



Teacher Edition

AlphaWorld

One Step, Two Steps

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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.

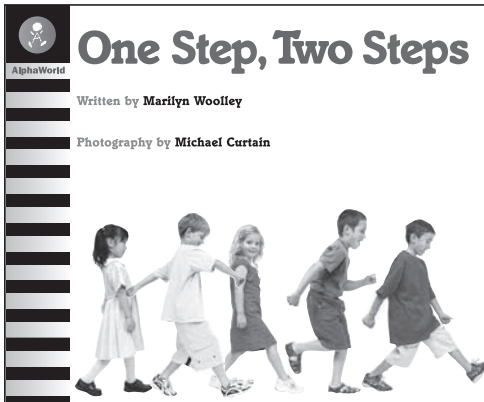
Setting the context

Ask: *Do you know any chants or rhymes that you can use to help you walk faster?*
Share any you know with the children, e.g. one, two, buckle my shoe.

Introducing the book

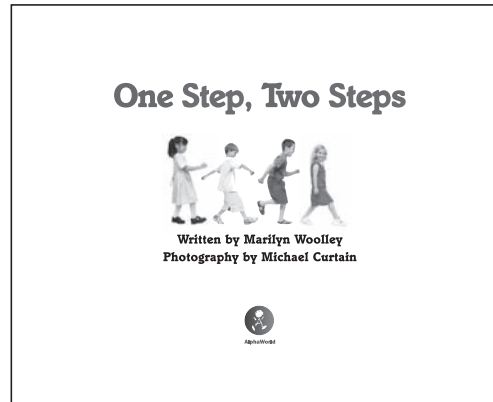
This book is a marching rhyme about a group of children who go visiting. As they go from house to house, they chant a rhyme. It says: “One step, two steps,

three steps, four. Who lives behind this big red door.” As they come to each door they change their rhyme to match the colour of the door.



Front cover

This book is called ‘One Step, Two Steps’.
Point out the use of the inflection ‘s’ to indicate plurals. Read the title together.




Title page

Read the title together.
Can you see the ‘s’ at the end of ‘Steps’.
Why is there an ‘s’ at the end of this word?

One Step, Two Steps

One step,
two steps,
three steps,
four!



Who lives behind this big red door?

2



Talkthrough

The children are walking up to the big red door.

Kate lives there.

Read the text to the children.

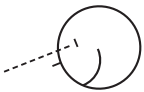
Can you hear the words that rhyme?

Which ones are they?



Kate lives behind
this big red door.

3



Observe and support



Can the child interpret the text at a literal level?

Who lives behind the big red door?

How do you know?

One Step, Two Steps

One step,
two steps,
three steps,
four!



Who lives behind this big black door?

4



Talkthrough

Now the children are walking to the big black door.

Max lives there.

Read the text together with the children.

Can you hear the rhythm of the words?

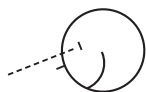
How do we know to read the text this way?

Point out the commas. Explain their purpose.



Max lives behind
this big black door.

5




Observe and support

Does the child use their knowledge of letter–sound relationships to work out ‘black’ and ‘Max’?
What can you see at the start of that word?
What sound might it make? What could the word be?
Try it. Does it sound right?

One Step, Two Steps

One step,
two steps,
three steps,
four!



Who lives behind this big blue door?

6



Talkthrough

Now the children are walking to Lin's door.

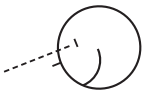
What colour is Lin's door?

Point out the question mark.



Lin lives behind
this big blue door.

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Observe and support

Does the child check their reading against other information on the page?

What could you check to make sure that that word says 'blue'?

One Step, Two Steps

One step,
two steps,
three steps,
four!



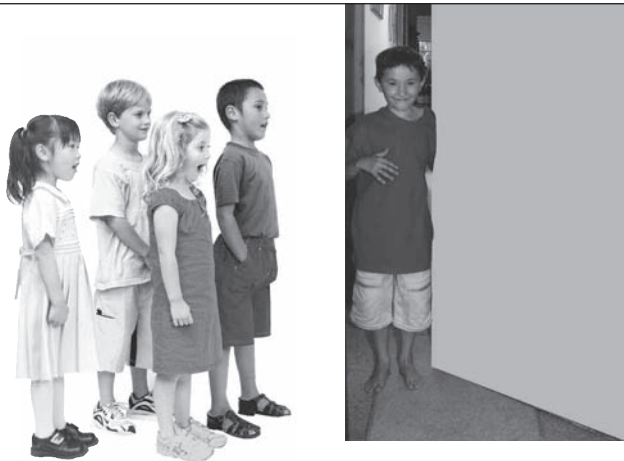
Who lives behind this big green door?

8



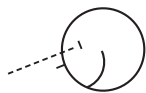
Talkthrough

This is Jake. He lives behind the big green door.
Point out the exclamation mark. Model the expression the exclamation mark indicates.



Jake lives behind
this big green door.

9



Observe and support

Does the child read the page with attention to the rhythm of the text? Read it to the child.

Can you clap the beat as I read?

Can you read it with me?

Four steps,
three steps,
two steps,
one!



10



Talkthrough

Now the children are all together so they change their rhyme and count backwards. They say, "Four steps, three steps, two steps, one! Now it's time to ..."

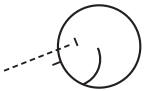
Point out the ellipsis.

These marks tell us that the sentence is not finished. What do you think the next page will say? What might the last word be?



Now it's time to ...

11



Observe and support

Does the child understand the inference in the text?

Why have the children changed their rhyme?

Why aren't there any doors on this page?

How did you work that out?



Talkthrough

*Were you right? How does the sentence finish?
What does 'fun' rhyme with?*



have some fun!


12





Comprehension check

*Who lives behind the big red door?
Why were the children gathering together?
Do children really chant poems as they walk along
the street?*

Responding to text

 Children can work together to practise reading the text as a chant. Have them make up actions and use props to support their choral reading.

 Children can make their own 'One Step, Two Steps' book. They could paste pictures of classmates behind different coloured flaps (doors).

 Children could further explore number words by drawing the appropriate number of an object next to each number, e.g. one dog, two dogs, three dogs, four!

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:

- read the text with an understanding of the rhythm?
- use the punctuation to support fluency?

- retell the text with attention to detail and order?

One Step, Two Steps

Topic: Friends and community

Curriculum link: Society and Environment; Personal Development

Text type: Social convention/chant

Reading level: 5

Word count: 98

High-frequency words: one, two, this, have, to

Vocabulary: behind, red, black, blue, green, steps, door, lives, fun

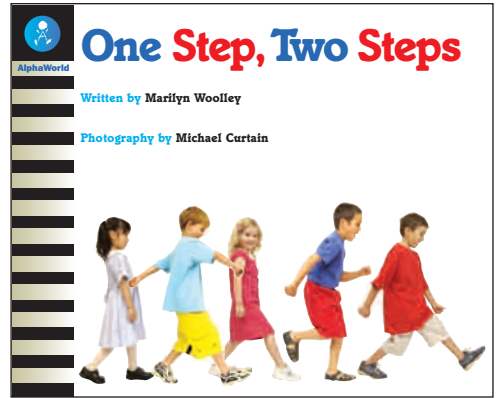
Possible literacy focus

Understanding predictable, rhythmic, rhyming language structures.

Using punctuation to support expression: question marks, exclamation marks and ellipses.

Summary

This book is a chant. A group of children chant the rhyme as they gather together to play. It is a cumulative text that stresses the concepts of friendship, interaction and happiness among children.



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