

Alphabet Party



alphakids

Written by Mary-Anne Creasy

Photography by Michael Curtain



Published edition
© Eleanor Curtain
Publishing 2004

First published 2004

Apart from any fair dealing for the purposes of study, research, criticism or review, as permitted under the Copyright Act of Australia, no part of this book may be reproduced by any process, or transmitted in any form, without permission of the copyright owner. Where copies of part or the whole of this book are made under Part VB of the Copyright Act, the law requires that records of such copying be kept and the copyright owner is entitled to claim payment.

Developed by
Eleanor Curtain Publishing
Text: Kerrie Shanahan
Consultant: Susan Hill
Designed by
Alexander Stitt
Production by
Publishing Solutions

Printed in China

ISBN 0 7253 3392 8

1 2 3 4 5 6 7 8 9
04 05 06

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

- Simple alliteration is used.
- The sentence forms: 'The doorbell rang. It was ...' 'Here are/is ... said ...' 'I put the ... on the table.'
- The text is supported by colour photographs.

Vocabulary

alphabet, birthday, cake, clown, doorbell, hot dogs, ice-cream, lemonade, name, party, pizza, sandwiches

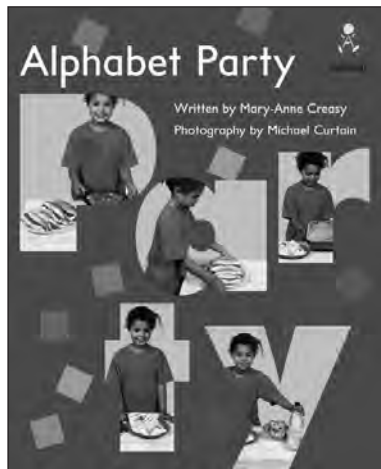
Setting the context

Ask the children if they have ever been to a birthday party with a theme.

What if you were invited to a party where you had to bring some food that started with the same letter as your name? What would you bring to share?

Introducing the book

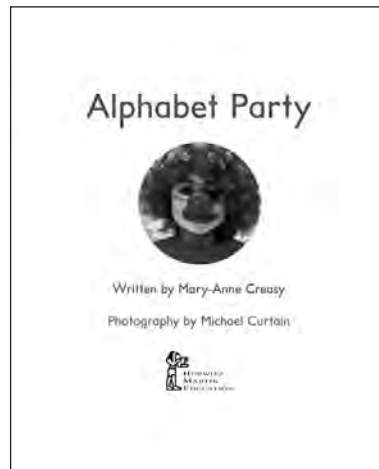
This book is about a party where the children brought food that started with the same first letter as their name.



Front cover

Show the front cover to the children.

What are some of the foods that will be at the party? What letters do these foods start with?



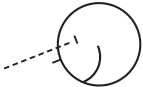
Title page

Can you point to the title? Can you point to the author's name? Can you point to the photographer's name?



Talkthrough

This is Cass. She is having a birthday party. How do you think she is feeling?

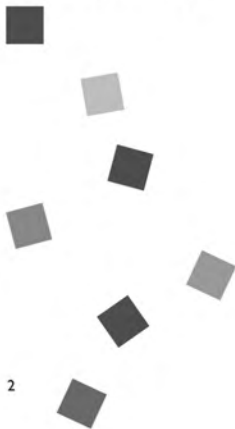


Observe and support

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

Try that again and think about what would make sense. Look at the first letter. What sound does it make? What about the last letter?

My name is Cass.
I had an alphabet party
for my birthday.



2

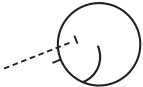


3



Talkthrough

*This is Hamish. What food has he brought to the party?
Where is Cass putting the hot dogs?*



Observe and support

Can the children understand the literal meaning of the text?

How did Cass know someone was at the door? Who arrived for the party? What food did he bring? Where did Cass put the hot dogs?



The doorbell rang.
It was Hamish.

'Here are some hot dogs,'
said Hamish.

4

I put the hot dogs on the table.

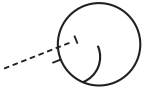


5



Talkthrough

This person has brought pizza. What letter do you think her name starts with? What could her name be? Her name is Pat.



Observe and support

Do the children use their knowledge of phonics to support their reading?

Can you show me the part of the word that makes the /at/ sound? Do you know other words that have the /at/ sound?



The doorbell rang again.
It was Pat.

'Here is a pizza,'
said Pat.

6

I put the pizza on the table
with the hot dogs.

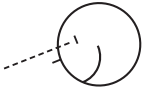


7



Talkthrough

This is Simon. What did he bring to the party? What else could he have brought?



Observe and support

Can the children use a range of strategies to work out new vocabulary?

How did you work out that word was 'sandwiches'? Can you see a word you know in 'sandwiches'?



The doorbell rang again.
It was Simon.

'Here are some sandwiches,'
said Simon.

8

I put the sandwiches
on the table
with the pizza
and the hot dogs.

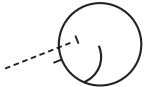


9



Talkthrough

This is Ivan. What has he brought to the party? What is on the table so far?



Observe and support

Do the children recognise when a mistake has been made?
Do they re-read to make meaning?

I noticed that when you made a mistake you re-read the sentence and put in the right word. How did you know that you had made a mistake? What did you do to work out the right word?



The doorbell rang again.
It was Ivan.

'Here is some ice-cream,'
said Ivan.

10

I put the ice-cream
on the table
with the sandwiches
and the pizza
and the hot dogs.

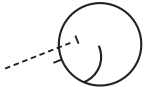


11



Talkthrough

This is Lin. What has she brought to the party? Where has Cass put the bottle of lemonade?



Observe and support

Can the children use alliteration to work out what each child brought to the party?

Look at the food on the table. Remember that each child brought food to the party that started with the same first letter as their name. What did Hamish bring to the party? What did Pat bring to the party? What did Simon bring to the party? What did Ivan bring to the party? What did Lin bring to the party? What would you bring to the party?



The doorbell rang again.
It was Lin.

'Here is a bottle of lemonade,'
said Lin.

12

I put the lemonade
on the table
with the ice-cream
and the sandwiches
and the pizza
and the hot dogs.

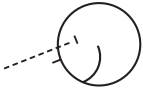


13



Talkthrough

Now who rings the doorbell? What sort of food could the clown bring to the party?



Observe and support

Do the children read fluently, using punctuation to enhance their expression?

Point to the quotation marks.

What are these for? What do they tell us about the text?

Point to the ellipsis.

What does this tell us? How might your voice sound to show that you are the clown talking?

Then the doorbell
rang again.
It was a clown.

'Here is a ...



14

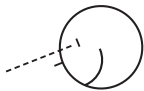
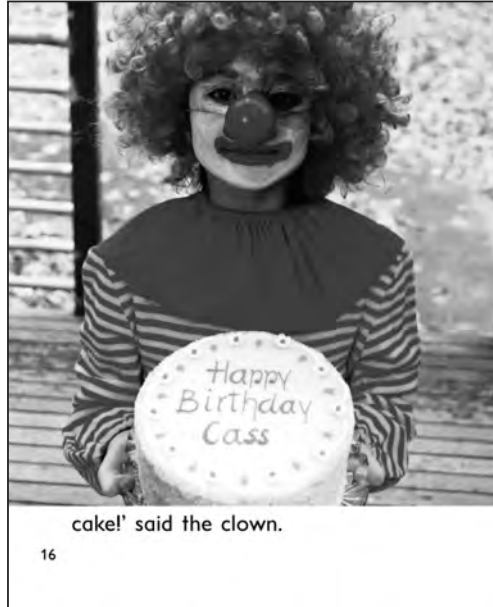


15



Talkthrough

What did the clown bring?



After reading

Being a meaning maker

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

What food did the children have at the party?

Which food did Simon bring?

Why did the last child come dressed up as a clown?

If a child called Fiona had come to the party, what food could she have brought?

Being a code breaker

Explore the following language features:

- Words that rhyme with 'rang': bang, clang, fang, gang, hang, sang, tang.
- Hearing words: the children could listen for words starting with a designated sound.

Being a text user

Refer to the text when discussing these questions:

How could this book help you to organise an alphabet party of your own?

Does it tell you everything you need to know?

What things are included?


What things would you need to work out for yourself?


Being a text critic


How was Cass's party like parties you have been to? How was it different?

Do all children get to go to parties?

Responding to text

 Have the children make an illustrated list in alphabetical order showing all the food in the book.

 Ask the children to pretend they are going to the party. Have them write a page to go in the alphabet party book about what they would take to share.

 Invite the children to make a class list showing a food that every person in the class could bring to an alphabet party.

Writing

Have the children write a plan for a party they would like to have.

Would the party have a theme? What would you need to get ready? What food would you have? What decorations would you have?

What games would you play?

Provide magazines and advertising material, and have the children work in cooperative groups to make an illustrated food dictionary. Ask them to label each food.

Assessment

Can the children:

- identify the use of alliteration to explain that the food each child brought to the party started with the same letter as their name?
- understand the text at a literal level? Can they say what each child brought to the party?



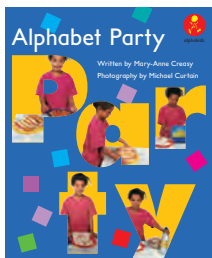
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Celebration

Curriculum link: SOSE/English

Text type: Recount

Reading level: 7

Word count: 165

High-frequency words: are, here, I, it, on, put, said, some, the, was

Vocabulary: alphabet, birthday, cake, clown, doorbell, hot dogs, ice-cream, lemonade, name, party, pizza, sandwiches

Possible literacy focus

Understanding the text at a literal level: What did each child bring to the party?

The use of alliteration in the choice of food each guest brings.

Summary

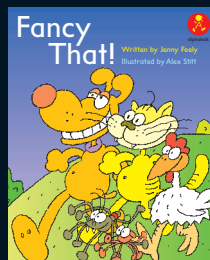
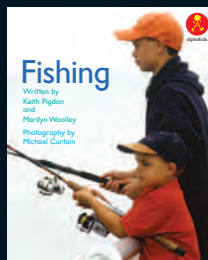
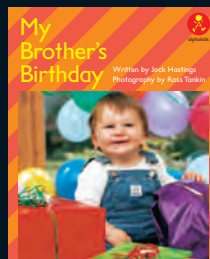
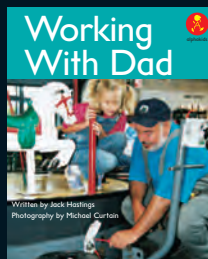
This book is about an alphabet theme party. Each child who comes to the party brings a food that starts with the same letter as the first letter of his or her name.

ISBN 0-7253-3392-8



9 780725 333928

Other books at this level



alphakids