiches for people who come in
to buy their lunch.

Lunchtime is the busiest time of the day for Mum.





Talkthrough

Turn to pages 10–11

What is the boy's mum having for lunch?

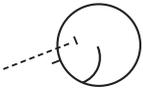
What is she doing during her lunch break?

Turn to pages 12–13

The boy likes to watch people in the park opposite the sandwich shop. What might some of the people be doing in the park at lunchtime?

Why might people choose to have their lunch in a park?

Where is your favourite place to have lunch?



Observe and support

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

You read the word 'relaxing'. How did you know that it was 'relaxing'?

What did you check?

When needed, you might say:

Look at the word. What sound might it start with?

Check the ending of the word. Can you break the word up into smaller parts?

What would make sense here?

Many people come into the sandwich shop every day. Mum knows almost all of them. Some of them order the same thing every lunchtime, so Mum knows exactly what they want to eat.

Mum is too busy to have a break in the middle of the day. She has her lunch after most of the people have gone.



Last week, because it was school holidays, I went to the sandwich shop with Mum.

There is a park opposite the shop. I saw people in the park at lunchtime.

There were children playing. There were people reading books and newspapers under the trees. Other people were sitting in groups, talking and eating together.





Talkthrough

Turn to pages 14–15

This is the boy's grandma. Look carefully at the photos on page 14. What do you think she is doing?

Who is having lunch together?

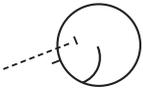
Where do you think they are?

Turn to pages 16–17

What has the boy's grandma bought for lunch?

What do you think the boy's grandpa will make for his lunch?

Where do you think the boy's grandpa is working?



Observe and support

Can the children understand the text at the literal level?

Who does the boy's grandma deliver lunch to?

Why does it take her a long time?

Where does the boy's grandma sometimes have lunch?

Where does the boy's grandpa work?

What does the boy's grandpa make for his lunch?

Once a week, Grandma goes out at lunchtime. She delivers lunch to people who cannot cook for themselves.



Grandma talks to everyone she delivers lunch to, so it takes a long time. Afterwards, she goes to the sandwich shop to have a late lunch with Mum. Last week, she had lunch with me, too!



Later in the day, Grandma takes a loaf of bread home. She gives it to Grandpa so he can make his lunch for the following day.



Grandpa works in a nursery. He eats his sandwiches when he has a break in the middle of the day. He says he is always very hungry after a morning of hard work.



Talkthrough

Turn to pages 18–19

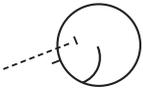
What is the boy's grandpa doing?

What do you think his favourite sandwich might be?

What do you think the boy's grandma might be saying to him?

Turn to page 20

What is the same about the boy and his grandpa in these photos?



Observe and support

Ask a child to read aloud to you.

Does the child pay attention to punctuation to support expressive reading?

Where are the quotation marks?

What do these tell you about who is talking and how to read this sentence?

Where is the question mark?

How does this affect the way you should read this sentence?

Can you see the exclamation mark?

How should you read this sentence?

Grandma can't understand why Grandpa will eat only cheese sandwiches.

"Don't you ever want something different?" she asks him. "You could have an egg sandwich."

"No, thanks." Grandpa always says.

"I just love cheese sandwiches. They're my favourite."



Grandpa loves cheese sandwiches – just like me!

At Lunchtime



After reading

Being a meaning maker

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

- What is the boy's favourite sandwich?*
- Who has the same favourite sandwich?*
- Where does the boy's dad work?*
- What does the boy's dad take for his lunch?*
- Where does the boy's mum work?*
- When does she have lunch?*
- What does the boy's grandma do once a week?*

Being a code breaker

Explore the following language features:

- Compound words: afterwards, everyone, lunchbox, lunchtime, newspaper
- Apostrophes for contractions: can't, don't, they're
- Punctuation: capital letters, commas, exclamation marks, full stops, question marks, quotation marks
- Homonyms: by/buy, to/too

- Words that contain the /ch/ sound: cheese, lunch, lunchbox, lunchtime
- Words with double letters: cannot, cheese, different, feeding, middle, sitting, too, week

Being a text user

- What type of book is this: a recount or a narrative?*
- Does it teach you anything?*
- Who is telling you about their family?*

Being a text critic

- Do all children like to eat sandwiches?*
- Why do you think the author might have chosen to write about what people do at lunchtime?*
- What message does the author want to give you?*

Responding to text

 The children could fill in a data chart about the family in the book.

| Family member | What they like to eat for lunch | Where they eat their lunch | Other information |
|---------------|---------------------------------|----------------------------|-------------------|
| | | | |

 The children could draw their lunchbox and its contents. They could label the contents.

 The children could look through the book to write a list of 'food words' (lunch, sandwich, fruit, drink, cheese, egg, lunchbox, snacks, flask, bakery, lunchtime, salad, vegetables, meat). The children could then look through other books or magazines to find other food words to add to the list.

Writing links

You could model the writing of an instructional piece on how to make your favourite sandwich. The children could use your writing as a model to write about how to make their favourite sandwiches. These could be compiled into a class book, 'Our favourite sandwiches and how to make them'.

Discuss the features of this recount: it is set in the present, it is about more than one person, it has dialogue. The children could use these features when they write their own recount about what members of their family do at lunchtime.

Possible assessment focus

Can the children:

- explain the features of this particular recount?
- discuss the text at a literal level to explain what each person likes for lunch?
- identify words used to show the present tense?
- identify the quotation marks in the book?

 whole text activity

 sentence activity

 word activity

At Lunchtime

Topic: Leisure/ Time/ Community

Curriculum link: Study of Society

Text type: Recount (multiple)

Reading level: 14

Word count: 461

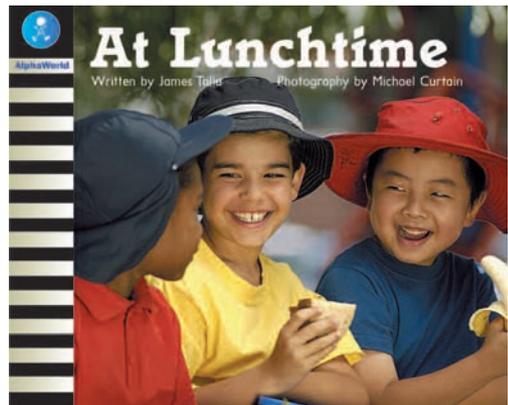
Vocabulary: cheese, favourite, flask, fruit, lunch, lunchbox, lunchtime, nursery, sandwich, snacks

Possible literacy focus:

- Identifying the features of a multiple recount.
- Discussing what each person does at lunchtime.
- Identifying the words that show the text is written in the present tense.
- Reading the dialogue in the text.

ESL possibilities:

- Identify words that express time: evening, early in the morning, middle of the day, once a week.
- Practise the pronunciation of 'es' in 'sandwiches': try other 'es' words such as 'oranges' and 'buses'.



Summary

In this book a young boy describes what he and the other people in his family do at lunchtime.

AlphaWorld



ISBN 0-7253-3048-1



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