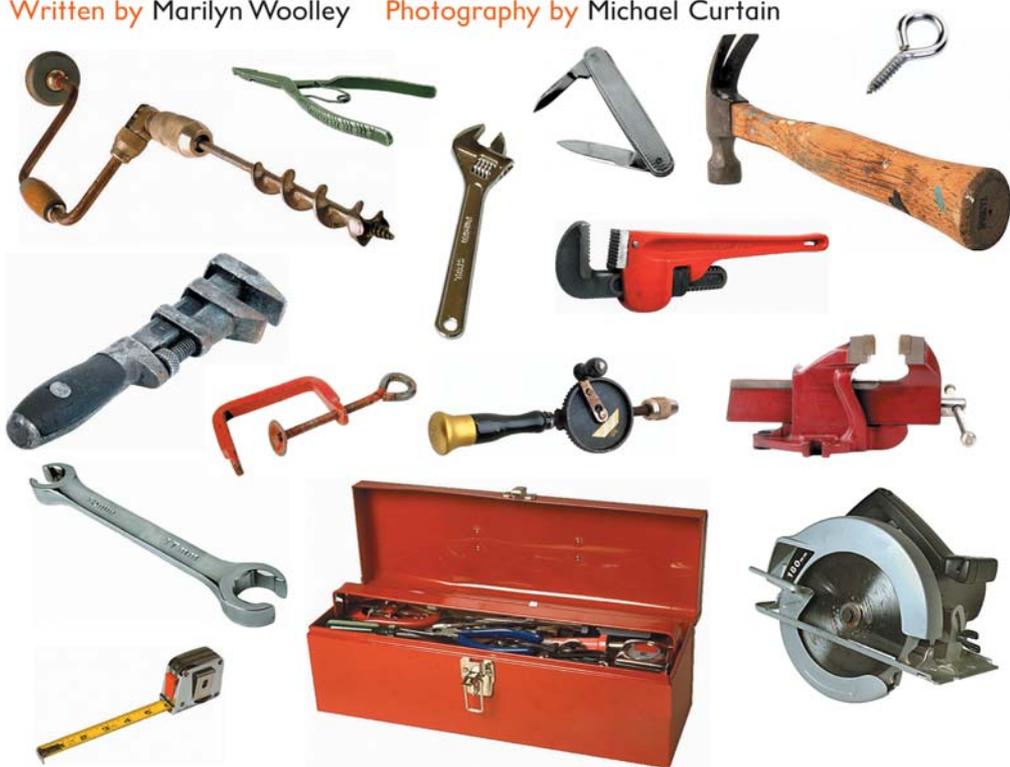




AlphaWorld

Fixing Things

Written by Marilyn Woolley Photography by Michael Curtain



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How to use this book

The AlphaWorld teacher editions support teachers as they guide children's reading and thinking during one or more guided reading sessions. Teachers can observe children as they read and choose from the given suggestions to suit individual needs.

Before reading

Setting the context, front cover and title page:

The suggestions help teachers to set the scene and prepare children for reading the book. Prompts help to determine children's prior knowledge. Where necessary, background information is provided. Teachers are encouraged to check that children understand the vocabulary listed and to discuss the meanings and/or the structures of these words. Previous experiences with similar text types may also be discussed.

During reading

Predict, Read, Reflect:

Questions encourage children to engage with the text by making predictions. The children then read a section of the text and reflect on what they have read. The focus is on the content, language and text features of the book.

Observe and support:

Prompts help teachers to focus on the strategies children use as they read. Teachers can then select from and adapt the suggestions according to the needs of the individual child. The suggestions aim to develop a child's reading abilities. Interruptions to the child's reading should be minimal.

After reading

A selection of reading and writing activities:

The last pages of the teacher edition provide follow-up activities and include the assessment focus.

Selected text features

- Text is written in the first person
- Colour photographs support and extend the text

Vocabulary

attach, cloth tape, competition, equipment, explained, Grandpa, hammered, metal stake, oiled, scarecrow, straw, tools, treasures

Setting the context

Discuss the children's relationship with their grandparents and the activities they enjoy doing with them.

Background information

This recount focuses on recycling and reusing items to help fix things that are broken. It concentrates on the special characteristics of a relationship between a child and grandparent. The author writes from the perspective of a boy who has some equipment and toys that his grandfather fixes with tools and materials he has collected over time.



Front cover

Show the front cover.

This book is called Fixing Things.

What can you see on the front cover? What would these things be used for? Who would use them?

Title page

Turn to the title page.

Read the title together. Point out the name of the author and photographer.
Who usually fixes things for you?

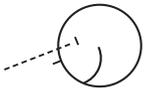
● **Predict**

This boy's grandpa is very good at fixing things. Whenever anything is broken, he always knows how to fix it. Look at the photo of the grandfather's shed. What can you see? The boy thinks it looks like junk. What do you think his grandfather thinks?

● **Read** to the end of page 3.

● **Reflect**

What does Grandpa say his shed is full of?



Observe and support

Can the child locate what the author actually says? Does Grandpa ever throw anything away? How do you know?



My grandpa is very good at fixing things.
Whenever anything is broken, he always knows
how to fix it.



Behind his house, Grandpa has a great big shed full of
stuff that looks like junk.

But Grandpa says, "Those things aren't junk. They're
my tools and equipment and bits and pieces that
might be useful one day."

Grandpa never throws anything away.

Predict

Grandpa has a model of a cart that his grandfather made for him when he was little. It is a proper working model of an old farm wagon. It is one of his treasures. What do you think happened when the boy played with it one day?

Turn to page 6.

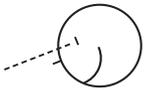
His grandpa wasn't cross. He said, 'Never mind. Accidents happen. Let's take it into the shed and see what we can do.'

Look at the photos. What can you see? What do you think happened?

Read to the end of page 7.

Reflect

What was special about the model wagon? Why wasn't the boy's grandfather cross when it got broken? How did he fix the wagon?



Observe and support

Ask one child to read aloud to you while the other children are reading silently.

Does the child read the text with expression?

Can you read it so that it sounds like this boy talking?

How might he have felt when he broke the model wagon? How might his voice sound?



Grandpa has a model of a wooden cart that his grandfather made for him when he was very young. It is one of his treasures.

Grandpa told me that it is a proper working model of an old farm wagon. Many years ago, wagons like this were pulled by horses and used by farmers to move things around the farm.

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I loved playing with Grandpa's cart. But one day, as I was playing, the cart slipped out of my hands. One of the spokes cracked in two.

I was very upset. And I was really worried about telling Grandpa.



5

But Grandpa wasn't cross. He said, "Never mind. Accidents happen. Let's take it into the shed and see what we can do."



6



In his shed, Grandpa found a small piece of wood. He used his saw to cut the wood to the right size. Then he oiled the wood so it was the same colour as the rest of the cart, and fitted it to the wheel.

"It looks perfect, Grandpa," I said. "You can't even tell where it was broken!"



● **Predict**

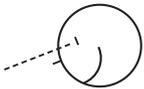
The next day at swimming the strap on the boy's goggles broke. What do you think Grandma said when the boy showed her what had happened?

Look at the photos. What do you think Grandpa will do?

● **Read** to the end of page 9.

● **Reflect**

*What did Grandpa say when he saw the broken goggles?
What did he do?*



Observe and support

Can the child use the photographs to help predict the information in the text?

What did you see happening in the photos? Do the photos match the events in the book? Why do you think so?



The next day at the swimming pool, the strap on my goggles broke. I showed my goggles to Grandma.

"Don't worry," she said. "We'll see Grandpa when we get home. He'll know how to fix the strap."



Grandpa looked at my goggles.

"Nothing to worry about," he said. "Let's see what we can find in the shed."

He found an old piece of rubber tube and cut a piece from it with a sharp knife. "See?" he said. "We can use this to make a new strap."

And he did.



● **Predict**

The next week the boy was making a kite for a competition at school. He cut some bright ribbons for the tail but he couldn't find a way to attach them to the kite. What do you think the boy will do?

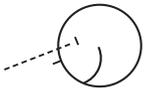
Turn to page 12.

Look at the photos. What do you think happened?

● **Read** to the end of page 13.

● **Reflect**

*Where did the boy and his grandfather go to fix the kite?
How did Grandpa fix it?*



Observe and support

Can the child identify that the text is written in the first person?

Who is telling this story? How do you know?

The next week I was making a kite for a competition at school. I cut some ribbons to make a long, bright tail. But I couldn't find a way to attach the ribbons to the kite. I tried sticking them on with glue, but they kept falling off.

I showed my kite to Grandpa and explained the problem.

"Come into the shed," said Grandpa. "I've got just what we need to get this kite working perfectly."



In the shed, Grandpa found some strong cloth tape. He cut strips of tape for me. I had to hold all the ribbons together and stick the tape over them carefully. They looked wonderful.



Predict

Then Grandpa asked the boy for help. Birds had been eating the tomatoes in his vegetable garden. The boy came up with a great idea! What do you think it could be?

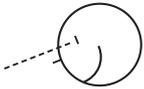
Turn to page 16.

The next morning they found two old broom handles, a case full of old clothes and an old pillow-case. What else do you think they need to collect? Do you want to change your mind about what they are making?

Read to the end of page 17.

Reflect

What do the boy and his grandfather plan to make to scare away the birds? Was your prediction correct? What did they collect to make it?



Observe and support

Can the child explain the purpose of quotation marks?

Point to the quotation marks.

What are these? What are they for? How do you know who is speaking?

Then Grandpa said, "While you're here, you can help me with something too. Come and look at my vegetable garden. We need to think of a way to stop these birds eating all my tomatoes."

"I know what we could do," I said. "We could make a scarecrow to frighten the birds away."



"Great idea!" said Grandpa. "Why don't you come over tomorrow? We could make it together."

I asked Grandpa if I should bring anything with me to make the scarecrow.

"No need," he said. "I'm sure I have everything we need in my shed."



When I arrived at Grandpa's house the next morning, we went straight into the shed.

We found two old broom handles, a case full of old clothes and an old pillow-case.

"What else do we need?" asked Grandpa.

"Don't we need some straw to put inside the clothes?" I asked.

"Of course!" said Grandpa. "I have some in the garden that I was going to put around the vegetables. Let's use some of that."



Predict

The boy and his grandfather stuffed a pillow-case with straw to make the scarecrow's head. Then the boy painted a scary face to scare the birds. How do you think they will make the body of the scarecrow?

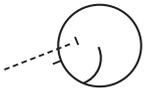
Turn to page 20.

The scarecrow was big and heavy and wouldn't stand up without support. What do you think they will do?

Read to the end of page 21.

Reflect

How did they make the body of the scarecrow? How did they get it to stand on its own?



Observe and support

Can the child recall the sequence used for making the scarecrow?

What is the first thing that happened? What happened next?



I stuffed the pillow-case with straw to make the scarecrow's head. I painted a face on the pillow-case to make the scarecrow look really scary.

Then we tied the broom handles together in the shape of a cross. Grandpa helped me tie the pillow-case onto one of the broom handles.



We stuffed some old stockings full of straw to make the scarecrow's arms, legs and body, and then tied them to the broom handles.

Last of all, we dressed the scarecrow in an old shirt, some overalls, some gardening gloves and an old straw hat.



Our scarecrow was big and quite heavy and wouldn't stand up by himself. "What should we do?" I asked Grandpa.

"Let's use a strong metal stoke," he said.

We found one in the back of his shed.



Grandpa hammered the stake into the ground and tied the scarecrow to the stake.



● **Predict**

Does the scarecrow look scary? Do you think it will frighten the birds?

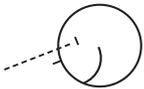
What will the boy and his grandfather do now?

● **Read** to the end of page 24.

● **Reflect**

Was the scarecrow a success? How do you know?

How did this story end?



Observe and support

Can the child discuss the relationship between the boy and his grandfather?

What does the boy feel for his grandfather? How do you know?

What does the grandfather feel for the boy? Why do you think so?

Grandpa and I stood back and looked at the scarecrow. He didn't look too scary to us, but he must have looked scary to the birds. I couldn't see a single bird anywhere near Grandpa's garden!



"I think we've fixed everything now," said Grandpa. "Let's go and have some fun."



And so we did.



After reading

Being a meaning maker

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

What does Grandpa like to do?

What is special about Grandpa's shed?

What are some of the things that Grandpa fixes? How does he fix them?

What sort of relationship do the boy and his grandfather have? Why do you think so?

Being a code breaker

Explore the following language features:

- Quotation marks
- Words with the suffix 'ed':
arrived, cracked, explained, fixed, hammered, looked, oiled, painted, pulled, slipped, stuffed, tied

Being a text user

You may like to work with the children to analyse the structure of this recount.

What happened?

Who was involved?

Where did it happen?

When did it happen?

What order did each thing happen in?

How did the boy feel about it?

Being a text critic

The author shows us that children have affectionate relationships with their grandparents. Do you agree with this? Why?

Do people really act like this in real life?

How do you get on with your grandparents?

Responding to text

 The children could create a timeline of the book to illustrate when different events took place. Provide the children with a blank timeline and they could draw or write about the events that occurred at specific times.

+ ——— + ——— + ————— + ———
One The The The
day next next next
 day week day

 The children could have a written conversation with a partner. Provide each pair with one piece of paper. Instead of speaking to each other they must take turns writing down what they want to say.

 Have the children search through the book to find all the words that end with the suffix 'ed'. Ask the children to add other words to the list from word banks or other familiar texts. Begin to make a list of these words with their base word written beside them:

'ed' ending	base word
arrive	arrived
pull	pulled
slip	slipped

Writing links

Model the writing of a personal recount. Choose an event that would be interesting to the children. Use the following questions, written on a chart, as a guiding framework.

When did the event take place?
Where did it happen?
What happened?
Who was there?
Why did it happen?

The children could write their own recount using the guiding questions written on the chart to assist them. The children could share their recounts with the class.

Possible assessment focus

Can the children:

- point out the features of a recount?
- discuss the relationship between the boy and his Grandfather?



whole text activity



sentence activity



word activity

Fixing Things

Topic: Technology/Family

Curriculum link: Study of Society

Text type: Recount

Reading level: 22

Word count: 812

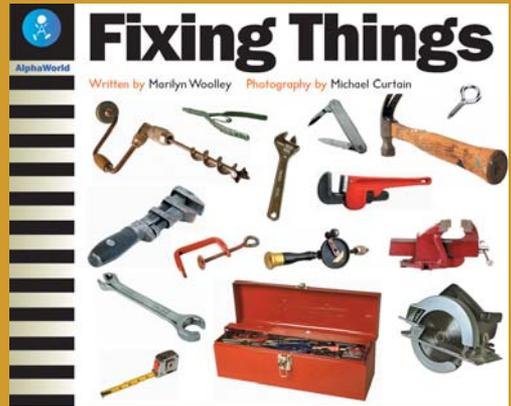
Vocabulary: attach, cloth tape, competition, equipment, explained, Grandpa, hammered, metal stake, oiled, scarecrow, straw, tools, treasures

Possible literacy focus:

- Identifying the features of a recount.
- Examining the relationship between the boy and his grandfather.

ESL possibilities:

- Recognising the use of direct speech.
- Reading direct speech with appropriate stress and intonation.
- Explaining how to make a scarecrow, with attention to the use of connecting words: and, then.



Summary

This book tells us about how a boy and his grandfather use recycled materials to fix things. They really enjoy each other's company.

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