

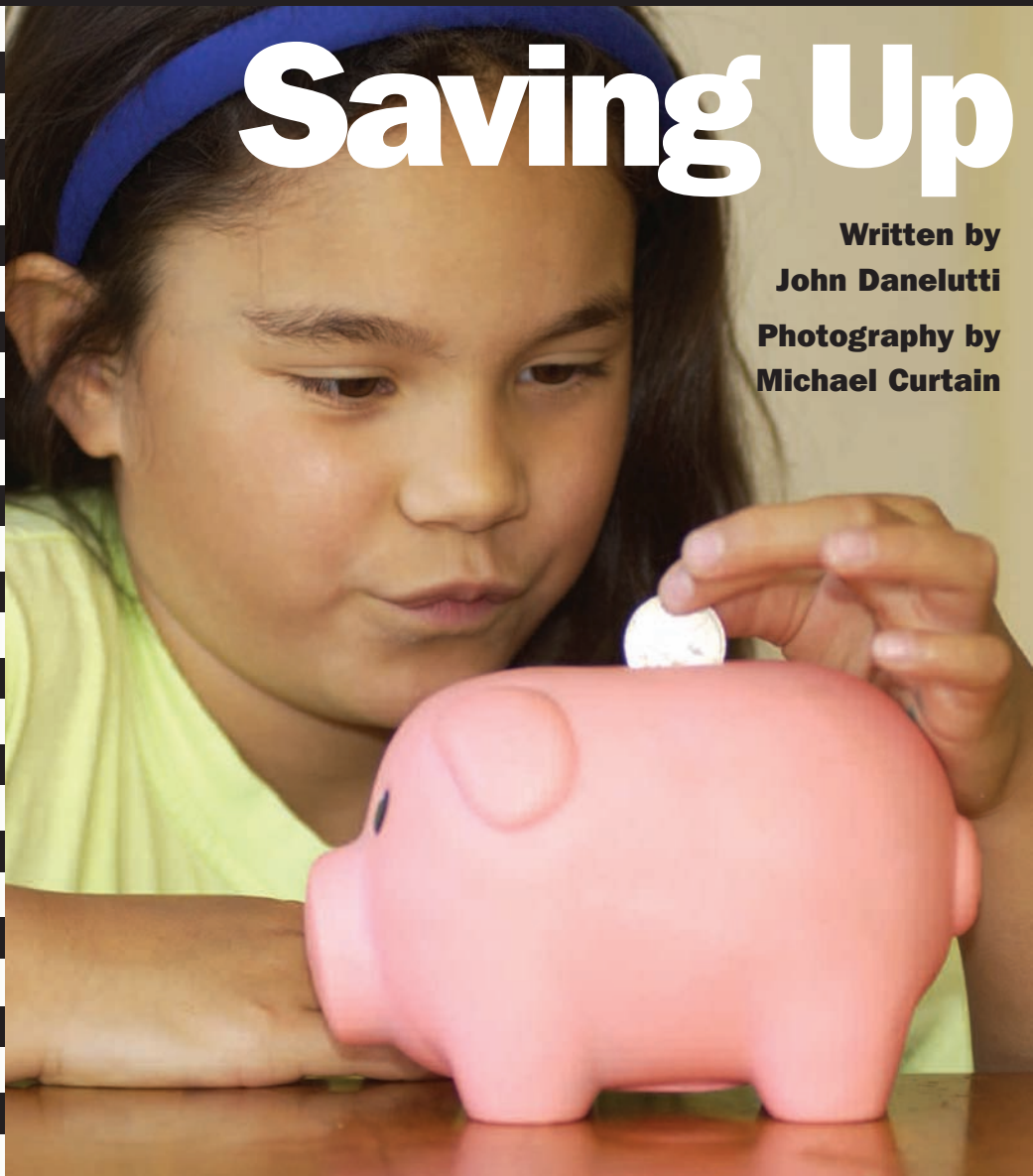


Teacher Edition

AlphaWorld

Saving Up

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First published 2003

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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.

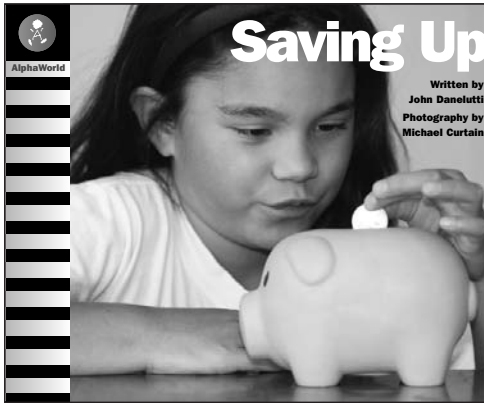
Setting the context

Ask: *Have you ever saved up for anything? What did you want to buy? What did you have to go without while you were saving up?*

Introducing the book

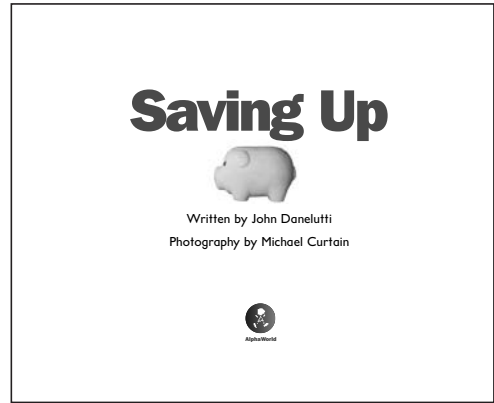
This book is called 'Saving Up'. It is about a time when a girl saved up to buy something she really wanted. While she is saving she sees lots of things she would

like to buy but she keeps on saving her money until she has enough.



Front cover

What is the girl doing? Why is she putting her money in a money box?
Read the title.



Title page

Read the title page together. Point out the names of the author and photographer.

Saving Up

I am saving my money.

I am saving up for something special.

My mum says that I can buy it.

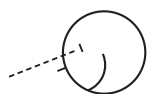
My dad says that I can buy it too.

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Talkthrough

This book is written as if this girl is talking to us. She tells us that she is saving up for something special. Her mum and dad say she can buy it.



Observe and support

Does the child read the text expressively?
Can you read it as if you were the girl in the book?



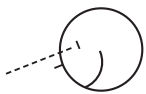
Talkthrough

The girl's sister isn't saving up. She bought a magazine. The girl wanted one too. But she didn't buy one. Why didn't she buy one?



When my sister bought a magazine
I wanted one too.

But I didn't buy one because
I am saving up my money.



Observe and support

Does the child understand the text at the literal level?
Why didn't the girl buy a magazine?



Talkthrough

Her sister bought a ball. Do you think the girl will buy one? Why?

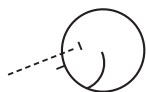


My sister bought a ball
and I wanted one too.

But I didn't buy one.
I am saving up my money
for something special.



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Observe and support

Does the child search for information on the page?
Do they look at the picture to help them solve 'ball'?
*What did you look at to work that out? Does it look like
'ball'? What did you check to be sure?*



Talkthrough

Next the sister bought an ice-cream. She said it was yummy. She told the girl to buy one too.
Point out the speech marks.



My sister bought an ice-cream.

“This is yummy,” she said.

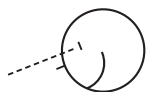
“You should buy an ice-cream too.”

But I didn't buy one because

I am saving my money.



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Observe and support

Does the child understand the use of speech marks in writing? Point to a speech mark.

What is this? What is it for? Who is talking? How do you know?



Talkthrough

What is the girl's sister buying now? The sister says, "Are you going to buy one too?" Do you think the girl will buy a comic book?



The next week my sister bought a comic book.

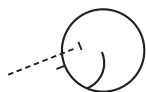
“Are you going to buy one too?” she asked.

“I can’t,” I said.

“I am saving my money for something great.”



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Observe and support

Can the child identify possible motives behind the characters' behaviours?

Why does the sister ask the girl to buy a comic book? Is she trying to help the girl save up?



Talkthrough

Now the sister is buying a cap. The girl says that it looks great and that she would like to buy one, but she can't because she is still saving up.



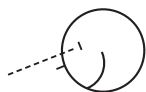
Then my sister bought a cap.

“That looks great,” I said.

“I would like to buy one but I can’t.
I am still saving my money.”



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Observe and support

Does the child monitor their own reading?
You said, “I would like to get one.” Can you check that you are right? What should it be?



Talkthrough

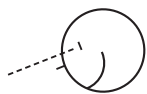
One day the sister bought a CD. The girl really wanted one and almost bought one too. But she didn't. She tells us that now she has enough money to buy something really special. What do you think she has been saving up for?



One day my sister bought a CD.
I wanted to buy one too,
but I didn't.

Now I have the money to buy
something really special.

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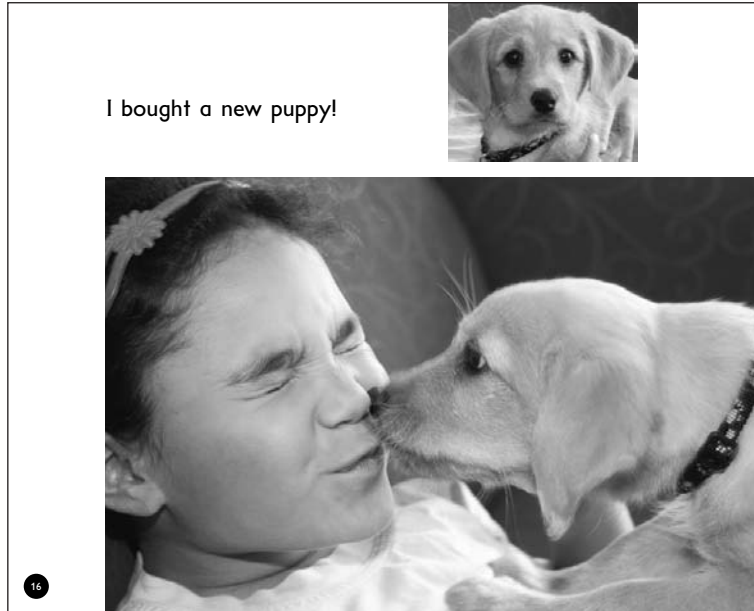
Observe and support

Does the child identify the change in the story?
*Is the girl still saving her money? Does she have enough
money now?*



Talkthrough

What had the girl been saving up for?



Comprehension check

What did the girl save up for?

What did she have to do to save?

Did her sister help her as she was saving up?

What other things do children save up for?

Responding to text



Have the children work in groups of three to practise and then perform the text as a readers theatre. Encourage children to read with fluency and expression.



Have children work in small groups to write a list of helpful hints for people who want to save money.



Children could identify compound words in the text and make lists of other compound words they know.

For further literacy activities see the accompanying book, *AlphaWorld Literacy Learning Activities: Early Reading Levels 6–11*. It contains two reproducible blackline masters specifically related to this book.

Assessment

Can the child:

- identify character motivation?
- use information in the text to support the inferences and interpretations they make?
- read the text expressively?

- understand the use of punctuation?

Saving Up

Topic: Money

Curriculum link: Society and Environment; Enterprise; Mathematics

Text type: Recount

Reading level: 10

Word count: 189

High-frequency words: I, am, my, up, it, buy, for, you, then, one

Vocabulary: money, saving, special, magazine, ball, ice-cream, comic, cap, puppy

Possible literacy focus

Understanding the use of direct speech as part of character development and to express thoughts and feelings.

Summary

This book recounts a young girl's experience of saving up her money to buy something special. Her elder sister spends her money on all sorts of things while the younger sister saves her money until she has enough to buy herself a new puppy. The book touches on the different attitudes of the two sisters when it comes to how they spend their money.



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