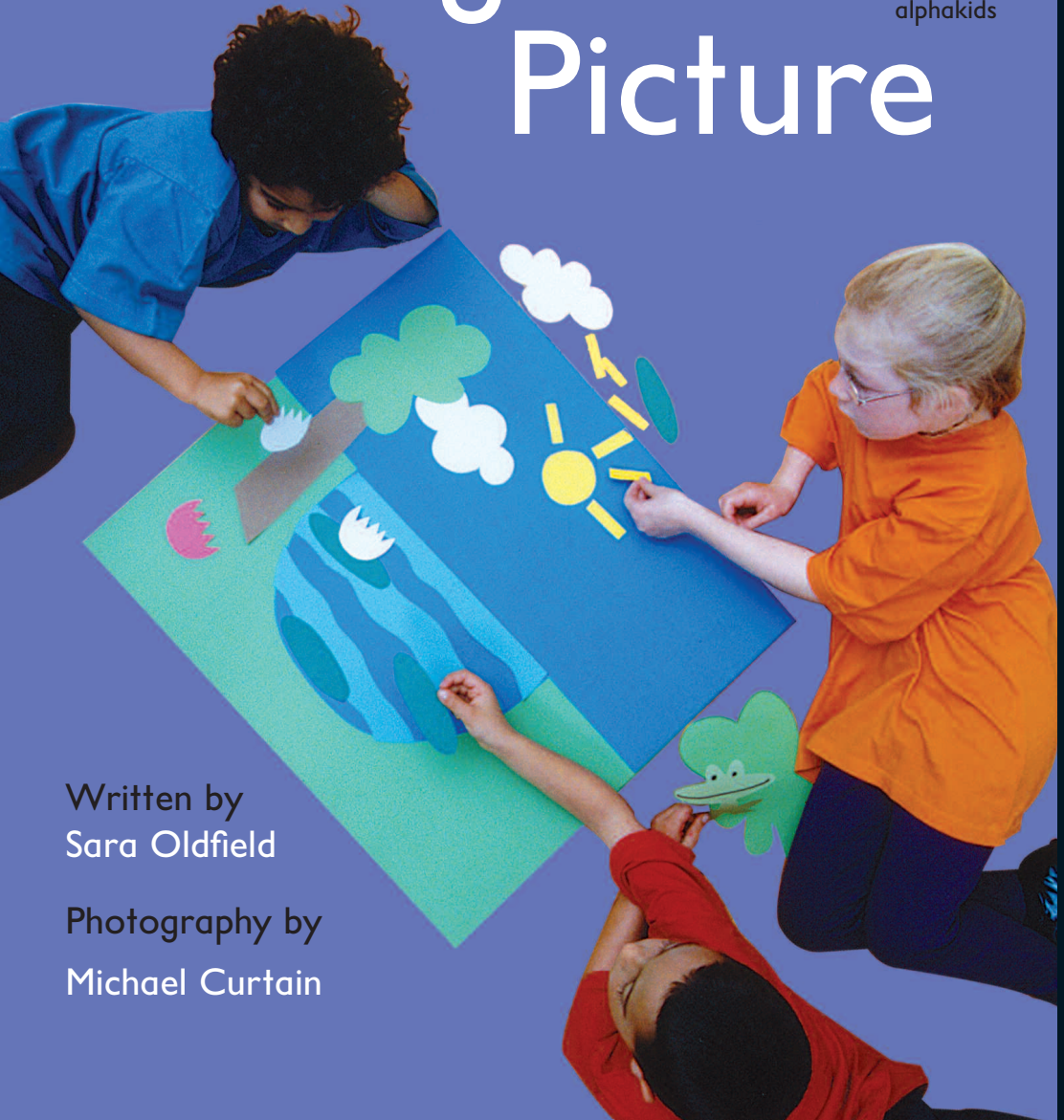


Making a Picture



alphakids



Written by
Sara Oldfield

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 features a range of colour words.
- The sentence forms: 'I am making a picture. I'm using ... paper to make ...'
- Colour photographs support the text.

Vocabulary

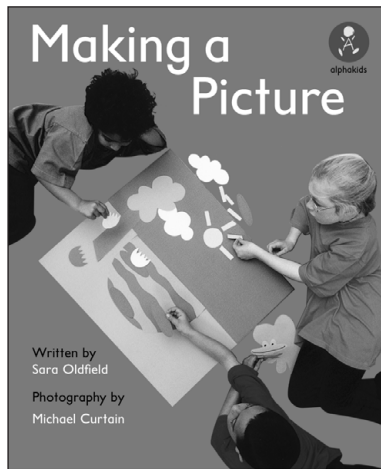
blue, brown, green, paper, picture, pink, white, yellow

Setting the context

Introduce some books that are illustrated using paper collage (for example, *Hattie and the Fox* by Mem Fox, *V is for Vanishing* by Patricia Mullins). Encourage the children to look at the pictures and talk about how they might have been made.

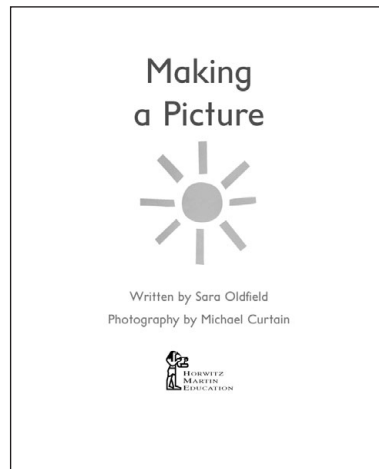
Introducing the book

This book tells how three children worked together to make a picture.



Front cover

What are the children using to make their picture? What things can you see in their picture? Do the children look as if they are cooperating? What makes you think this?



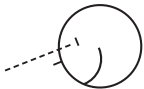
Title page

This page is called the title page. Can you point to the title of the book? Where is the author's name? What else is on the page?



Talkthrough

This girl is making a picture. What colour paper is the girl using? What is she cutting out from the paper?



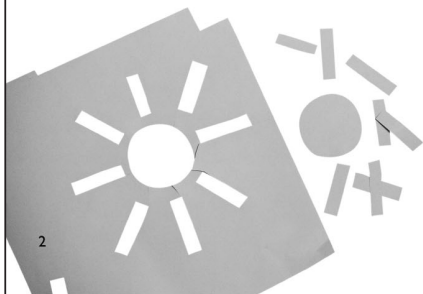
Observe and support

Can the children use knowledge of initial letters to support decoding of unknown words?

How did you know that word was picture? What other clues could you have used? What sound does the letter 'p' make in the word 'picture'?

I am making a picture.

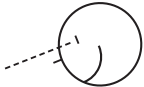
I'm using yellow paper
to make a sun.





Talkthrough

This boy is making a picture. What is the boy cutting out from the paper? Do all clouds look like this?

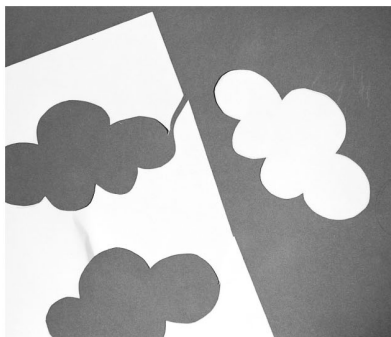


Observe and support

*Are the children able to read known text fluently?
Now that you know all the words, can you re-read this so that it sounds smooth and is easy to understand?*

I am making a picture.

I'm using white paper
to make clouds.



4



5



Talkthrough

What colours is this boy using for his picture? What is he making with the brown and green paper?



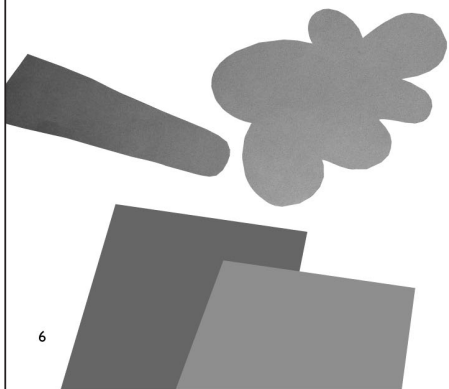
Observe and support

Can the children recognise known words in a text?

What words do you already know on this page? You will be able to use these words to help work out new ones.

I am making a picture.

I'm using brown and green paper
to make a tree.





Talkthrough

This girl is also making a picture. What is she making? What else did she make for the picture? What other things have been made for the picture?

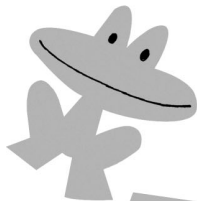


Observe and support

Can the children recall events in a text and use this knowledge to make predictions about future events?
Think about what you have read so far. What things have already been made for the picture? What else do you think the children might make for their picture?

I am making a picture.

I'm using green paper
to make a frog.





Talkthrough

This boy is making a picture. What is he making out of the blue and green paper? Yes, that's right. He is making a pond.



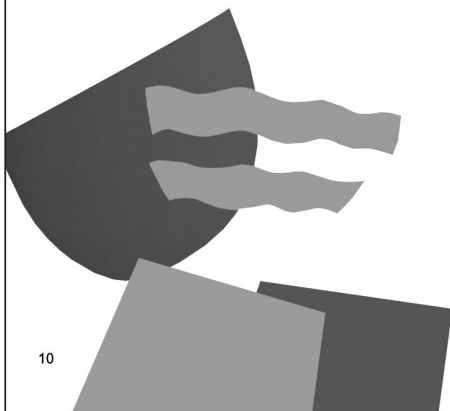
Observe and support

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

Have a look at the pictures. What is the boy making? Yes, it looks like water but what is the first letter of the word? What sound does it make? What word starting with the /p/ sound would make sense here? Re-read the whole sentence to check that it makes sense.

I am making a picture.

I'm using blue and green paper
to make a pond.



10



11



Talkthrough

What things have already been made to go in the picture?

What is this boy making for the picture? What colours is he using?



Observe and support

Can the children use their knowledge of letter-sound relationships to support their reading?

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

I am making a picture.

I'm using pink, white and green paper
to make flowers.



12



13



Talkthrough

These children are making a picture together.

Do you think they would need to talk to each other to make their picture? What things would they need to talk about?

When else would they have talked to each other about their picture?



Observe and support

Can the children recall the sequence of events in a text after reading?

What part of the picture was made first? What part of the picture was made next? What was the last part of the picture to be made?

We are
making
a picture.





Talkthrough

What did the children do when all the pieces for the picture had been made? Do you like the finished picture?

Can you see any writing on this page? Why do you think the author has not written anything on this page?



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 is in the picture that the children made?

What colour paper did they use for the flowers?

What colour paper did they use for the pond?

Do you like the picture? Why or why not?

What would be a good name for the picture?

Being a code breaker

Explore the following language features:

- Contractions: I am/I'm.
- Words that rhyme with 'make': bake, cake, fake, lake, rake, sake, take, wake.
- Sounds and letters: The children could hold up a finger each time they hear a word starting with /p/.

Being a text user

Refer to the text when discussing these questions:

What could this book help you to make?

How could you use this book to get ideas for making your own picture?

Being a text critic

Could children really make a picture that looked like this?

Why do you think the author has chosen to make the children's picture look the way it does?

Responding to text



Have the children work in small groups to plan a picture to make. Encourage them to work cooperatively to decide what the picture will show, what will be in it, what colours they will use and who will make which parts.



Provide the children with materials to make their own 'making a picture' book. Working in the same groups, have them make their book according to the plan they developed in the previous exercise. Each child would write the sentences to go with the part of the picture he or she is making.



Have the children list the colour words used in their book on a chart. They could illustrate their chart with objects that match each colour.

Writing

Innovate on the text by modelling the writing of a simple book; for example, making a sandwich, making a car out of blocks, making a bead necklace. Have the children draw pictures to go with the writing.

Assessment

Can the children:

- recall the order in which the children made the elements for their picture?
- say what sound a word starting with, for example, the letter 'p' would make?



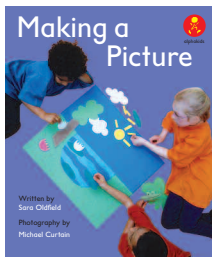
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Creating artwork

Curriculum link: The Arts

Text type: Recount

Reading level: 6

Word count: 88

High-frequency words: a, am, and, I, I'm, make, to

Vocabulary: blue, brown, green, paper, picture, pink, white, yellow

Possible literacy focus

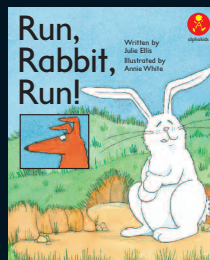
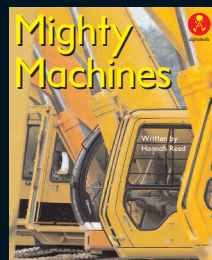
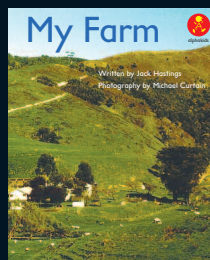
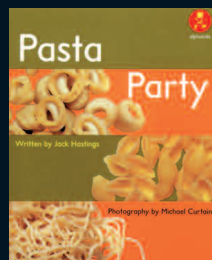
Recalling the steps in a procedure.

Using initial letters to support the decoding of unknown words.

Summary

This text describes how three children worked together to make a picture from coloured paper.

Other
books
at this
level



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