



alphakids

Tidy Your Room!

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Illustrated by
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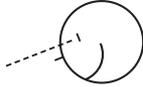
How to use this book

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 use of direct speech.
- The text is repetitive, with up to eight lines of text on a page.

Vocabulary

better, bookshelf, clothes, cupboard, everywhere, great, opened, pirate, shut, tidy

Setting the context

Encourage the children to talk about bedrooms and tidiness.

Does your bedroom ever get really messy?

Why?

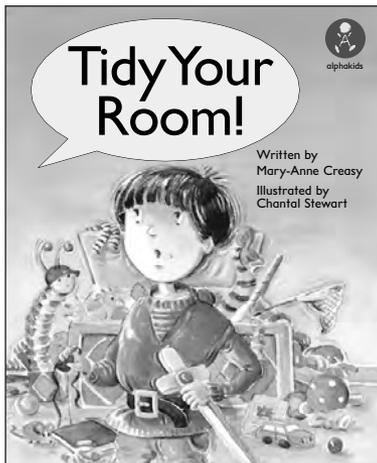
Who tidies it up?

Do you like having a tidy bedroom? Why?

Introducing the book

Give each child a copy of the book.

This book is called Tidy Your Room! It is about how one boy tries to tidy his room.

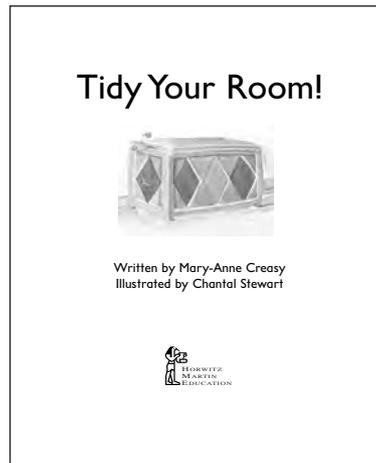


Front cover

What do you notice about the boy's bedroom?

Point out that the title is enclosed in a speech bubble.

Who could be saying, 'Tidy your room!'?



Title page

What is this picture of? Does it give you any clues about the story?

Point out the names of the author and illustrator.



Talkthrough

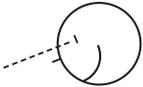
What can you tell about the boy's room from this picture?

Point to the exclamation mark.

An exclamation mark tells us to read with a lot of expression.

Read the sentence with a lot of expression.

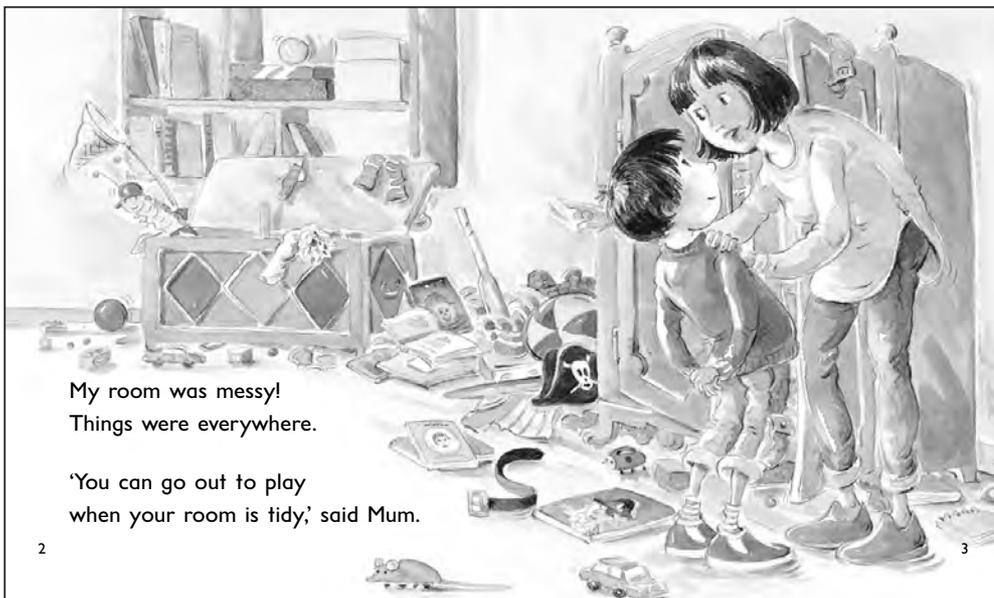
Can you read it like me?



Observe and support

Can the children identify an exclamation mark and explain why it is used?

Can you show me an exclamation mark? What does it tell you?



My room was messy!
Things were everywhere.

'You can go out to play
when your room is tidy,' said Mum.

2

3



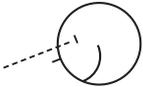
Talkthrough

Model the language of the text.

Look, the boy has put all his books, all his toys and all his clothes in the cupboard, and shut the doors. Does everything fit in the cupboard? How can you tell?

Relate the story to the children's own experiences.

Have you ever tidied up like this?



Observe and support

Can the children use the illustrations to infer meaning from the text?

What do you think might happen when someone opens the cupboard?

I put all my books
and all my toys
and all my clothes
in the cupboard.

I shut the doors.





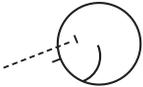
Talkthrough

Continue modelling the language of the text.

Mum comes in and says, 'What a tidy room'. But then she opens the cupboard. What happens?

Check that children can identify the high-frequency word 'my' in the text.

Can you find the word 'my'? Can you see it again?



Observe and support

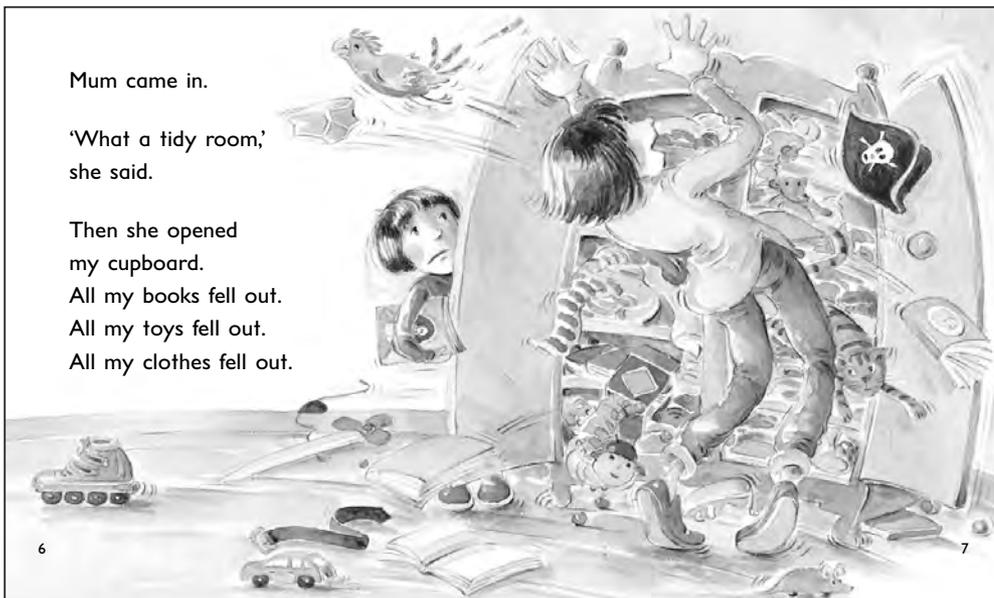
Can the children use their knowledge of letter-sound relationships to support their reading? If a child has difficulty with a word, ask the following questions.

What letter does that word start with? What sound might it make? Can you think of a word that starts with / / that would fit there?

Mum came in.

'What a tidy room,'
she said.

Then she opened
my cupboard.
All my books fell out.
All my toys fell out.
All my clothes fell out.





Talkthrough

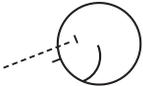
Give the children the opportunity to construct the meaning of the text for themselves.

Read page 8 and tell me what Mum said.

Confirm what the text says.

Yes, she says, 'Oh dear' and 'You can do better than that'.

Look at the picture on page 9. What is the boy putting in his toy box? Do you think this will work better?



Observe and support

Can the children read the text with expression?

How would Mum be feeling? What might her voice sound like?

Can you make your voice sound like that when you read?



'Oh dear,' she said.

'You can do better than that.'

8



So I put all my books on the bookshelf.
I put all my toys and all my clothes
in the toy box.

9



Talkthrough

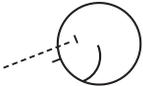
Provide opportunities for the children to predict what will happen.

Why is the boy sitting on the box? What happens when he jumps off it?

Focus on the detail in the illustrations.

What is the boy wearing? Was he dressed like this at the start?

What might he put on next? Why?



Observe and support

Do the children search for a range of information on the page to support their reading?

When you looked at the pictures before you read the text, what were you looking for? How did that help you? What else did you check?



I sat on the lid of my toy box.
Mum came in.

'What a tidy room,' she said.

10



I jumped off my toy box.

All my toys fell out.
All my clothes fell out.

11

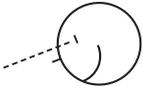


Talkthrough

Ask the children to confirm or amend their earlier predictions and make new ones.

What does Mum say about the boy's room this time?

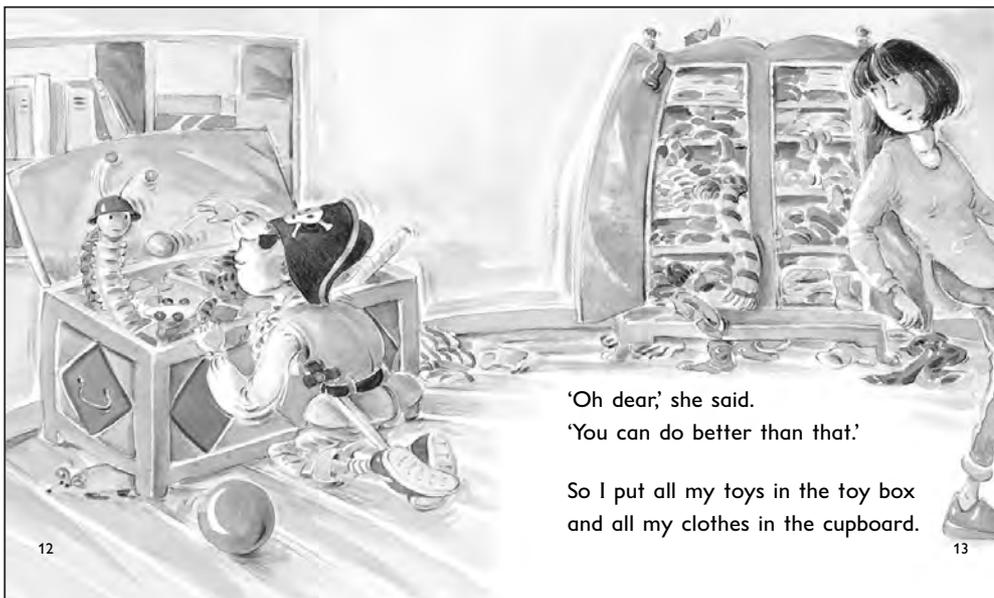
How will the boy solve the problem? Can you tell from the picture what he will do next?



Observe and support

Do the children understand the inferences in the text?

Why do all the boy's things need to go back to the right place?



12

'Oh dear,' she said.
'You can do better than that.'

So I put all my toys in the toy box
and all my clothes in the cupboard.

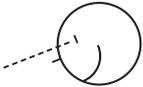
13



Talkthrough

Mum comes in. What do you think she says?

What is the boy dressed up as? What does he need now?



Observe and support

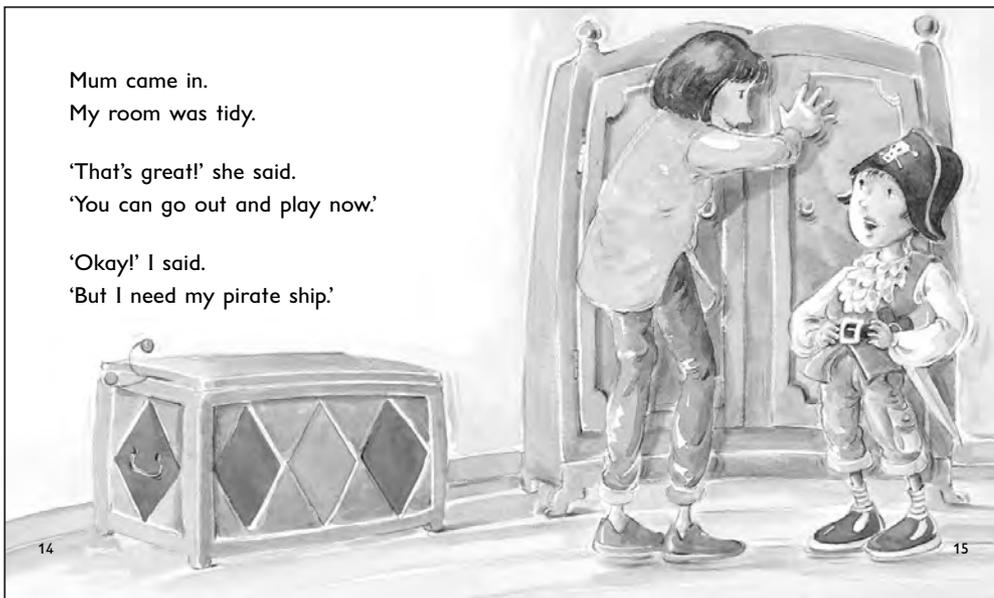
Can the children read the text fluently?

I liked the way you read this. It made it easy for me to understand.

Mum came in.
My room was tidy.

'That's great!' she said.
'You can go out and play now.'

'Okay!' I said.
'But I need my pirate ship.'





Talkthrough

What is the boy doing now?

How do you think his mother is feeling?

What do you think will happen next?



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 does the boy have to do before he can go out to play?

Where does he put everything at first?

Where does he have to put things to make his room tidy?

Why does the boy say he needs his pirate ship?

Being a code breaker

- High-frequency words: a, can, go, I, in, is, my, of, on, said, she, the, to, was, were, you.
- Words that rhyme with 'play': bay, day, gay, hay, lay, may, pay, ray, say, stay, tray, way.

Being a text user

Refer to the text when discussing these questions:

What does this book teach you about tidying up?

Do you think the boy should have to tidy up his room? Why or why not?

Being a text critic

What does this author think about boys?

Are all boys like this?

Responding to text



Ask the children to work in cooperative groups to retell the text as a soundscape. Encourage them to make a range of sounds to represent each of the actions in the book; for example, 'I shut the doors' (bang two pieces of wood together); 'All my books fell out' (clap hands rapidly).



Make a simple board game that incorporates language from the book. The children could take turns to move around the board, responding to the instructions. These could include things such as: All my clothes fell out — Move back 2 spaces. What a tidy room — Move forward 3 spaces.



Children could use magnetic letters to make words with the rhyme 'play': bay, day, hay, lay, may, pay, ray, say, stay, tray, way.

Writing

The children could work with a partner to make labels for classroom equipment to help their classmates at pack-up time.

The children could write about their own experiences tidying their bedrooms.

Assessment

Can the children:

- explain why the boy had trouble getting his room tidied up?
- read the text fluently and with expression?



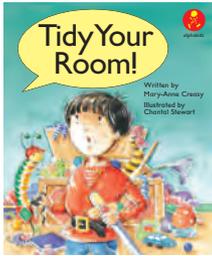
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Family life

Curriculum link: SOSE

Text type: Narrative

Reading level: 8

Word count: 190

High-frequency words: a, can, go, I, in, is, my, of, on, said, she, the, to, was, were, you

Vocabulary: better, bookshelf, clothes, cupboard, everywhere, great, opened, pirate, shut, tidy

Possible literacy focus

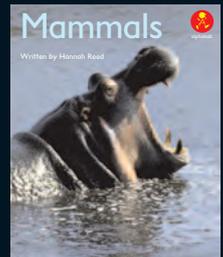
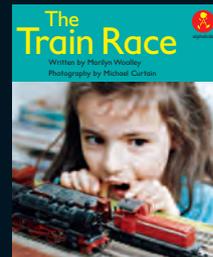
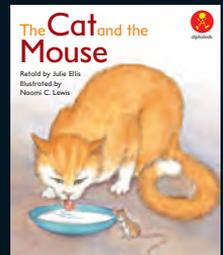
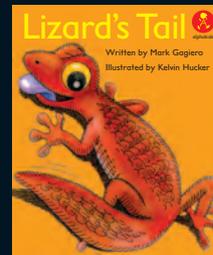
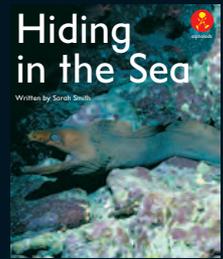
Discussing the use of illustrations to develop the story line.

Interpreting the text: Why did the boy have so much trouble tidying up his room?

Summary

This book is about a boy trying to tidy up his room before he goes out to play.

Other books at this level



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