



Teacher Edition

AlphaWorld

In the Playground



First published 2003

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Developed by
Eleanor Curtain Publishing
Text: Jenny Feely
Consultant: Susan Hill
Designed by
Alexander Stitt
Production by
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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.



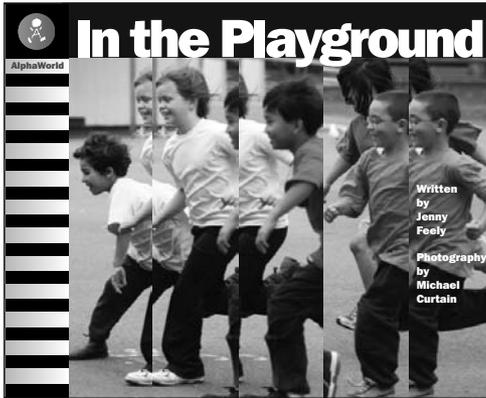
Setting the context

Ask: *What do you play during playtime?
Who do you play with? Do you always play
with the same people?*

Introducing the book

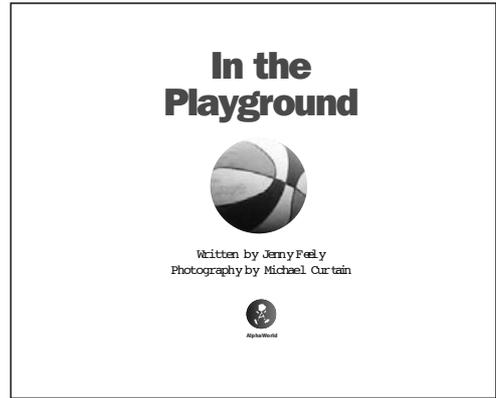
*This book is about the games that a girl
called Tess plays during playtime. Tess
has lots of friends and sometimes she
plays with different people. Sometimes*

the friends all play together.



Front cover

*This book is called 'In the Playground'.
Point out the picture.
Why do you think the designer has made
the picture look like this? What does it
make you think?*



Title page

*Read the title together. Point out the
author and photographer.*

In the Playground

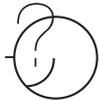


My name is Tess.

I have lots of friends.

I like to play with my friends.

2



Talkthrough

This book is written as if Tess was talking to us. This is called writing in the first person. When a book is written in the first person, the word 'I' is used a lot. Can you see 'I' on this page? Can you remember who the 'I' is?



Observe and support

Can the child use their knowledge of syntax to support their reading?

If the child makes a syntax error:

Does that sound right? Do we say it like that?

In the Playground



I like to play on the bars
with Jay.

We like to hang upside down together.

4



Talkthrough

Here Tess tells us about playing with her friend Jay. What do Tess and Jay like to play? What do they do on the bars?



Observe and support

Does the child recognise a range of sight words: I, like, to? Do they use this to support their reading?
Look at the first word. Do you know it? What is the next word? Have you seen it before?

In the Playground



I like to play in the sandpit
with Kim.

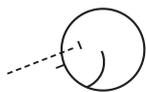
She has a truck.
We like to put sand in the truck.

6



Talkthrough

This is Tess's friend Kim. They like to play in the sandpit together. Tess tells us that Kim has a truck. What do you think they do with the truck? How can the picture help us to check?



Observe and support

Does the child cross-check what they read with other information on the page?

You said, "We like to put sand in the truck." How do you know that you are right?

In the Playground



I like to play hopscotch
with Jo.

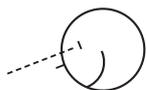
We take it in turns to hop.

8



Talkthrough

This is Jo. She is another of Tess's friends. What do they like to do together? Why is Jo waiting at the end of the hopscotch game?



Observe and support

Does the child read the text fluently?
*Listen to how I read it. Can you read it like me? Can you
make it sound like talking?*

In the Playground



I like to play basketball
with Sam.

He is a great player.

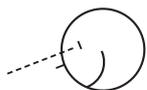
He is teaching me how to play basketball.

10



Talkthrough

Sam and Tess like to play basketball. Tess tells us that Sam is a great player and is teaching her to play.



Observe and support

Can the child infer meaning from the text?
Why does Tess like playing basketball with Sam?
How do you know this?

In the Playground



I like to play skipping
with Adam.

He holds the rope when I skip.

12



Talkthrough

Tess also likes to play skipping with her friend Adam. They take it in turns to turn the rope while the other person skips. Can you find the word 'rope'? What did you look for? What did you expect to see at the start of 'rope'?



Observe and support

Can the child use visual information to solve problems while reading?

Does the child stop after reading, “*He turns the skipping rope*” and self-correct their mistake?

What did you notice? Why did you change it?

In the Playground



But ~~best~~ of all I like
to play ~~hide-and-seek~~
with all of my ~~friends~~.

They are good at hiding ...

24



Talkthrough

Now Tess tells us about the game that she likes to play best of all. What do you think they are playing? Why does Tess have her hands over her face?

Point out the ellipsis at the end of the second sentence. This sentence is not finished. What do you think it will say on the next page? Why do you think that?



Observe and support

Is the child able to draw inferences about information in the text?

Why does Tess say, “But best of all”?

In the Playground



Talkthrough

Were you right? What does the end of the sentence say?



and I am good at finding them!

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Comprehension check

*What does Tess like to play at school?
Why does she play different things with different friends?
What sorts of things do you like to do with your friends?*

Responding to text

 Children could design a story map of the playground showing what Tess plays in each part of the playground and who she does it with.

 Children could write about the games they play in the playground, noting where they play and who they play different games with. Encourage the use of 'I', e.g. "I like to play...".

 Children could make illustrated lists of playground games. Children can then list verbs to go with the words. These could be used to prompt playtime games.

For further literacy activities see the accompanying book, *AlphaWorld Literacy Learning Activities: Early Reading Levels 6–11*. It contains two reproducible blackline masters specifically related to this book.

Assessment

Can the child:

- explain who is telling the story?
- demonstrate literal and inferred understanding of the text?
- use a range of information to solve problems while reading?

➤ monitor their own reading, noting and correcting errors?

In the Playground

Topic: School and community

Curriculum link: Society and Environment; Personal Development

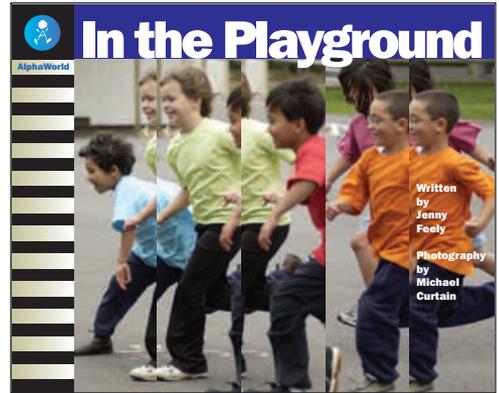
Text type: Recount

Reading level: 7

Word count: 129

High-frequency words: my, is, I, like, to, with, on, the, we, in, has, a, put, it, how, when, all, and, of, they, are, good, at, them

Vocabulary: play, friends, bars, sandpit, truck, hopscotch, basketball, skipping, hide-and-peek



Possible literacy focus

Using the first person when recounting experiences.

Summary

This book explores everyday playground games and activities. It focuses on the different play activities a girl does with different friends. It highlights how sometimes she plays with different people and sometimes they all play together.

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