

Teacher Edition

# Hamburger



alphakids

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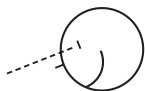
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## How to use this book



### 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 12 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 cumulative and is supported by colour photographs.
- The sentence form: 'This is the ... on the bun'.

## Vocabulary

bun, hamburger, lettuce, sauce, tomato

## Setting the context

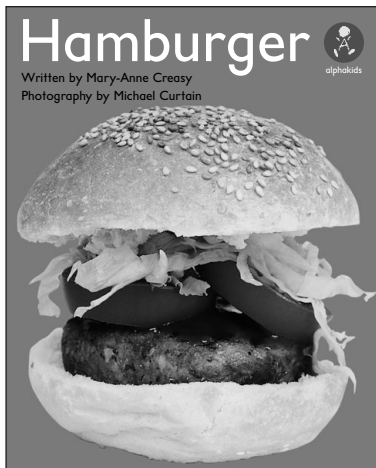
*Do you eat hamburgers? What do you like to have on them?*

Ask the children to tell you what they have on their hamburgers. Model the sentence form: 'This is the ... on the bun.' Encourage the children to tell you about their hamburger using the same sentence form.

## Introducing the book

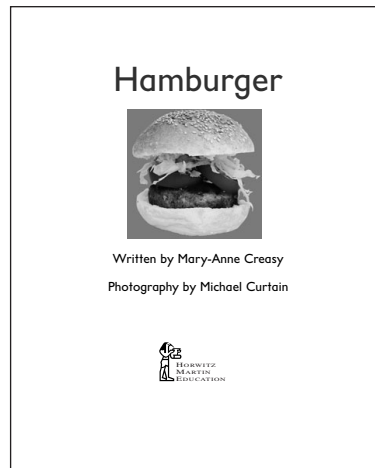
*This book is about how to make the kind of hamburger this girl likes.*

Turn through the book, asking the children to identify the things that are added to the hamburger.



## Front cover

Ask the children to tell you the different things on the hamburger in the order they would have been added.



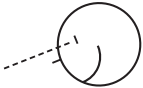
## Title page

Ask the children to say the title aloud. Point out the names of the author and the photographer.



### **Talkthrough**

*Here the girl is holding the bun for her hamburger. How do you think she feels about making a hamburger? How do you know this?*



### **Observe and support**

*Do the children recognise the high-frequency words: this, is, the?  
Can you find the word 'is'? How did you know it was 'is'?*

This is the bun.



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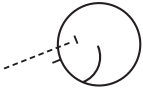


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### **Talkthrough**

*Now the girl is going to put something on the bun. The left hand pages always show a close-up of the topping. The right hand pages show a picture of the bun with the extra topping added.*



### **Observe and support**

Can the children understand the literal meaning of the text?

*What did the girl add to the bun?*

This is the hamburger  
on the bun.



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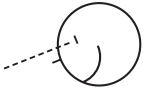


## **Talkthrough**

*What topping is the girl adding now?*

*What kind of sauce do you like on your hamburgers?*

*What do you think the girl might add to her hamburger next?*



## **Observe and support**

*Do the children notice when they have made an error?*

*I like the way you stopped and had another go. What made you stop and fix that word?*



This is the sauce  
on the hamburger  
on the bun.



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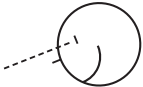


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### **Talkthrough**

*What is she adding now? We can see the whole tomato on page 8 and slices of tomato on the hamburger on page 9. What do you think the girl might add to the hamburger next?*



### **Observe and support**

*Can the children predict what the first words of each page will be?  
How do you think the story will start on the next page? Why do you think that?*

This is the tomato  
on the sauce  
on the hamburger  
on the bun.



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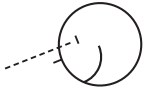


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### **Talkthrough**

*Did you guess that lettuce was the next topping? What could the girl have added to her hamburger instead of lettuce?*



### **Observe and support**

Can the children use known words to work out new ones?

*Can you point to the word 'hamburger'? How did you know it was hamburger? Is there another word within the word 'hamburger' that helped you to work it out?*

This is the lettuce  
on the tomato  
on the sauce  
on the hamburger  
on the bun.



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## Talkthrough

Now the girl is ready to eat her hamburger.

Point out the use of the exclamation mark. Explain why the author used it.

*Do you think the girl will enjoy the hamburger? Why or why not?*

*What do you like about eating hamburgers?*



This is my hamburger!

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## 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 things does the girl like on her hamburger?*

*What does she put on after the tomato?*

*Is the girl's hamburger the same as the kind you like?*

*If not, how is it different?*

### Being a code breaker

Explore the following language feature:

- Words that rhyme with 'bun': fun, gun, nun, pun, run, sun.

### Being a text user

Refer to the text when discussing these questions:

*What kind of book is this?*

*How do you know?*

*What does it teach you?*

### Being a text critic

*Do all children like hamburgers?*

*Do all children get to eat hamburgers?*

## Responding to text



Provide the children with coloured paper, glue and scissors. Ask them to make a collage of the hamburger featured in the book. They could work in pairs to do this.



Ask the children to describe what it is like eating a hamburger, then have them write down their descriptions. Their work could be collated to make a class book.



Ask the children to clap each syllable in a word read from the text; for example, hamburger, lettuce, tomato, bun. This will help them to hear the sounds in words.

## Writing

Brainstorm a list of ingredients with the children and write these on the board.

Ask the children to write a story about making their own hamburger. Encourage them to illustrate their story.

## Assessment

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Can the children:

- determine whether the words they say make sense in the text?
- predict what the first part of each page will say?



whole text activity



sentence activity



word activity

