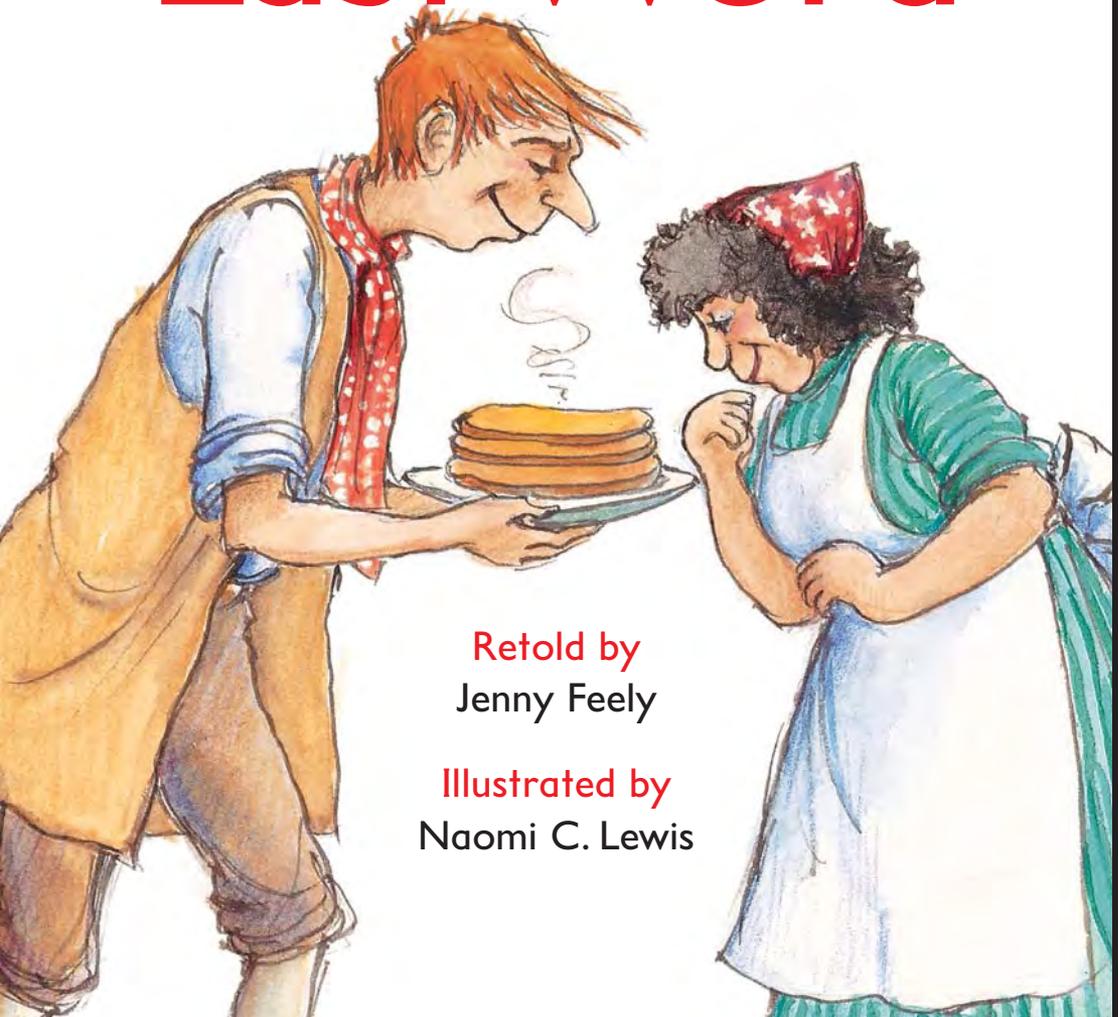


Teacher Edition



alphakids

# The Last Word



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## How to use this book

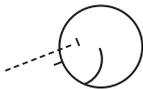
### Before reading: Talkthrough

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 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. Interruptions to the child's reading should be minimal and focused on a specified learning need.



### 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 12 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

- Uses conventions of traditional tales: 'Once upon a time...', 'From that day on...'
- Direct speech used throughout

## Vocabulary

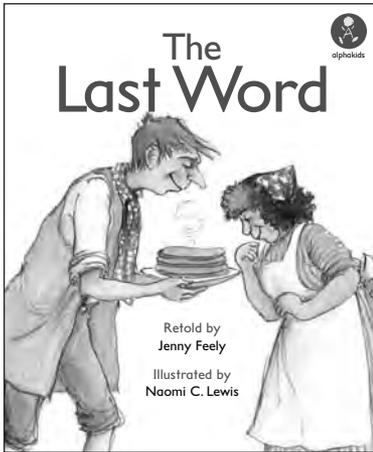
pancakes, extra, woman, man, argue, contest, talk, first, butter, single, jam, table, family, hungry

## Setting the context

Ask: What do you think 'to have the last word' means? Have you ever played a game where you try not to be the first one to speak? What was it like? Who spoke first? How important was it to win the game?

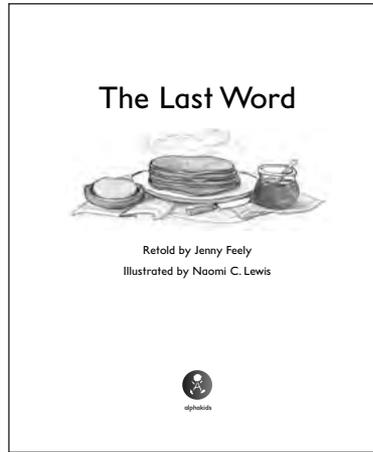
## Introducing the book

This book is about a husband and wife who loved to eat pancakes for breakfast. One morning there was one extra pancake and the man and woman had a contest to see who would get the extra pancake.



## Front cover

What are these two people doing?  
Why are they looking like that?  
What might they say to each other?



## Title page

Discuss the features of a title page: author, illustrator and series logo.

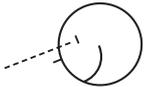


## **Talkthrough**

*What do you notice about these illustrations? When do you think this story happened? Why do you think that?*

*What do you expect the first few words of the story to be?*

*What is the man cooking? How many pancakes does he make? What do the man and woman eat the pancakes with?*



## **Observe and support**

*Can the child read the text fluently?*

*I liked the way you read that. It sounded like talking.*

Once upon a time there was  
a man and a woman  
who both loved pancakes.



Every day they made  
six pancakes for breakfast.



There were three pancakes for the man  
and three pancakes for the woman.  
They ate them with butter and jam.



## **Talkthrough**

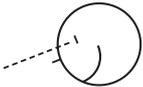
Look at the illustrations and read the text on pages 4–5.

*Why do the man and woman begin to argue?*

Turn the page.

*What does the woman suggest they do to solve the problem?*

*Do you think this is a good idea?*



## **Observe and support**

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

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

One morning they made seven pancakes.

There were three pancakes for the man and three pancakes for the woman. And one pancake was left over.

The man said, 'I could eat an extra pancake this morning.'

'So could I,' said the woman.



4



And they began to argue over who should have the extra pancake.

5

'Let's have a contest to see who can stop talking for the longest time,' said the woman. 'If I talk first you can have the extra pancake. But if you talk first the extra pancake is mine.'

So the man and the woman sat and looked at the pancake.

They did not talk.



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## **Talkthrough**

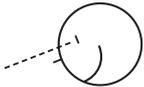
Look at pages 8–9.

*What is happening now? What is the cat eating? How do the man and woman feel about this? Do you think the man or woman will speak?*

Turn the page.

*What does the dog do? How do the man and woman feel about this? Will they speak now?*

*What do you think will happen next?*



## **Observe and support**

Can the child understand the literal meaning of the text?

*What does the dog do? How much jam is left over? Which part of the book tells you this?*

*What do you think will happen next?*

A cat came by.

She saw the butter for the pancakes  
on the table.

She jumped up on the table  
and began to eat the butter.



But the man and the woman  
would not say a single word.

Soon the butter was all gone.

A dog came by.

He saw the jam for the pancakes  
on the table.

He jumped up on the table  
and began to eat the jam.

Still the man and the woman  
would not say a single word.



Soon the jam was all gone.





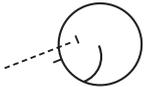
## **Talkthrough**

*What do the mice eat? What will the man and woman do?*

Model the form of the text as you respond to the children's ideas.

*Yes. The man yells, 'Go away! Go Away!'*

*Who won the contest?*



## **Observe and support**

Does the child check what they read with the phonic information on the page? Point out the word 'yelled'.

*How did you know what that word was? What did you check at the start of the word? What did you look for at the end of the word? What else did you check?*

Then a family of mice came by.

They saw the seven pancakes on the table and began to eat them.

The man and the woman did not say a single word.

Soon only one pancake was left.



The man couldn't stand it any more.

'Go away! Go away!' he yelled.



'You spoke!' said the woman.  
'That pancake is mine!'



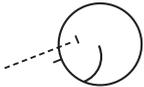
## **Talkthrough**

Look at pages 14–15.

*Who got to eat the last pancake? How would the man feel all day? Would one pancake be enough for the woman to eat? Is the woman pleased that she won the contest? What do you think the man and woman might have learned from this?*

Turn the page.

*What is the woman doing with the pancake? Why is she doing this? What do you think the words will say?*



## **Observe and support**

Does the child use a range of strategies to work out new vocabulary? Point out the word ‘agreed’.

*How did you work out this word?*

So the woman ate the last pancake without any butter or jam.



And the man and the woman were both hungry all day long.



From that day on they agreed to share everything.



### **Being a meaning maker**

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

*What did the cat eat?*

*Why did the man yell, 'Go away! Go away!'?*

*Was the contest a good idea? Why?*

*How should the man and woman have solved the problem of the extra pancake?*

*Is it always better to try to win a contest? When might it not be a good idea?*

### **Being a code breaker**

Children may like to explore the following language features:

- Words with the split digraph 'a\_e' and 'i\_e': pancakes, made, mine, came, mice, ate.
- Punctuation used to indicate conversation.
- Word used to indicate one: one, single, a, last, an, extra.

### **Being a text user**

*What kind of story is this? Why does it start with 'Once upon a time...?'*

*Why do the illustrations show people from long ago?*

### **Being a text critic**

*Why did the author call this book 'The Last Word'?*

*Do all people argue over who gets things if there is not enough to go around?*

*How would you have solved the problem?*

## Responding to text



Children could retell the story on a set of cards. These could be mixed up and given to a partner to put in the correct sequence. Encourage children to use captions and speech bubbles to support each card.



Children could cut seven circles to represent pancakes. Each child divides their pile to show how they would share the pancakes in their family. Provide scissors so they can cut and share any spare pancakes.



Children could build lists of words with the long /a/ sound: pancake, apron, maid, day.

## Writing links

### Shared writing

Innovate on the story with the children. You may like to develop a story where two people argue about who will wash the dishes. They decide that the first one to speak will have to wash all of the dishes. This continues as the dishes mount up until there are no clean dishes in the house.

### Independent writing

Children could write their own story about a contest to see who has to do something. Some children may prefer to write this as a comic. Provide large pieces of folded paper to indicate the comic cells.

## Assessment

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Can the child:

- Explain what kind of story this is and give evidence to support their view?
- Point out the punctuation used to indicate direct speech?
- Provide an opinion about the message of the story?



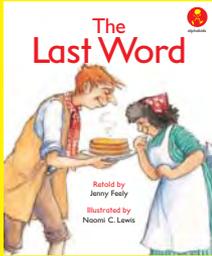
whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Traditional tales

**Curriculum link:** English

**Text type:** Narrative

**Reading level:** 15

**Word count:** 330

**Vocabulary:** pancakes, extra, woman, man, argue, contest, talk, first, butter, single, jam, table, family, hungry

### Possible literacy focus

Identifying conventions used in traditional tales:

'Once upon a time...', 'From that day on...'

Identifying punctuation used in direct speech.

Interpreting the meaning of the text.

### Summary

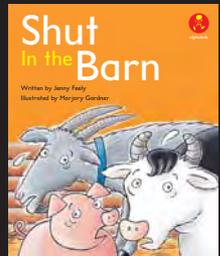
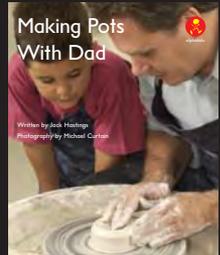
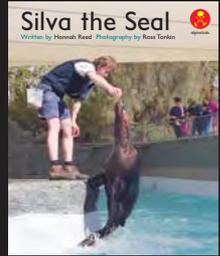
This book is a retelling of a traditional story where a husband and wife stubbornly refuse to give in to the other at great expense to themselves.

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## Other books at this level



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