



Teacher Edition

AlphaWorld

Special Places at School

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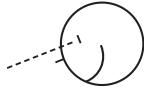
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How to use this book



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 provided. Direct the children's attention to aspects of the text that may challenge them. Support the children as they deal with these challenges by asking the *Talkthrough* questions on each page.



During reading: Observe and support

Observe the children as they read and encourage them to monitor their own reading. Help the children to use reading strategies and cues to respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specific learning need.



After reading: A range of comprehension and response activities

To develop children's understanding of the text, select from the 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 further teaching plans.

Selected text features

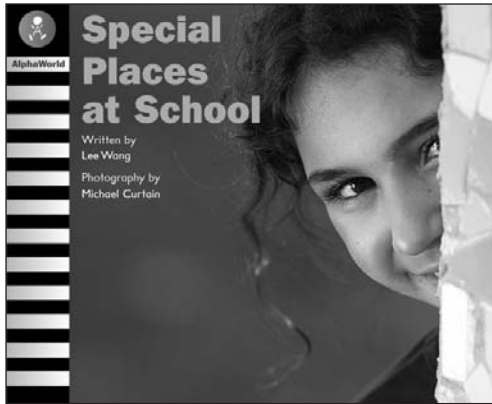
- Text written in the first person
- Contents page
- Section headings
- Conclusion
- Colour photographs support and extend the text

Vocabulary

artist, building, chicken, coop, garden, hide-and-seek, kitchen, sandpit, secret, special, vegetables

Setting the context

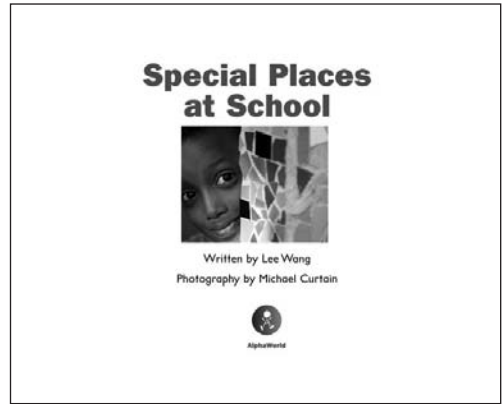
Tell the children about your favourite place at school. Explain why you like it and what you do there. Invite the children to describe the places they think are special.



Front cover

Show the front cover.

This book is called Special Places at School. What sort of places might we hear about in this book?



Title page

Turn to the title page.

What information does the title page give us? Can you see these things on this title page?



Talkthrough

Turn to the contents page.

This is the contents page.

Read the section headings.

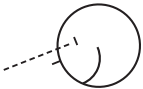
Which place sounds the most interesting to you? Why?

Turn to pages 4–5

Does this school look like our school?

What is similar?

What are some differences?



Observe and support

Can the children identify features of the text?

What is this page called?

What is the purpose of a contents page?

How do you use a contents page?

Where is the section heading on this page?

How does a section heading help you to read a book like this one?



Contents

Our school	4
The sandpit	6
The garden	8
The kitchen	10
The secret garden	12
The chicken coop	14
Hide-and-seek cones	16
The market	18
Conclusion	20



Our school

I like our school.

It is a big building
in the middle of the city.
There is a busy, noisy road
right outside.

But that's not why I like it.
I like it because it has
lots of good places to go to
and lots of fun things to do.
And it is safe.





Talkthrough

Turn to pages 6–7

Where are these children playing?

What sort of things can you do in a sandpit?

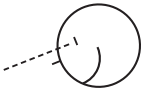
What toys are these children playing with?

Turn to pages 8–9

This section is called ‘The garden’. Why might a school have a garden?

What things do you think the children grow in their garden?

What would you learn by having a garden at school?



Observe and support

Do the children use their knowledge of letter-sound relationships to help solve problems?

If any of the children are having difficulty reading a word, you could say:

What letter does it start with? What sound does that make?

Look at the ending of the word. What does this tell us about the word?

What sort of word are we looking for here?

What would make sense?



The sandpit

There is a big sandpit at our school. Our parents made the sandpit for us.

We like to play with our toys in this sandpit. We can build bridges and make tunnels.



The garden

There is a garden in the playground.

The gardener shows us how to grow lots of things. We grow vegetables, fruit and herbs.

I like working in the garden.





Talkthrough

Turn to pages 10–11

This section is called 'The kitchen'.

What things do you think the children make in their kitchen?

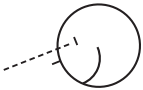
What would they learn by doing this?

Turn to pages 12–13

This section is called 'The secret garden'.

What sort of games might the children play in the secret garden?

What would you like to play in a secret garden?



Observe and support

Ask the children to read aloud to you. Do they read the text fluently?

I really like the way you read that. It was clear and it was easy for me to hear every word.

If needed, you may like to model fluent reading.

Can you have a go now?

Try reading so that you sound like you are the girl talking.



The kitchen

There is a kitchen at our school.

We make lots of things in the kitchen. We cook the vegetables and the herbs we grow in the garden for our lunch.

Our teacher helps us to make other things like bread, pizzas and cakes.



The secret garden

There is a big tree at the back of our school.

We have a secret garden under the tree where we hide things. We take turns to hide things and find things.

We have to look for these things in the secret garden.





Talkthrough

Turn to pages 14–15

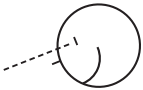
What is the girl doing here?

What can you learn by looking after animals?

Turn to pages 16–17

Look at the cones the children are hiding behind. How do you think these have been made?

What do you think the children are playing?



Observe and support

Can the children use information in the photographs and the text to understand new vocabulary?

What is a coop?

What helped you to work this out?

If any of the children do not understand the meaning of the word, you might say:

Look at the photo. What does it show us?

What is the section heading?

Does this give you a clue what a coop is used for?



The chicken coop

There is a chicken coop at our school. Our parents built it.

We feed the chickens every day.

Sometimes the chickens lay eggs.



Hide-and-seek cones

We have these great cones that we made at our school. An artist helped us.

He showed us how to make tiles from clay. We stuck these tiles on to the cones to make patterns.

We play hide-and-seek behind these cones.





Talkthrough

Turn to pages 18–19

These children have a market at their school.

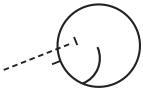
What sorts of things are at the market?

Why might a school have a market?

Turn to page 20

This is the conclusion. What is the purpose of the conclusion in a book?

Do you think the girl looks happy about her school?



Observe and support

Can the children understand the inferences in the text?

Who tells us this story? How do you know this?

What words and phrases tell you that it is written from the girl's point of view?

Does the girl like going to school? Why do you think this?

Why have lots of people helped make the school better?

Would you like to go to this school? Why or why not?



The market

Every week there is a market after school.

My mum makes necklaces, which she sells at our market. The other parents bring things to sell too.

Some of the older kids also make things to sell.



Conclusion

I like our school.

There are lots of special places to play and things to do. Many people have helped to make our school better.

Special Places at School



After reading

Being a meaning maker

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

Where is the girl's school?

What are some of the girl's favourite places at her school?

Who helped to make the school a better place?

What do the children grow in their garden?

What sort of things do the children make in the school kitchen?

Where do the children play hide-and-peek?

Being a code breaker

Explore the following language features:

- Use of verbs: build, grow, hide, make, play, sell, stuck
- Apostrophes for contractions: that's
- Hearing sounds: words that end with the /s/ sound – chickens, cones, eggs, finds, parents, patterns, things, us

- Words that have three syllables: gardener, hide-and-peek, necklaces
- Compound words: hide-and-peek, necklaces, sandpit, someone, something

Being a text user

What things did you learn by reading this book?

Is this a factual book? How do you know this?

Who tells the story? How do you know this?

Being a text critic


Do all schools have the things that this school has?


Do all children like to go to a school like this one?


Would all the children at this school like doing the same things that the girl likes doing?

How would the author have found out about the school?

Responding to text

 The children could work in groups to draw a map of what they think the school might be like. They could label the special places the girl described. Encourage them to use the information they gained by reading the book.

 The children could draw their own special place. They could write about the place and explain why they enjoy going there.

 The children could write a list of the activities the girl liked doing (examples include playing in the sandpit, working in the garden, cooking, playing hide-and-seek, going to the market). They could then list some of the things that they like to do at school.

Writing links

Discuss with the children the use of verbs in the book. With help from the children, identify and list the verbs (build, grow, hide, make, play, sell). You could then use the children's ideas to innovate on the text by writing about special places that the children enjoy. Use verbs to describe what the children like to do at their special places. After writing, you could ask the children to identify the verbs you used.

Ask the children to write a response to the question: *Would you like to go to this school? Why or why not?* Encourage the children to write from their point of view as in the text.

Possible assessment focus

Can the children:

- explain from whose point of view the book is written?
- identify verbs used in the text?
- share a personal response to the text?



whole text activity



sentence activity



word activity

Special Places at School

Topic: School/ Community/ Environment

Curriculum link: Study of Society

Text type: Recount/ Description

Reading level: 15

Word count: 329

Vocabulary: artist, building, chicken, coop, garden, hide-and-seek, kitchen, sandpit, secret, special, vegetables

Possible literacy focus:

- Identifying words to show that the text is written in the first person.
- Identifying verbs in the text: we can 'build' bridges and 'make' tunnels.
- Giving a personal response to the book: Would you like to go to this school? Why or why not?

ESL possibilities:

- Find compound words in the text.
- After reading, refer back to the text and make a summary of why the girl likes her school.



Summary

In this book, a girl tells us about the special places at her school. There are many exciting things to do at her school, such as visit the secret garden, play hide-and-seek behind the cones and feed the chickens.

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