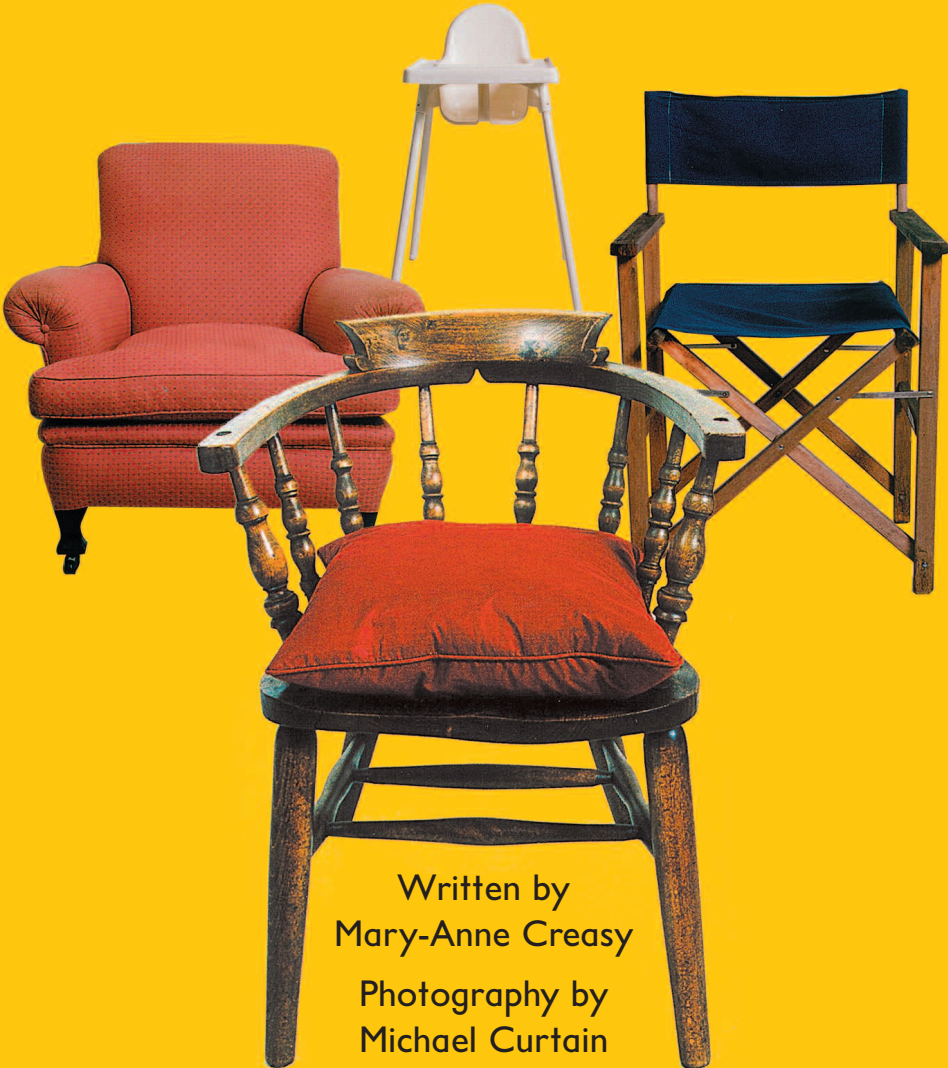


Teacher Edition

Chairs



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: Elizabeth Golding
Consultant: Susan Hill
Designed by
Alexander Stitt
Production by
Publishing Solutions

Printed in China

ISBN 0 7253 3356 1

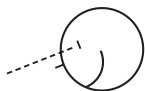
1 2 3 4 5 6 7 8 9
04 05 06

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 8 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 repetitive, consistently placed on the page, and supported by coloured photographs.
- The sentence form: 'This is my ...'

Vocabulary

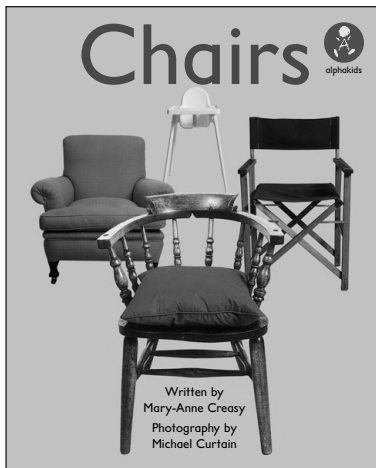
chairs, mum's, dad's, sister's, brother's
grandpa's, cat's

Setting the context

Do you or anyone else in your family have a favourite chair or a chair that is special in some way? Why is this chair special? What do you or the other person like most about it?

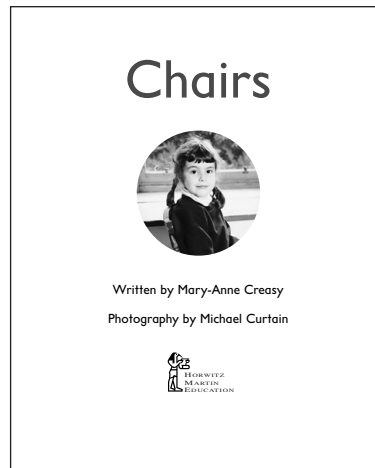
Introducing the book

This book is about some special chairs that belong to a girl's family. Turn through the book, ensuring that the children can identify the people in each picture.



Front cover

Look at the front cover. Who do you think would sit in each of these chairs? Why? Which is your favourite chair? Do you have a favourite chair at home?



Title page

This picture shows the girl who will be telling us this story. Ask the children to read the title of the book. Point out the names of the author and photographer.



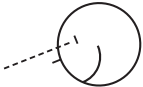
Talkthrough

Here is the girl's mother. The girl says, 'This is my mum's chair'.

When does her mother use her chair? Who do you think the next person is? When does he use this chair?

Point to the word 'dad'.

How do you know this word is 'dad'?



Observe and support

Can the children understand the literal meaning of the text?

Whose chairs are these?



This is my mum's chair.

2



This is my dad's chair.

3

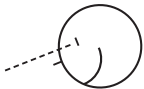


Talkthrough

Now we meet some other members of the girl's family. Who are these people? What would her brother do in his chair?

Ask the children to say the words 'sister's' and 'brother's'. Ask the children to locate these words in the text and look at the endings of each one.

What do you notice about the endings on these words?



Observe and support

Do the children recognise the high-frequency words:
this, is, my?

Show me the word 'my'.

If the children cannot locate the word, ask them to think about what sound they can hear at the start of it.



This is my sister's chair.

4



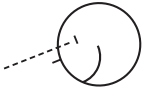
This is my brother's chair.

5



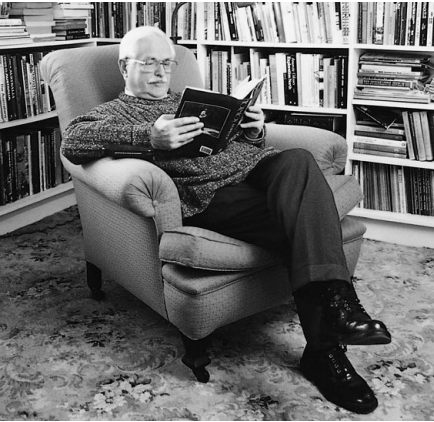
Talkthrough

Here are another two members of the girl's family. Who are they? What do they like doing in their chairs?



Observe and support

Can the children use the pictures to help them work out unknown words? Point to the chair on page 6. Whose chair is this? How do you know? What helped you to work this out? Did you look at the picture?



This is my grandpa's chair.

6



This is my cat's chair.

7



Talkthrough

Here is the girl's chair.

What is she doing in her chair?

What is your favourite chair at home?

Why do you like it so much?

Do you have a favourite chair in the book?



This is my chair.

8



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 kind of chair does the girl's mother like best?

Why do you think the girl's grandfather likes his chair?

Does the cat really have a chair? Why does the girl say, 'This is my cat's chair'?

Being a code breaker

Explore the following language features:

- High-frequency words: this, is, my.
- Words that rhyme with 'my': by, cry, dry, fly, fry, sty, try.

Being a text user

Refer to the text when discussing these questions:

What does this book tell you about chairs?

Did you like this book? Why or why not?

Being a text critic

Is your family like the one in the book?

How is it the same? How is it different?

Are any families like the one in the book?

Responding to text



Talk with the children about their families. Write a list of 'family words' on the board; for example, sister, brother, aunt. Have the children write and draw a picture of their family, labelling each member.



Talk with the children about their own favourite chairs and why they are so special. These could be either real or imaginary. Ask the children to draw their own special chair and write the sentence: 'This is my chair'. Challenge the children to write extra information about their chair.



Say the word 'baby's'. Ask the children to listen carefully to hear the syllables in the word. Model clapping these syllables for them. Now ask the children to clap each syllable they hear in these words: chair, grandpa's, dad's, this.

Writing

Innovate on the text by drawing and writing about a special chair in the classroom or school. Explain why the chair is so special and who uses it. It could be the principal's chair, the secretary's chair, a chair in the computer room or one in the library.

Assessment

Can the children:

- use the pictures to help them to work out unknown words?
- identify where to start reading?



whole text activity



sentence activity



word activity

