

Teacher Edition



alphakids

I'm in an Ad

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How to use this book

The Alphakids Plus teacher editions support teachers as they guide children's reading and thinking during one or more guided reading sessions. Teachers can observe children as they read and choose from the given suggestions to suit individual needs.

Before reading

Setting the context, front cover and title page:

The suggestions help teachers to set the scene and prepare children for reading the book. Prompts help to determine children's prior knowledge. Where necessary, background information is provided. Teachers are encouraged to check that children understand the vocabulary listed and to discuss the meanings and/or the structures of these words. Previous experiences with similar text types may also be discussed.

During reading

Predict, Read, Reflect:

Questions encourage children to engage with the text by making predictions. They then read a section of the text and reflect on what they have read. The focus is on the content, language and text features of the book.

Observe and support:

Prompts help teachers to focus on the strategies children use as they read. Teachers can then select from and adapt the suggestions according to the needs of the individual child. The suggestions aim to develop a child's reading abilities. Interruptions to the child's reading should be minimal.

After reading

A selection of reading and writing activities:

The last pages of the teacher edition provide follow-up activities and include the assessment focus.

Selected text features

- The procedure for selecting a model and then taking photos for an advertisement is described
- Technical language is used: layout, advertising agency, test photographs, studio, photographer, photographer's flash, test shot, make-up artist

Vocabulary

advertising, advertisement, agency, background, layout, magazine, make-up artist, photographer, poster, studio

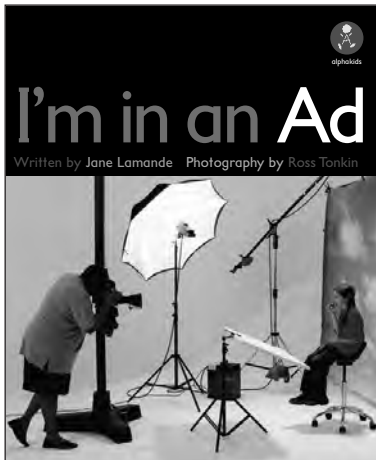
Setting the Context

Have the children look at some magazine ads with children in them.

Why do these children appear in these ads?

Who else would have worked on the ads?

List the children's suggestions on a sheet of paper for later reference.



Front cover

Show children the front cover and read the title and the names of the author and the photographer.

What is an ad? Why do we have ads?

What do you think this ad is for?

Title page

Where is this ad? Where else do you see ads?

Predict

Look at page 2. What are they looking at?

Look at page 3. What is happening in this photograph?

Look at the photographs on pages 4 and 5. Why do the girl and her Mum look so happy?

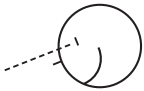
Read to the end of page 5.

Reflect

What is an advertising agency? What is a photographer's studio?

Why did the photographer take test photographs of the children?

Why do you think the girl will be at the photographer's studio for two hours or more?



Observe and support

Can the child use their knowledge of phonics to tackle new vocabulary such as 'advertising agency' and 'photographer'?

What sound do the first two letters in the word make?

Look at the end of the word. What sound do these letters make?

Can you break up the word?

What would make sense here?

My Aunt Sal works in advertising. She was making an advertisement about apples for some apple growers. She asked me if I would like to be in the ad. She showed me how the ad would look.



2

Aunt Sal told me that a photographer would take some test photographs of me and some other children.

Mum drove me to the photographer's studio. The photographer sat me on a stool and took some pictures.



3

The photographer explained that she would take some photos of other children too. The apple growers would look at the photos and decide who they would like in the ad.



4

They chose me! I was very excited.

Aunt Sal rang Mum to arrange a time for me to go to the photographer's studio.

Aunt Sal said it would take two hours or more.

I couldn't believe it would take so long just to take one photograph.



5

Predict

What are Aunt Sal and the photographer showing the girl and her mum?

Who is the man in the photo? What do you think his job is?

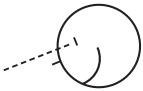
Read pages 6 and 7.

Reflect

Where are the photos going to be taken?

What does a make-up artist do?

How do you think the girl might be feeling? How would you be feeling if you were about to be in an ad?



Observe and support

Can the child use contextual information to understand the meaning of technical language such as ‘studio’, ‘photographer’, ‘make-up artist’ and ‘still photographs’?

What is a studio? What happens in a studio? How do you know this?

What is the photographer’s job?

What is a make-up artist? How do you know this?

Mum and I went to the studio. Aunt Sal was there with the photographer. They had some new T-shirts for me to wear.




We went into the make-up room with Sam, the make-up artist. Most people wear make-up when they are in an ad, but Sam said that children don't need make-up for photographs. He brushed my hair and checked that my nails were clean.



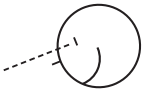
Predict

*What is Aunt Sal doing? Why would she need to do this?
Why are there so many apples?
Look at pages 10 and 11. Do you know what this
equipment might be used for?*

 **Read** to the end of page 11.

Reflect

*What is a studio?
What is a photographer's flash?
What do you think of the photo? Would it make you want
to eat an apple?*



Observe and support

Does the child cross-check a range of information on the page to help with decoding?
*I noticed you looked at the pictures before reading.
Why did you do this? How did it help?
What else do you check when you are reading?
Can you tell when you get a word wrong? How?
What do you do if this happens?*

In the studio, there were three boxes of apples—one box of red apples, one box of green apples and one box of yellow apples.

Aunt Sal sorted through the boxes to find the most perfect apples. She polished them with a cloth and lined them up on a table.



8



9

The photographer asked me to sit on a tall stool in a red T-shirt.

She gave me an apple and asked me to take a big bite.

She said I should look really pleased to have such a beautiful apple.

As I bit the apple, she took a picture.



10



11

● **Predict**

What are the girl's mum, the photographer and Aunt Sal doing?

Do you think they will take more photos? Why?

What is the make-up artist doing?

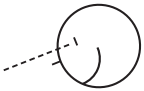
● **Read** pages 12 and 13.

● **Reflect**

What is a test shot? Where did you find this information?

Why did the photographer move the lights?

Can you see the exclamation mark? Why would the author have used it here?



Observe and support

Does the child understand the inferences in the text?

Who is involved in making an ad?

Why do you think this girl was chosen to be in an ad for apples?

Is making an ad simple? Why?

The photographer said it was a test shot. A test shot is used to check that everything is in the right place.

Everybody looked at the test shot. Then the photographer moved the lights a little and took another one.

She gave me another apple and told me to bite it. She took another test shot.

Everyone looked at it, then we did everything again!



Predict

Did you expect the photographer to take so many photos? Why?

Which photograph do you like the best? Why?

Look at the picture on page 16. Where is this ad?

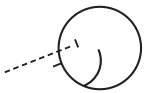
Read to the end of page 16.

Reflect

Why do you think the colour of the girl's T-shirt was important?

Do you think the girl did a good job? Why?

What do you think of the finished ad? Would it make you want to eat an apple? Why?



Observe and support

Can the child read the text expressively, as if they are the child in the book?

Think about how the girl might be feeling by the end of the photo shoot. How might her voice sound?

How might she feel when she sees herself in the ad, two months later? How might her voice sound now?

Think about these things as you read the text.

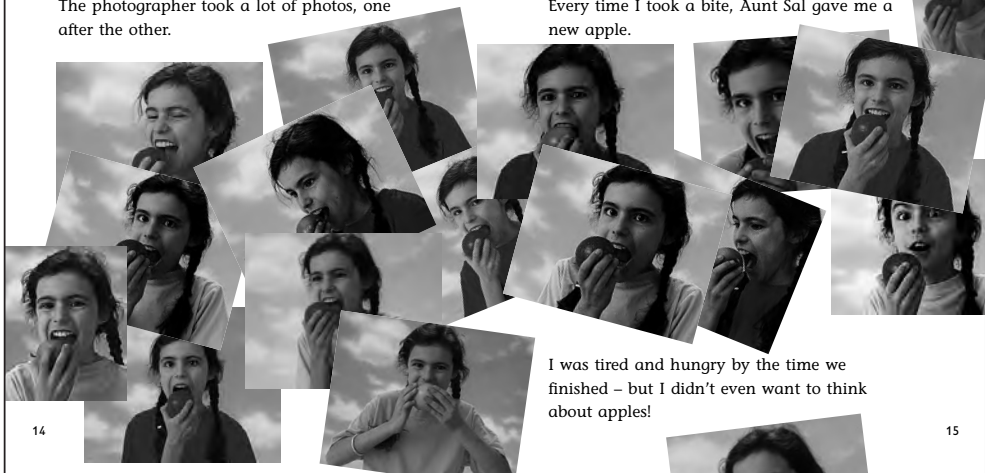
You might like to model the reading of these pages if needed.

Everybody said the next test shot was perfect—except that my T-shirt wasn't the right colour. I changed into a yellow T-shirt.

The photographer took a lot of photos, one after the other.

I changed into a green T-shirt, then back to a red T-shirt and we did the same thing over and over.

Every time I took a bite, Aunt Sal gave me a new apple.



14

I was tired and hungry by the time we finished – but I didn't even want to think about apples!

15



Two months after I'd had my photo taken, the ad appeared in a magazine.

And the apple growers were so pleased with my picture that they used it on a poster too.

See? That's me!

16

After reading

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:

What was this advertisement for?

Why did the girl say she didn't even want to look at another apple at the end of the book?

Why did the photographer take so many photos?

Do the people in ads really like the things they are advertising? How do you know?

Being a code breaker

Children may like to explore the following language features:

- the sound 'ph' in 'photographer'
- use of the dash on page 8 and page 15

Being a text user

Have the children compare the notes made before reading the book with the information they learned from the book.

What have we learned about making ads from this book?

Which of our ideas were the same as the book? Which were different?

Where could we learn more about making ads?

Being a text critic

Why are some children chosen to be in ads?

Would you like to be in an ad? Why?

Responding to text



Children could place the main events in the story onto a time line.



Children could design their own ad for a piece of fruit. These could be made into posters and displayed in the room.



Children could list all of the words used in the book that relate to ads and photography.

Writing links

Shared writing

Make a list of all the technical language used in the text: layout, advertising agency, test photographs, studio, photographer, photographer's flash, test shot, make-up artist. Ask the children to give definitions of these terms. Scribe their responses. Put the words in alphabetical order.

Independent writing

Have the child rewrite the book from the point of view of the photographer or the mother. Encourage them to use technical language about making an ad.

Possible assessment focus

Can the child:

- explain the meaning of the technical language in the book?
- understand the text at an inferential level to explain how ads are made?



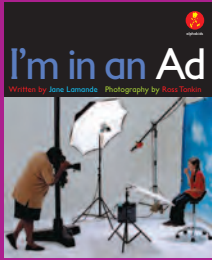
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Media

Curriculum link: SOSE

Text type: Recount

Reading level: 20

Word count: 499

Vocabulary: advertising, advertisement, agency, background, layout, magazine, make-up artist, photographer, poster, studio

Possible literacy focus

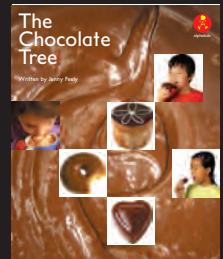
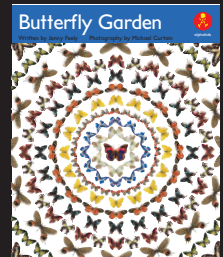
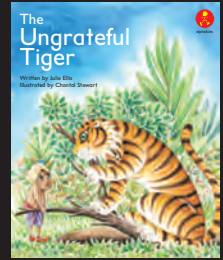
Understanding technical language.

Using the text to make inferences about how ads are made.

Summary

This book describes the process of making an advertisement for apples from the point of view of the girl chosen to feature in the ad.

Other books at this level



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