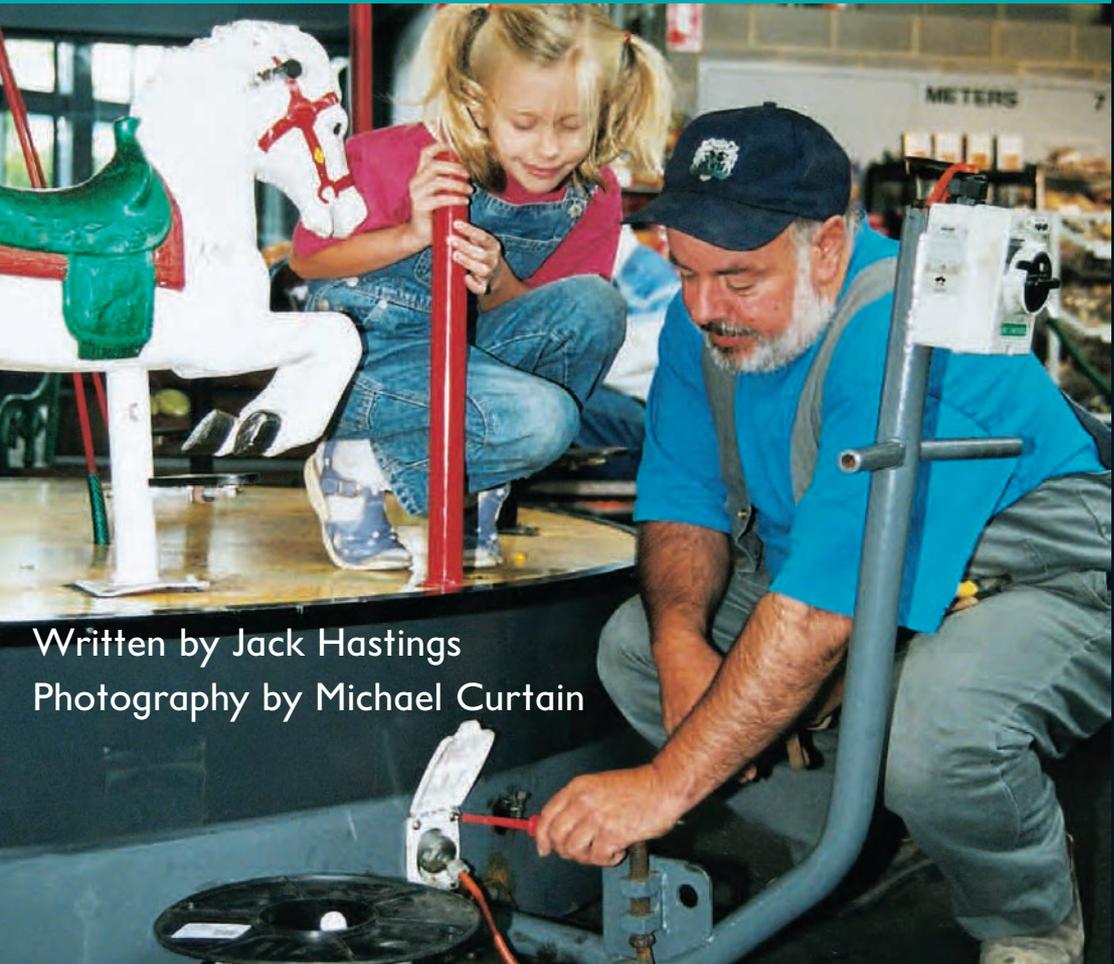


Teacher Edition



alphakids

Working With Dad



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Photography by Michael Curtain

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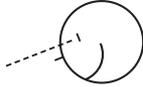
How to use this book

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 written in the first person.
- The sentence forms: 'I helped my dad to fix the ... "I will hold the ... for you," I said'.
- Colour photographs support and extend text.

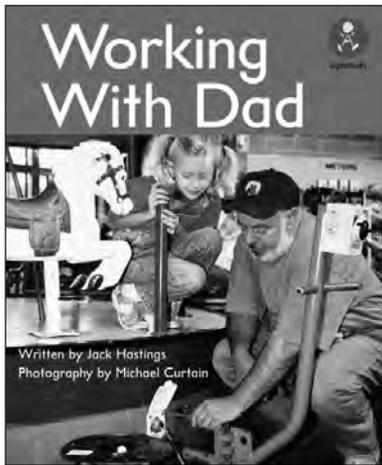
Vocabulary

batteries, fan, fix, helped, ladder, light, motor, screwdriver, sign, torch, wire, work

Setting the context

Talk about any experiences the children have with helping an older person to do their work.

Have you ever been to work with someone? What did you do to help them? What was the day like?



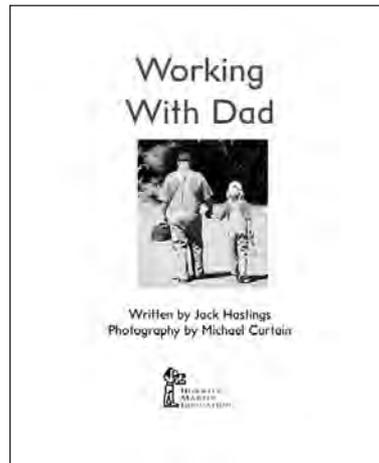
Front cover

Read the title.

*What kind of work does an electrician do?
How might the girl help him with his work?*

Introducing the book

This book is a recount about a girl spending the day helping her father with his work as an electrician.



Title page

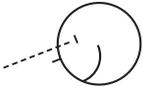
Point out the different elements on the title page.

What tools do you think the girl's father might have in his bag?



Talkthrough

Here is a girl and her dad. Where do you think they are going?



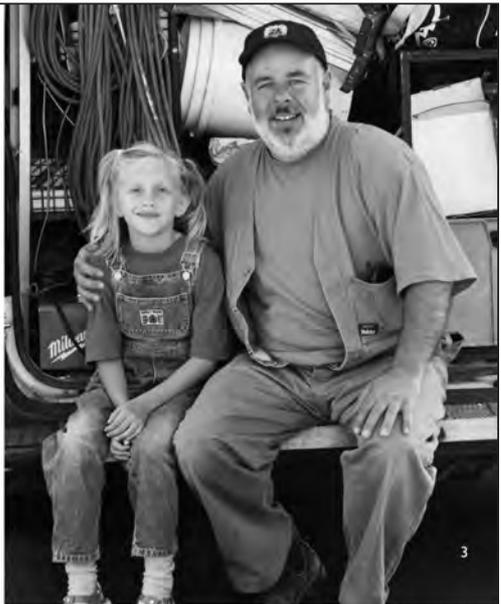
Observe and support

Can the children interpret the text and relate it to their own experiences?

Where did the girl go? What did she do? How long was the girl with her father? Have you ever been to work with someone? What did you do?

I went to work with my dad.

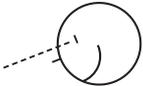
I helped him with his work all day.





Talkthrough

The dad is fixing a motor on a boat. How is the girl helping him?



Observe and support

Do the children search for a range of cues on the page as they read?

Try that again and think about what would make sense. Use the pictures to help.



I helped my dad to fix the motor
on a boat.

'I will hold the torch for you,'
I said.

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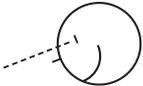


5



Talkthrough

Then the dad fixed a light. How does the girl help?



Observe and support

Can the children identify initial sounds in words? Can they use this knowledge to help them decode text?

What is the first letter of the word? What sound does the letter 'h' make in this word? What word starting with the /h/ sound would make sense here? Can you see another word on this page that starts with the /h/ sound?

I helped my dad
to fix a light
at the beach.

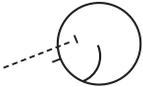
'I will hold the light
for you,' I said.





Talkthrough

Now the dad is going to fix a fan. How is the girl helping him?



Observe and support

Can the children use quotation marks to enhance their expression when reading?

What did the little girl say to her father? How might she have said this? Have a go at reading the whole page again. Think about how the girl might speak to her father.



I helped my dad to fix the fan
in a house.

'I will hold the ladder for you,'
I said.

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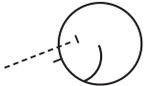


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Talkthrough

Dad is at the supermarket now. What do you think he is doing? How is the girl helping her father?



Observe and support

Can the children use contextual information to understand the meaning of new vocabulary?

Look at the girl's father fixing the sign. What is he doing?

What is the tool called? What might it be used for?

I helped my dad
to fix the sign
at the supermarket.



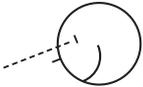
'I will hold the screwdriver for you,'
I said.





Talkthrough

The girl and her dad are at the merry-go-round. What are they doing?



Observe and support

Can the children explain the purpose of quotation marks?
What are these? What are they for? How do you know who is talking? What do they tell you about how you should read the words?

I helped my dad
to fix the merry-go-round
at the fun park.

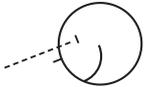
'I will hold the wire for you,'
I said.





Talkthrough

What is the girl's father fixing now? What is the girl holding?



Observe and support

Can the children infer meaning from the text and photographs?

What sort of job does the girl's father do? What is he called?

Could anyone do this job? What other things could he fix that weren't in this book? Does the girl work with her dad every day?

I helped my dad
to fix my keyboard
at home.

'I will hold the batteries for you,'
I said.





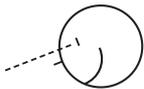
Talkthrough

*Do you think the girl and her dad have had a good day?
Would you like to help your mum or dad with their work?*



My dad likes working with me.

16



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 things did the girl help her father to fix?

What was wrong with the light at the beach?

Could the girl's father have got the work done without her help?

What other jobs might they have done together?

Being a code breaker

Explore the following language features:

- Hearing words: The children could listen to words from the text and count the syllables in them.
- Punctuation: Capital letters, full stops, quotation marks, commas.

Being a text user

Refer to the text when discussing these questions:

What kind of book is this, fact or fiction?

Why do you think the author chose to use photographs in this book?

Being a text critic

Do all children get to go to work with a parent?

How often might this happen? When would it happen?

Should children go to work with their parents?

Responding to text



Have the children work in pairs to role-play the story.



Have the children think about what they would do if they went to work with a parent or another older person. Ask them to write a sentence about what they would do. The children could use the computer to type their sentence and then make a picture.



Encourage the children to search this book and other familiar texts to find words beginning with the /h/ sound. Ask them to list the words they find.

Writing

Ask the children to imagine that they are spending a day working with one of their parents or another older person. What would they help with?

Assessment

Can the children:

- use multiple information sources to identify new vocabulary?
- compare the story to an experience in their own life?



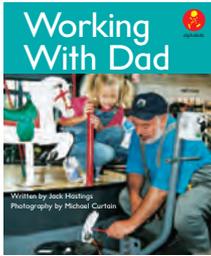
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Families and work

Curriculum link: SOSE, Health and Physical Education

Text type: Recount

Reading level: 7

Word count: 131

High-frequency words: a, at, Dad, do, for, I, in, my, on, said, the, to, will, you

Vocabulary: batteries, fan, fix, helped, ladder, light, motor, screwdriver, sign, torch, wire, work

Possible literacy focus

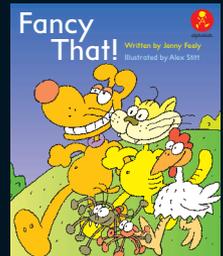
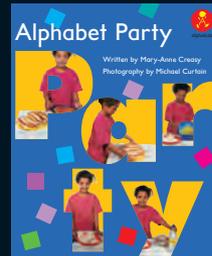
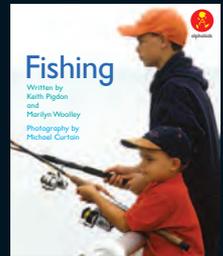
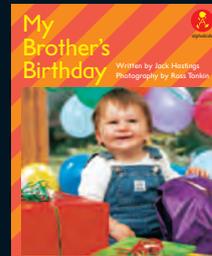
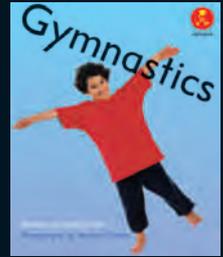
Understanding the voice of a text.

Interpreting text within the context of the reader's own life.

Summary

This book is about a girl spending the day helping her father with his work as an electrician.

Other books at this level



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