

Who's That Knocking At My Door?

Retold by Marilyn Woolley
Illustrated by Steve Axelsen



alphakids



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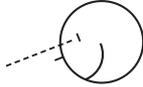
How to use this book

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

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 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 planning for further teaching.

Text highlights

- The text is both cumulative and repetitive.
- Colour illustrations support and extend the text.

Vocabulary

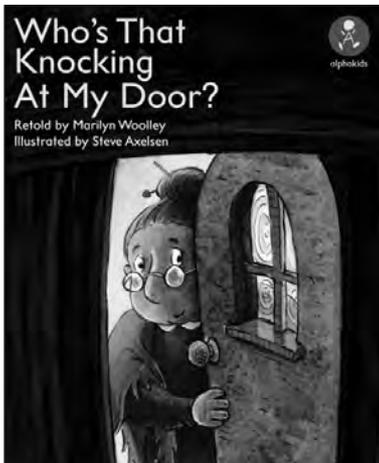
funny, hopped, knocking, popped, short, someone, spun, stood, waited, wide

Setting the context

Who knocks on your door at home? What happens when they do?

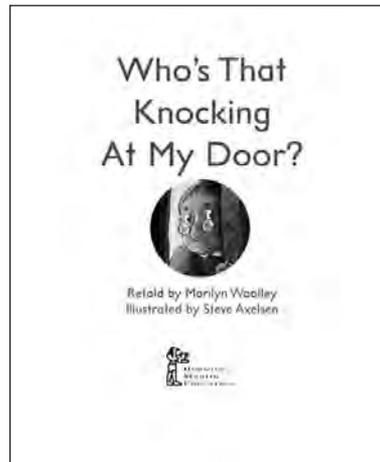
Introducing the book

This book is about someone knocking at an old woman's door.



Front cover

*Who has opened the door?
Who might have knocked at the old woman's door?
What do you think she will do?*



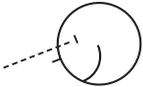
Title page

Read the title of the book together.
Point out the names of the author and illustrator.



Talkthrough

This old woman lives by herself in a big old house. What is the old woman doing? What is she waiting for?



Observe and support

Do the children use contextual information to understand the meaning of new vocabulary?
What does 'spun' mean? How did you work that out?

An old woman lived by herself
in a big, old house.
She sat in her front room
and spun wool.

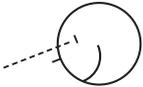
And so she sat
and so she spun
and so she waited
for someone to come.





Talkthrough

One day there was a knock at the old woman's door. What has come to her door? What do the two big, big feet do? What does the old woman say?



Observe and support

Can the children explain the purpose of exclamation marks? Point to the exclamation marks.
What are these called? What are they used for?

One day there was a
Knock! Knock! Knocking!
at her door.

'Come in,' said the old woman.

In came two big, big feet.
They stood
on the cold, cold floor.

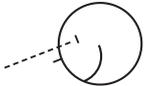
'Oh how funny,'
said the old woman.





Talkthrough

Soon there was another knock at the old woman's door. What comes in next? What do the thin, thin legs do? What does the old woman say this time?



Observe and support

Do the children pay attention to the punctuation and other textual information to support expressive reading?

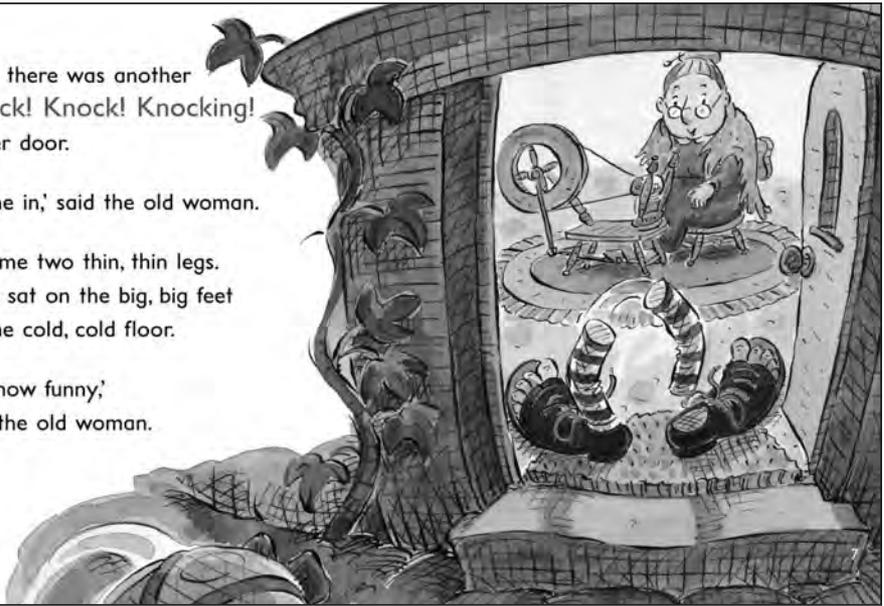
How do we read words ending with an exclamation mark? Why are the words 'Knock! Knock! Knocking!' in red? How would your voice sound when you read these words?

Soon there was another
Knock! Knock! Knocking!
at her door.

'Come in,' said the old woman.

In came two thin, thin legs.
They sat on the big, big feet
on the cold, cold floor.

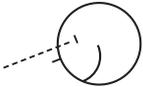
'Oh how funny,'
said the old woman.





Talkthrough

A wide, wide body came in the old woman's door. What does 'wide' mean? Show me a wide, wide shape with your arms. What will the wide, wide body do?



Observe and support

Do the children use an understanding of letter-sound relationships to check words?

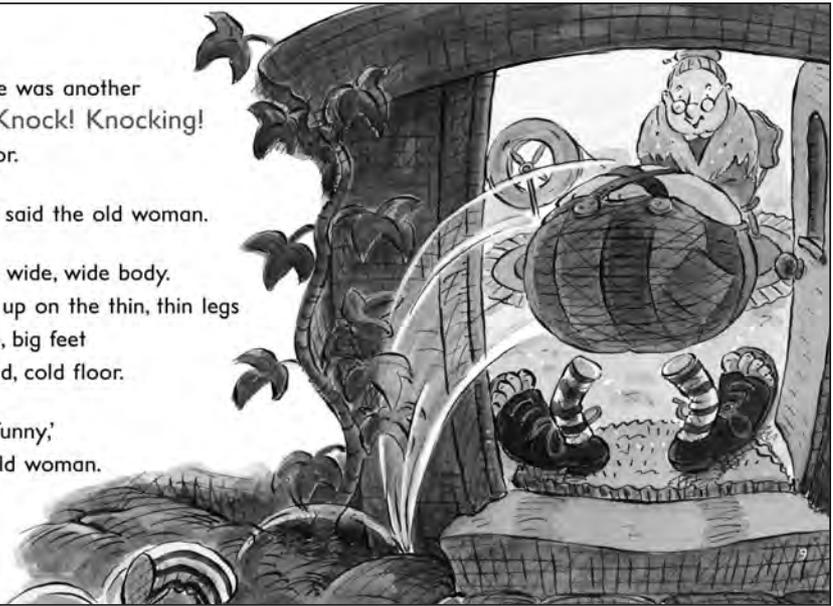
You read, 'In came a wide, wide body'. How did you know that word was 'wide'? What did you look at? What did you think about?

Soon there was another
Knock! Knock! Knocking!
at her door.

'Come in,' said the old woman.

In came a wide, wide body.
It jumped up on the thin, thin legs
on the big, big feet
on the cold, cold floor.

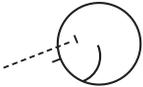
'Oh how funny,'
said the old woman.





Talkthrough

Two short, short arms knocked at the old woman's door. How do they attach themselves to the wide, wide body? What will the old woman say? How do you know?



Observe and support

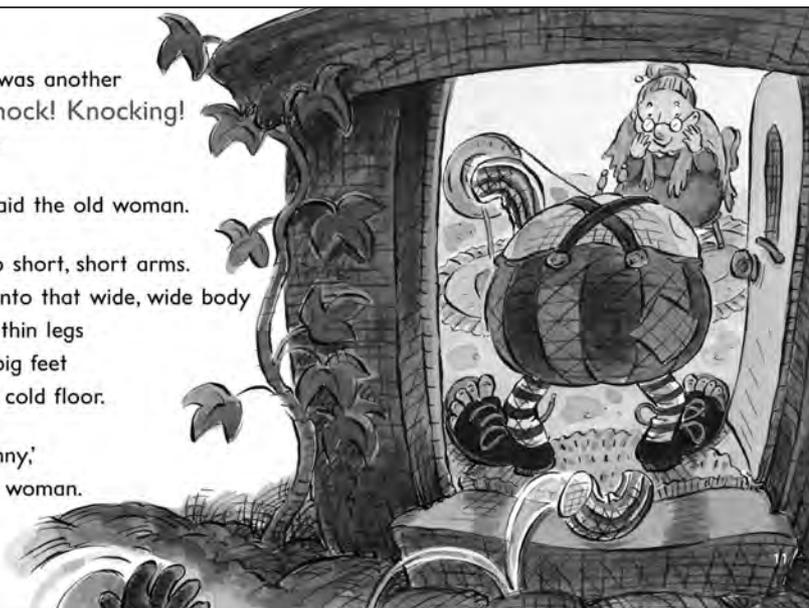
*Do the children notice if they have made a mistake?
Do they re-read to the point of difficulty?
What did you notice? What might fit there? What would make sense?*

Soon there was another
Knock! Knock! Knocking!
at her door.

'Come in,' said the old woman.

In came two short, short arms.
They flew onto that wide, wide body
on the thin, thin legs
on the big, big feet
on the cold, cold floor.

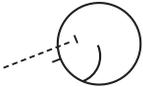
'Oh how funny,'
said the old woman.





Talkthrough

What do the short, short arms need? What sort of hands come in? How will the old woman react?



Observe and support

Can the children understand the literal meaning of the text?

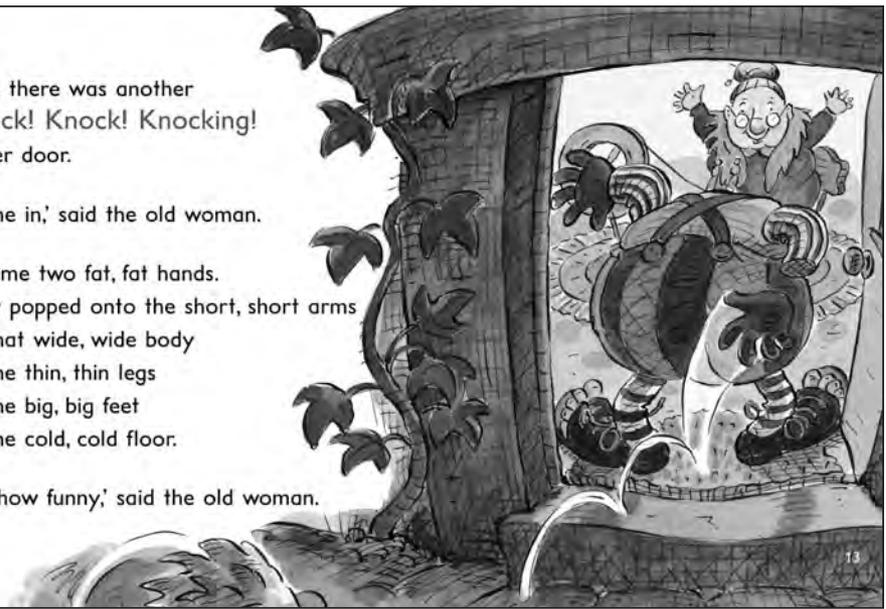
How do the fat, fat hands attach themselves to the short, short arms? Where did you find that out?

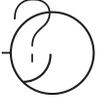
Soon there was another
Knock! Knock! Knocking!
at her door.

'Come in,' said the old woman.

In came two fat, fat hands.
They popped onto the short, short arms
on that wide, wide body
on the thin, thin legs
on the big, big feet
on the cold, cold floor.

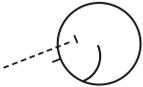
'Oh how funny,' said the old woman.





Talkthrough

*What do you think will happen next? Why do you think so?
How will the story end?*



Observe and support

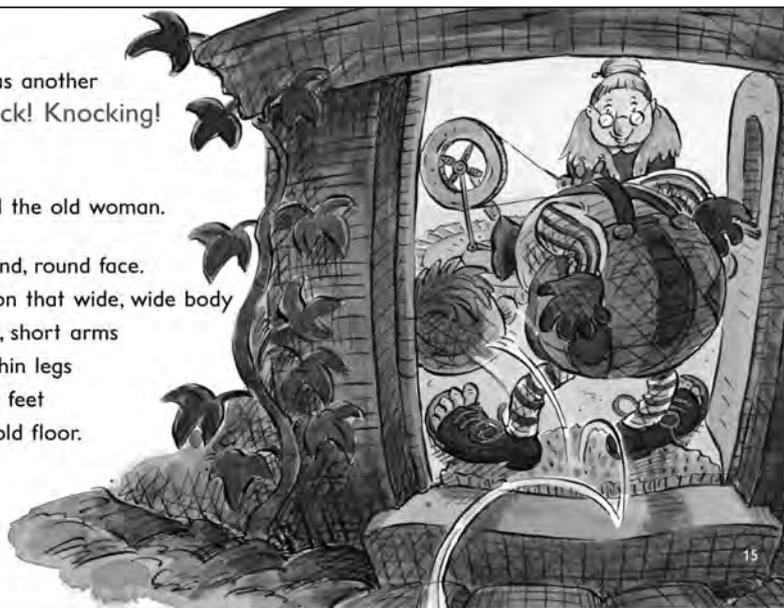
Do the children check a range of information on the page to assist with problem solving?

I noticed that you looked at the picture as you were working that out. What did you notice that helped you to work out that sentence?

Soon there was another
Knock! Knock! Knocking!
at her door.

'Come in,' said the old woman.

In came a round, round face.
It hopped up on that wide, wide body
with the short, short arms
and the thin, thin legs
on the big, big feet
on the cold, cold floor.





Talkthrough

*Who is the old woman's visitor? What does the old woman say?
Is the ending what you expected?*

*Does this book remind you of any others you have read? In
what ways?*



'You are so funny!' said the old woman.

16



After reading

Being a meaning maker

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

What was the old woman waiting for?

What came into the old woman's house first?

What came in next? And then?

How did the old woman feel about her visitor?

Was the old woman's visitor really funny?

Being a code breaker

Explore the following language features:

- High-frequency words: an, by, in, a, big, she, in, her, and, she, for, to, come, one, there, was, at, in, said, the, came, two, they, on, how, soon, those, went, up, you, are, so.
- Punctuation: explore the use of capital letters, full stops, commas, quotation marks and exclamation marks.

Being a text user

Refer to the text when discussing these questions:

What information is contained in the writing?

What information is contained in the illustrations?

Being a text critic

The author has written the story so that one part of the clown arrives at the old woman's house at a time. How does this help make the story interesting?

Would the story be as good if the clown arrived in one piece?

Responding to text



Encourage the children to work in cooperative groups to make stick puppets of the old woman and the different parts of the clown. These could be used to retell the story as a play. Ask the children to add sound effects; for example, the knocking at the door.



Have the children work in groups to write sentences describing what the different parts of the clown's body do. For example, 'The fat, fat hands popped onto the short, short arms'.



Ask the children to go through this book and other familiar texts and make a list of adjectives; for example, big, thin, wide.

Writing

The children could work in pairs to create their own character who arrives at a door in pieces. The children could use the list of adjectives to assist them.

Working in the same pairs, ask the children to write their own story in which the character they created arrives at someone's door.

Assessment

Can the children:

- predict what will come next based on the cumulative nature of the text?
- explain what an exclamation mark is and why it has been used?



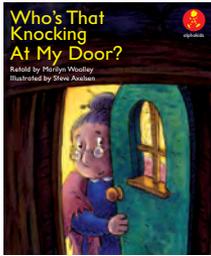
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Traditional tales

Curriculum link: English

Text type: Narrative

Reading level: 10

Word count: 326

High-frequency words: a, an, and, are, at, big, by, came, come, for, her, how, in, on, one, said, she, so, soon, the, there, they, those, to, two, up, was, went, you

Vocabulary: funny, hopped, knocking, popped, short, someone, spun, stood, waited, wide

Possible literacy focus

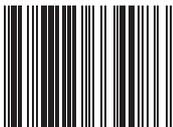
Retelling a cumulative text.

Using exclamation marks in writing.

Summary

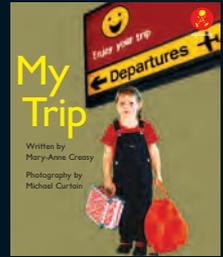
This book is a narrative written in the style of a traditional story. It tells the tale of an old woman who hears someone knocking at her door. Each time she answers the door, another part of a clown arrives until he is whole.

ISBN 0-7253-3408-8

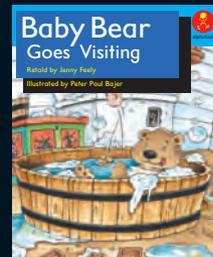


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Other books at this level

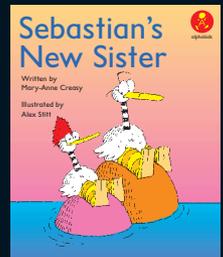


Written by
Mary-Anne Cressy
Photography by
Michael Curran



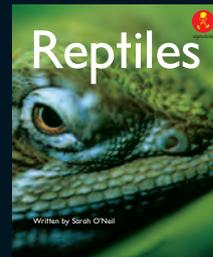
Baby Bear
Goes Visiting

Retold by Sunny Fawcett
Illustrated by Peter Paul Bajer



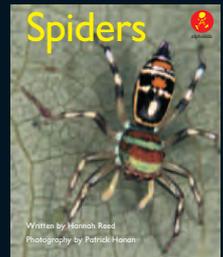
Sebastian's
New Sister

Written by
Mary-Anne Cressy
Illustrated by
Alex Sillit



Reptiles

Written by Sarah O'Neil



Spiders

Written by Hannah Reed
Photography by Patrick Hanan



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