



**Teacher Edition**

**AlphaWorld**

# Hurry Up!

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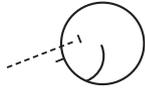
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# How to use this book

## **Before reading:** Talkthrough

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



## **During reading:** Observe and support

Observe the children as they read. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Encourage them to monitor their own reading. Interruptions to the child's reading should be minimal and focused on a specified learning need.



## **After reading:** Checking comprehension, responding to text

To further develop children's understanding of the text, select activities found on 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 planning for further teaching.

## Setting the context

Ask: *Have you ever gone for a walk with someone who keeps stopping and looking at things when you want to get to your destination? What did you say to them? Did they hurry up?*

## Introducing the book

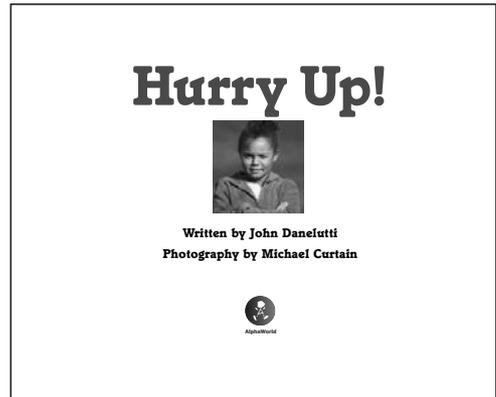
*This book is about two sisters as they walk to the playground. The younger sister stops along the way to do different things, and her elder sister gets annoyed and*

*tells her to hurry up. What things might the younger sister stop to do or look at? How will the elder sister get her to hurry up?*



## Front cover

Look at the picture of the younger sister. What do you think is happening here? The book is called 'Hurry Up!' Why do you think it is called this?



## Title page

*This is the title page.*  
Read the title page together.

**Hurry Up!**

On the way to the playground  
my sister stopped to swing on a pole.

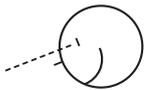


## **Talkthrough**

*Here are the two sisters. They are on their way to the playground. What has the younger sister stopped to do? What does the elder sister say?*

Point out the quotation marks. Talk about how you know who is speaking.

“Hurry up!” I said.



### **Observe and support**

Can the child understand the text at a literal level?  
*Why did the elder sister tell the younger sister to 'hurry up'? Can you show me the words that tell you this?*

## Hurry Up!

My sister stopped  
to look at a snail.



### Talkthrough

*Now what is the younger sister doing?*

*What will her elder sister say?*

Point out that the elder sister says 'please' this time.



“Please hurry up!” I said.



## Observe and support

Can the child use their knowledge of letter–sound relationships to support their reading?

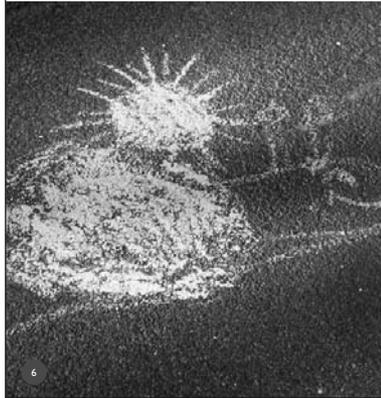
When a child cannot read the word:

*What letter does that word start with? What sound might it make? Can you think of a word that starts with // that would fit there?*

## Hurry Up!

She stopped to draw on the ground.

“Stop drawing and please hurry up!” I said.



### Talkthrough

*Why have the sisters stopped now?*

*What will the elder sister say this time?*



## **Observe and support**

Does the child search for a range of cues as they read?

If the child makes an error:

*Try that again and think about what would make sense.*

## Hurry Up!

My sister stopped  
to climb a tree.



### Talkthrough

*What is happening here?*

Point out that the elder sister says something different each time.

*What might the elder sister say this time?*



“Please get down  
and hurry up!” I said.



### **Observe and support**

Does the child read the text with expression?  
*How might the elder sister feel? What might her voice sound like? Can you make your voice sound like that when you read?*

## Hurry Up!

Then she stopped to walk on a seat.

“Can you hurry up?” I said.



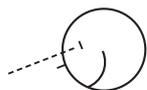
### Talkthrough

*The younger sister stops again and her elder sister asks her to hurry up. But then the story changes and the younger sister tells her elder sister to hurry up. Why does the younger sister say ‘hurry up’? Do you think the elder sister will hurry up?*



My sister jumped off the seat.

“Hurry up!” she said.



## Observe and support

Can the child understand the inferences in the text?  
*Why does the younger sister tell the elder sister to hurry up? What part of the page shows this?*

## Hurry Up!



### Talkthrough

*What is happening here? Do you think either girl will be saying 'hurry up' for a while? Why?*



### Comprehension check

*Why did the elder sister keep saying 'hurry up'?*

*Why did the elder sister stay with the younger sister when she didn't hurry up?*

*Do all younger sisters act like this? Why do you say that?*

## Responding to text

 Children could work in pairs to practise the book as a readers theatre.

 Children could finish this sentence orally:

“On the way to the playground my sister stopped to \_\_\_\_.”

Each child then repeats the sentence, listing what has previously been said and then adding something new.

Encourage children to speak clearly and fluently.

 Children could retell a walk they went on where someone kept on saying “Hurry up!”

 Children could read through the book to find and list words with specific letters. For example, words starting with ‘s’, words starting with ‘p’, double-letter words, words starting with ‘t’, etc.

**For further literacy activities** see the accompanying book, *AlphaWorld Literacy Learning Activities: Emergent Reading Levels 1–5*. It contains two reproducible blackline masters specifically related to this book.

## Assessment

Can the child:

- use the punctuation of conversation to assist in expressive reading?
- use meaning, visual and syntax cues to solve problems when reading?

- understand the book at a literal and inferential level?

# Hurry Up!

**Topic:** Family relationships

**Curriculum link:** Society and Environment; Personal Development; Mathematics

**Text type:** Recount

**Reading level:** 5

**Word count:** 85

**High-frequency words:** the, to, my, said, she, and, sister, on, hurry, up

**Vocabulary:** playground, post, snail, drawing, climb, tree, jumped

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## Possible literacy focus

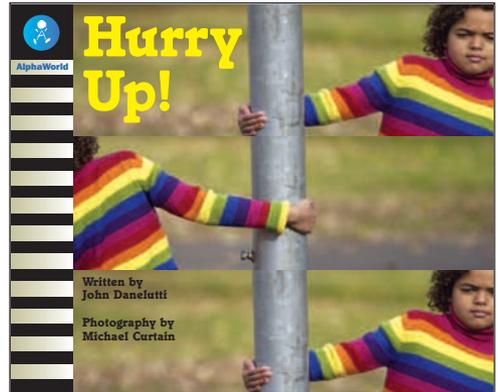
Understanding the use of direct speech in a text.

Reading with expression and intonation to enhance meaning.

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## Summary

This book recounts the experiences of two sisters who are walking to a playground. The younger sister becomes side-tracked along the way. The elder sister attempts to hurry her up, but her efforts go unnoticed, and she becomes frustrated and impatient. When the ice-cream van arrives however, the tables are turned.



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