

Teacher Edition

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alphakids

# City and Country



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Photographs  
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Publishing

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## How to use this book

The Alphakids Plus teacher editions support teachers as they guide children's reading and thinking during one or more guided reading sessions. Teachers can observe children as they read and choose from the given suggestions to suit individual needs.

### Before reading

#### Setting the context, front cover and title page:

The suggestions help teachers to set the scene and prepare children for reading the book. Prompts help to determine children's prior knowledge. Where necessary, background information is provided. Teachers are encouraged to check that children understand the vocabulary listed and to discuss the meanings and/or the structures of these words. Previous experiences with similar text types may also be discussed.

### During reading

#### Predict, Read, Reflect:

Questions encourage children to engage with the text by making predictions. They then read a section of the text and reflect on what they have read. The focus is on the content, language and text features of the book.

#### Observe and support:

Prompts help teachers to focus on the strategies children use as they read. Teachers can then select from and adapt the suggestions according to the needs of the individual child. The suggestions aim to develop a child's reading abilities. Interruptions to the child's reading should be minimal.

### After reading

#### A selection of reading and writing activities:

The last pages of the teacher edition provide follow-up activities and include the assessment focus.

## Selected text features

- Photographs are used to indicate who is speaking
- Text is placed in boxes of different colours to indicate who is speaking

## Vocabulary

apartment, basketball, buildings, camping, cattle, city, country, dairy, farm, fishing, football, helicopter, medicine, roller-blading, supermarket, traffic, vegetables

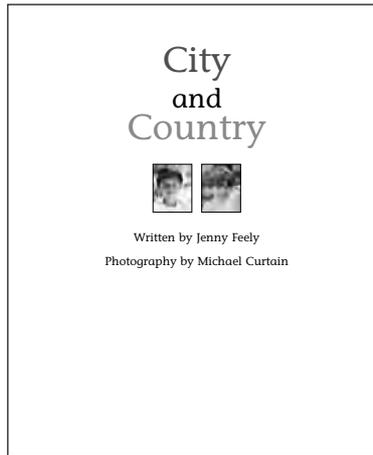
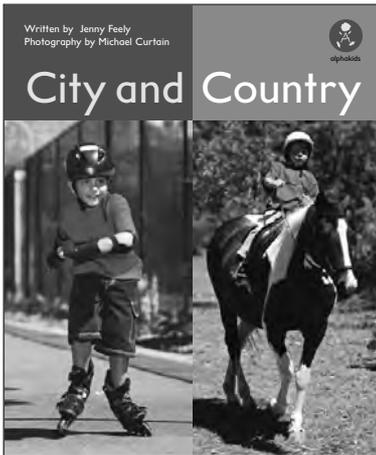
## Setting the context

*Imagine you could choose to live either in the city or the country.*

*Where would you most like to live? What would be good about living in the city?*

*What would be good about living in the country?*

Record the children's ideas on a chart.



## Front cover

Show children the front cover.

*This book is called 'City and Country'.*

*Can you tell me what the book might be about? Who will be in the book? Where do these boys live?*

## Title page

Point out the names of the author and the photographer.

● **Predict**

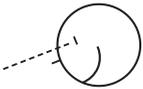
*Look at the way the text is presented. Why do you think it has been done this way?*

*Which looks the most inviting to you, the city or the country? Why?*

● **Read** to the end of page 5.

● **Reflect**

*What are some differences between these two boys? Are you like either of these boys? In what ways?*



**Observe and support**

*Does the child monitor their own reading?  
Why did you stop there? What did you notice?  
What could you try now?  
What sort of word are you looking for?  
Does that sound right?*

My name is David and I live in the city. In my street there are lots of houses and apartments.

Our apartment is in a very tall building. We moved in a year ago.



2

My name is Sam and I live on a farm in the country.

My dad was born on the farm. My grandma and grandpa also live with us and help my parents with the work on the farm.



3

I love living in the city because there are lots of things to do.

I like to ride my bike on the bike track and play basketball. What I like most is going roller-blading.



4

There are lots of things to do in the country which is why I love living here.

I like to play football with my friends from school and I often go fishing in the river. My favourite activity is riding my horse.



5

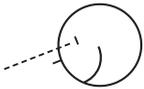
● **Predict**

*What sort of information might you learn on these pages? How can you tell?  
How has the author organised the information on the page?*

● **Read** pages 6 and 7.

● **Reflect**

*Which school is most like yours?  
What things would be the same at each school?  
What would be the main differences?*



**Observe and support**

Can the child use their knowledge of phonics to support their reading?  
*What letters are at the beginning of the word? What sound might they make?  
Do you know a word that starts with this sound?  
Check the end of the word. What sound do these letters make?  
What word with these sounds would make sense here?*

My school is in the same street as our apartment. It has more than 500 children and lots of teachers.

Rami is my best friend. He lives in the same apartment block as I do. We always walk to school together and we play together on the weekends.



6

Every morning, I catch the school bus. There are only 15 children at our school and we have one teacher. We do our work together in the same classroom.

My best friend is Emma. She lives on another farm with her family. Sometimes she comes to my house at the weekend and we go fishing together in the river on our property.



7

## **Predict**

*Look at pages 8 and 9.*

*What is similar about what the boys are doing?*

*Look at the photographs on pages 10 and 11.*

*Where does David's family do their shopping?*

*Where does Sam's family do their shopping?*

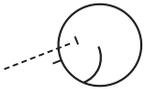
## **Read** to the end of page 11.

## **Reflect**

*Why does David's family share a garden with other families?*

*Why would Sam's family go shopping only once a week?*

*Where does your family buy food?*



## **Observe and support**

Can the child read the text fluently?

*I liked the way you read those pages. You sounded clear and the information was easy to understand.*

Every day after school I have jobs to do.

I tidy my room and then take our dog for a walk.

I also help in the garden. We share a garden with other people who live nearby because there is no room for a garden next to our apartment.



8

Every day after school I help around the farm.

The job I like best is feeding the hens.

I also let the cows into the dairy so Dad can milk them. When I am bigger, I will learn how to milk them too.



9

Every Friday after school, my mother picks me up and we go to the supermarket to buy food.

We buy fruit, vegetables and meat.



10

On Thursdays my parents come to town to go to the cattle market. While they are in town, they do the week's shopping.

Lots of people come to town on market day.



11

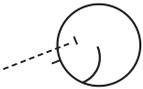
● **Predict**

*What is happening in the photograph on page 12?  
What is happening in the photograph on page 13?  
What do you do when you are sick?*

● **Read** pages 12 and 13.

● **Reflect**

*What are the advantages of living in the city? What are the disadvantages?  
What are the advantages of living in the country? What are the disadvantages?*



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**Observe and support**

*Can the child understand the purpose of the text?  
How does the way the text is presented help you to learn about city living and country living?  
What have you learnt about city living?  
What have you learnt about living in the country?  
Are there similarities between living in the city and living in the country?  
What is different between living in the city and living in the country?*

Last week I had a sore ear so my Dad took me to the doctor who works at the end of our street.

The doctor gave me some medicine. I took tablets every day and my ear is better now.



12

Last year my sister fell off her horse and broke her leg. She was flown to hospital in a helicopter.

The hospital was too far away to visit every day, so Mum stayed in town until my sister was ready to come home.



13

## **Predict**

*Look at page 14. Where is David?*

*Why is there a photograph of tall buildings underneath the photo of Sam?*

*Look at page 16. Who are these two boys? Where do you think they are?*

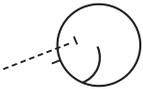
## **Read** to the end of page 16.

## **Reflect**

*Did anything surprise you in this section?*

*Do David and Sam know each other? What tells you this?*

*Where would you like to go on holiday?*



## **Observe and support**

*Can the child understand the inferences in the text?*

*Who does the country boy stay with when he goes to the city?*

*Who is the city boy's cousin?*

*What do the boys have in common?*

*How are they different?*

Sometimes I stay with my cousin on his farm. I like the country because there are many things to do.

My cousin and I go fishing in the river and ride horses around the farm. I love looking after the animals.



14

Sometimes I stay with my cousin in the city. We go bike-riding and play basketball.

I like staying in the city. I love looking at all the people and the tall buildings, but there is a lot of traffic and it is very noisy.



15

Sometimes in the summer both our families go camping near the beach.

We go swimming and have a great time together. Every afternoon, my cousin and I go fishing.

One day we might catch some fish for dinner.



16

## After reading

### Being a meaning maker

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

*Where does David live? Where does Sam live?*

*What does David like to do? What does Sam like to do?*

*What are the similarities between the lives of David and Sam? What are the differences?*

### Being a code breaker

Children may like to explore the following language features:

- compound words: basketball, roller-blading, football, weekends, sometimes, nearby, supermarket, bike track, bike-riding
- affixes: live/living, fish/fishing, roller-blade/blading, teach/teachers, live/lives, feed/feeding, pick/picks, shop/shopping
- use of the past tense: had, took, gave, fell, broke, flown

### Being a text user

*What does this book teach you?*

*What other questions do you have about living in the city and living in the country?*

### Being a text critic

*Is your life more like David's life or Sam's life?*

*Was the information in this book presented in a useful way? Why do you think so?*

*If you had to present this information in a different way, how would you do it?*

## Responding to text



Children could demonstrate the differences and similarities between city living and country living by filling in a Venn diagram.



Children could work in cooperative groups to make posters comparing life in the country with life in the city. Encourage the use of labels and captions to support and extend the information on the poster.



Children could list the compound words in the book. Compound words could be grouped according to spelling. Example:

One word	Hyphenated words	More than one word
basketball	roller-blading	bike track

## Writing links

### Shared writing

Use the information in the book to model the writing of a letter from David asking Sam to come and visit. Try to persuade Sam to come by telling him how good it would be to visit the city. The children could then write a letter from Sam inviting David to visit his farm in the country.

### Independent writing

Children could write an account comparing their life with the lives of the children in the book.

## Possible assessment focus

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Can the child:

- identify the features of the text that indicate comparison and contrast?
- draw inferences about the similarities and differences between city life and country life?



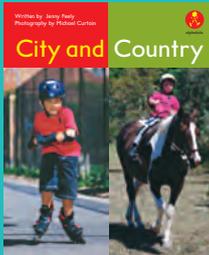
whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Lifestyles  
**Curriculum link:** SOSE  
**Text type:** Recount  
**Reading level:** 18  
**Word count:** 613

**Vocabulary:** apartment, basketball, buildings, camping, cattle, city, country, dairy, farm, fishing, football, helicopter, medicine, roller-blading, supermarket, traffic, vegetables

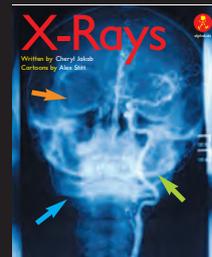
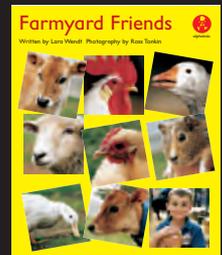
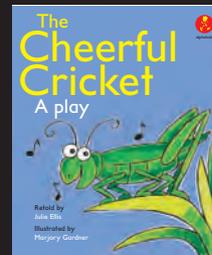
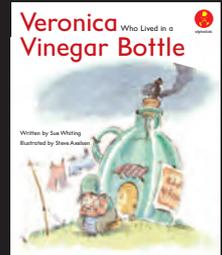
### Possible literacy focus

Understanding contrast and comparison.  
Drawing inferences from the text.

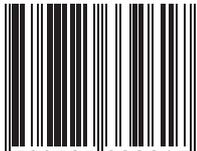
### Summary

This book is a recount that compares and contrasts the lives of two boys: one who lives in the city and the other who lives in the country.

## Other books at this level



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