



Teacher Edition

AlphaWorld

Soft and Hard

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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 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. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Encourage them to monitor their own reading. Interruptions to the child's reading should be minimal and focused on a specified learning need.



After reading: Checking comprehension, responding to text

To further develop children's understanding of the text, select activities found on 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.

Setting the context

Collect a range of objects from around the classroom that can be categorised as either soft or hard. Ask: *Can you see some objects here that are soft? Are any hard?*

Let the children feel the objects and encourage them to describe what they feel like. Make a chart and list the names of the objects under the headings 'soft' and 'hard'.

Introducing the book

This book is about things that are hard or soft. It compares things like different sorts of hats, showing us that some hats are soft and other hats are hard.

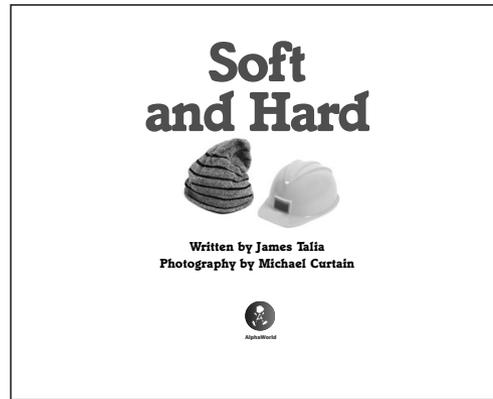


Front cover

Look at the two hats.
Which hat is soft? Which hat is hard? Why would you wear the soft hat? Why would you wear the hard hat? Would the soft hat work as well if it were hard? Would the hard hat work as well if it were soft?
Read the title with the children.

Background information

This text helps readers understand the comparative concepts of hard and soft. Hard things are often strong and rigid. Soft things are often flexible and can change shape according to how they are used. Hard and soft are relative terms. (A hard hat is softer than a block of iron.)



Title page

This is the title page. It tells us what the book is called.
Read the title together.

This ball is soft.



2

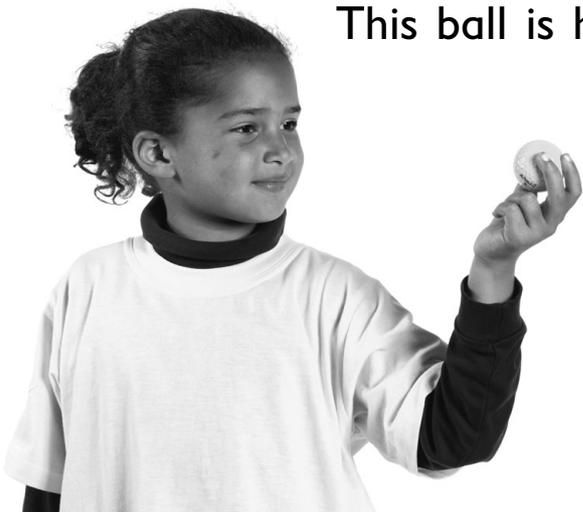


Talkthrough

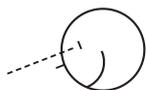
Which ball is soft? Which ball is hard? What are they used for? Would the hard ball be good for playing indoors? Why? Would the soft ball be good for playing cricket? Why? What do you expect each sentence to say?

Read each sentence with the children.

This ball is hard.



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Observe and support

Does the child know which page to read first?
*Which page do we read first? Then where do we go?
Can you find a sentence? What do you know about a
sentence? A sentence has one idea and it has a full stop
at the end. What can you see at the beginning?*

This chair is soft.



4

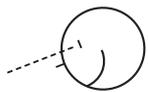


Talkthrough

Which chair is soft? Which chair is hard? How do you know? What part of the page did you look at to work that out?

Which chair would you like to watch TV in? Why?

Which chair would you like to eat dinner in? Why?



Observe and support

Does the child check that they have correctly read ‘hard’ or ‘soft’?

You said, “This chair is soft.” What could you look at to check that you are right? Could you look at the picture? Could you look at the start of the word?



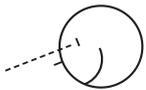
This hat is soft.



Talkthrough

Which hat is soft? Which hat is hard? Where would you wear each hat? Why? Look at the last word on page 6. What does it say? What would you look at to help you work it out?

This hat is hard.



Observe and support

Does the child search for information about new words on the page?

You said, "This hat is soft." Does that make sense?

What could you look at to help you?

Soft and Hard

This book is soft.



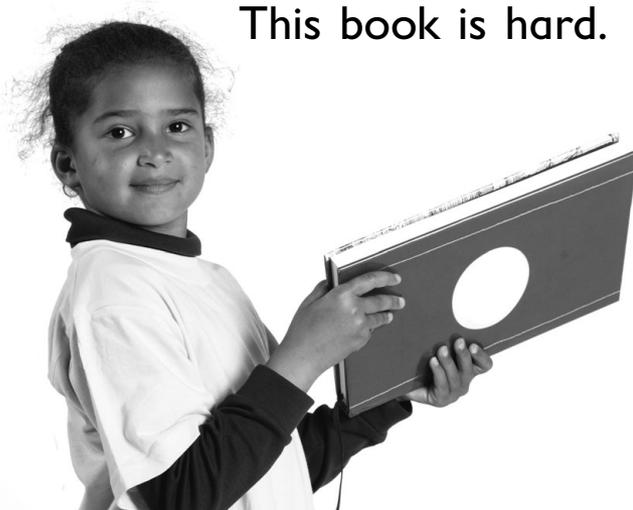
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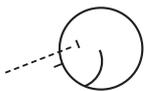
Talkthrough

*Which book is soft? Which book is hard?
Who might read a soft book? Are many books soft?*

This book is hard.



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Observe and support

Does the child use the sight words 'this' and 'is' readily?
Can you point to 'this'? What do you notice about the word? How many letters does it have? Can you see another on the page?

This doll is soft.



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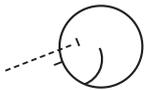


Talkthrough

Which doll is soft? How do you know? Which doll is hard? How do you know?

What do you notice about the dolls when you look at the pictures? How does this help you to read the sentences?

This doll is hard.



Observe and support

Is the child able to interpret the information contained in the pictures?

Why has this doll flopped over? What does that tell you about its hardness or softness? Why is the other doll standing upright? Could she do this if she were soft?

Soft and Hard



Talkthrough

Look at the top row of pictures. Why are these things together? Why are the things in the bottom row of pictures together?

Soft things



Hard things



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Comprehension check

How are hard hats and soft hats different?

What does soft mean?

What does hard mean?

What other things are hard?

What other things are soft?

Responding to text



Children pair off and read the book through together. In their pairs they then decide who will become an expert on soft things and who will become an expert on hard things. They read the book, each taking responsibility for reading either the information on soft things or the information on hard things.



Make a large chart with the headings 'soft' and 'hard'. Provide children with magazines and catalogues. Working together as a group, children cut out pictures of objects and stick them in the appropriate column. They could write a sentence, "This ____ is soft."



Discuss the meaning of soft and the meaning of hard. Explain to the children that these two words have opposite meanings. Ask children to come up with other pairs of words that have opposite meanings. Children can draw on cards on opposite sides to illustrate these words.

For further literacy activities see the accompanying book, *AlphaWorld Literacy Learning Activities: Emergent Reading Levels 1–5*. It contains two reproducible blackline masters specifically related to this book.

Assessment

Can the child:

- read the left page before the right page?
- define hard and soft?
- define a sentence?

- show where a full stop goes and what a capital letter signifies?
- recognise the sight words: this, is?
- interpret information in pictures to enhance understanding of the text?

Soft and Hard

Topic: Things and places

Curriculum link: Materials

Text type: Compare and contrast

Reading level: 2

Word count: 40

High-frequency words: this, is, a

Vocabulary: soft, hard, ball, chair, hat, book, doll

Possible literacy focus

Understanding the use of words with opposite meaning.

Using pictures to support and extend understanding of the text.

Identifying and defining a sentence.

Summary

This book compares and contrasts the properties of hardness or softness in a range of everyday objects. Discussion about the functions of items in relation to its hard or soft properties can be explored in relation to the book.



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