



Teacher Edition

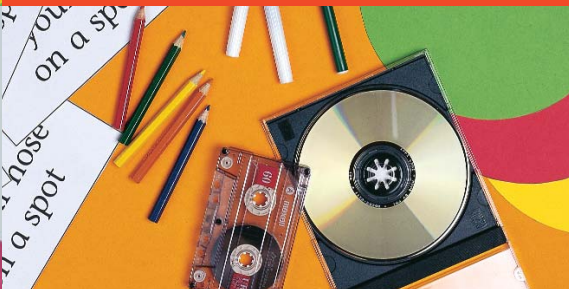
AlphaWorld



Let's Party

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How to use this book

The AlphaWorld 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. The children 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

- Colour photographs and illustrations support the text
- Labels provide extra information
- Contents page
- Conclusion

Vocabulary

audio, banners, chives, conclusion, decorations, invitations, nachos, party, pattern, salami, sandwiches, shashlik, skewers

Setting the context

Describe a great personal party that you have been to. *Now tell me about a great party you have been to or you have given? What made it great? Why?*

Background information

This book will help you to plan a great party. It provides instructions for decorations to make, food to eat and games to play.



Front cover

Show the front cover of the book.
*This book is called Let's Party.
What can you see on the front cover?
What might it be about?*

Title page

Turn to the title page.
*What can you see in the photograph on
this page?
What sort of book do you think it will be?
Why?
Point out the names of the author and
photographer.*

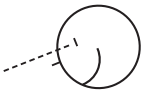
● **Predict**

*This is the contents page. What might be included in the contents page of a book about parties?
Let's read it together and find out what this book is about?*

● **Read** to the end of page 3.

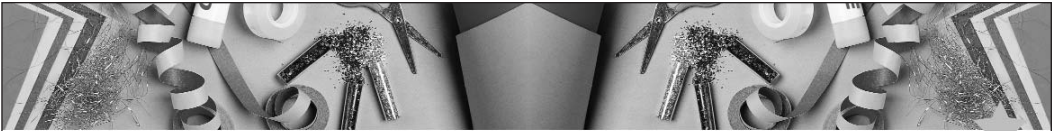
● **Reflect**

*Did you notice anything unusual about this contents page?
How are the headings grouped? Why?
Why would the publisher choose these photographs for the contents page?*



Observe and support

Can the child use phonic understanding to work out new words such as 'decorations'?
*Can you break up the word? What might that part say?
What sound do you think the word will start with and finish with?*



Contents

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Conclusion 24



Predict

This is the introduction. It tells us that this book will help you plan a great party.

What do you need to plan and make in order to have a great party?

Turn to page 6.

This section shows us how to make party invitations. It also gives us some suggestions about how to write an invitation.

How would you make a party invitation?

What do you need to write on an invitation?

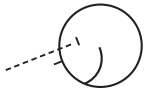
Read to the end of page 7.

Reflect

What did the introduction tell us? Is that all you need for a great party?

How is the information about party invitations presented?

What sort of writing is this?



Observe and support


Ask one child to read aloud while the other children are reading silently?

Can the child read the text fluently?

Model reading a passage of the text to the child.

Can you make it sound like I do?






Introduction


This book will help you to plan a great party.

When you have a party, you need to send party invitations and make party hats and other decorations.

You also need special party food and games to play.







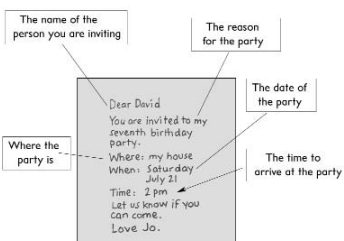
A party invitation

You will need

- card and paper
- scissors, glue
- pens, pencils, paints

What to do

1. Make a card and decorate it.
2. Write on the card.



Predict

This section shows us how to make party hats. Look at the photos of the party hats. What will you need to make them? How will you do it?

Turn to page 10.

What is a party banner?

To make a banner it says that you will need long strips of paper, different coloured pieces of paper, scissors and glue.

How could you use these to make a banner?

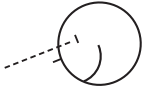
Read to the end of page 11.

Reflect

Did looking at the pictures help your predictions? What information did you find in them?

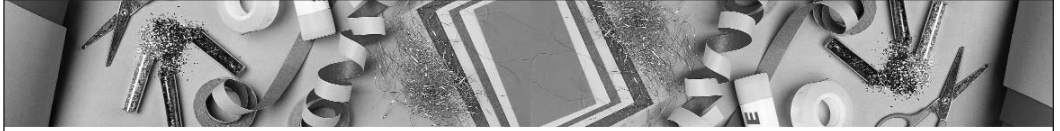
What do you need to make a party hat?

What was the third step in making a party banner?



Observe and support

Can the child locate what the author actually says? When making a banner, where do you paste the shapes? Can you show me where it tells you this?



Party hats

You will need

- long strips of coloured card
- tape
- scissors
- tinsel, glitter, streamers

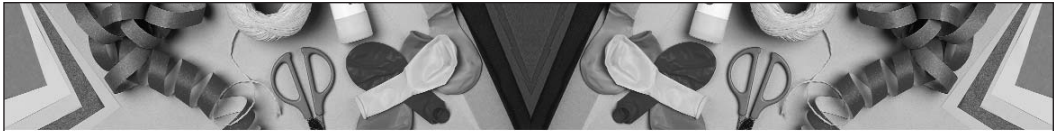


What to do

1. Cut a pattern along one edge of the card.
2. Paste shapes, streamers and glitter on the card.
3. Tape the two ends of the card together to make a party hat.

6

7



Party banners

You will need

- long strips of paper
- different coloured pieces of paper
- scissors and glue
- pens, pencils, paints
- balloons, string and streamers

What to do

1. Cut shapes out of the pieces of paper.
2. Paste the shapes on the long strips of paper.
3. Cut the ends of each strip of paper to make a pattern.
4. Hang each strip over a long piece of string, along with balloons and streamers.



10

11

Predict

Now we are going to read about party food. Nachos have lots of ingredients like corn chips, cheese, chives, salami and tomatoes. Do you like these foods? What do they taste like?

Have you ever made nachos at home? How did you make them?

Turn to page 14.

Look closely at the pictures on pages 14 to 15. These are sandwich shapes.

What sandwich fillings do you like in your sandwiches?

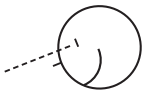
What will you need to make sandwich shapes?

Read to the end of page 15.

Reflect

Were the nachos made like you have them? How are they the same? How are they different?

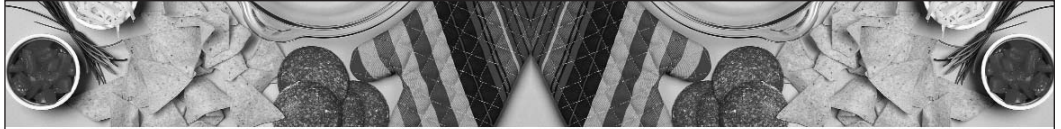
Why would nachos and sandwich shapes be good party food?



Observe and support

Does the child check a range of information on the page to assist with problem solving?

I noticed that you looked at the picture as you were working that out? What did you notice that helped to work out that sentence?



Nachos

You will need

- corn chips
- grated cheese
- chopped chives
- chopped salami
- diced tomatoes
- baking dish and oven mittens
- an adult to cook the nachos

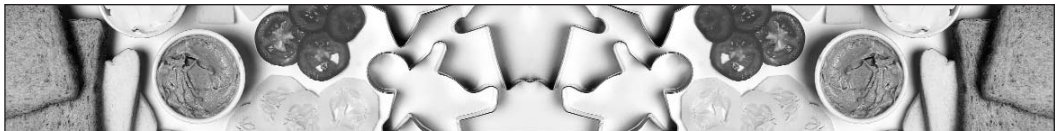


What to do

1. Set the oven to 180°C (350°F).
2. Put the corn chips in the baking dish and cover with grated cheese.
3. Sprinkle the chives, salami and tomatoes over the cheese.
4. Bake the nachos in the oven until the cheese melts.

12

13



Sandwich shapes

You will need

- slices of bread
- sandwich fillings
- shape cutters – playdough or biscuit shapes



What to do

1. Choose the fillings you like best.
2. Make the sandwiches.
3. Use shape cutters to cut the sandwiches into different shapes.

14

15

Predict

*Have you ever had shashliks? What was on the skewers?
What fruit would be good for a fruit shashlik?*

Turn to page 18.

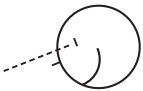
*Look at the pictures on this page. They show us the
ingredients for honeyfaces and fruit punch. What will you
need? How do you think you would make them?*

Read to the end of page 19.

Reflect

*How are the recipes organised? Do they follow the same
format as the other instructions presented in this book so
far? Why?*

Does this help you to read this book? How?



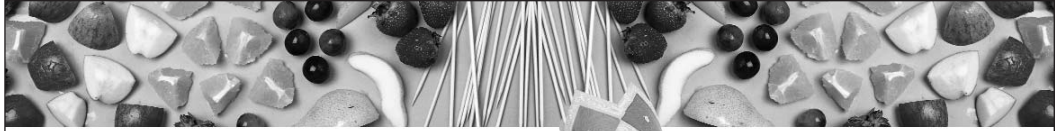
Observe and support

Can the child explain the format of this procedural text?

What headings and subheadings are used?

How are the instructions organised?

How is this type of writing different from a story?



Fruit shashiks

- You will need
- strawberries, apples, oranges, pears
 - wooden skewers



- What to do
1. Cut the fruit into pieces.
 2. Thread the fruit onto the skewers.



16

17



Honeyfaces

- You will need
- toasted bread cut into circles
 - honey
 - sultanas, grated carrot and pieces of fruit



- What to do
1. Spread honey on each piece of toast.
 2. Use the sultanas, grated carrot and pieces of fruit to make hair, eyes, a nose and a mouth.



Fruit punch

- You will need
- pieces of fruit
 - ice cubes
 - fruit juice
 - mineral water
 - large jug


- What to do
1. Place the fruit and ice cubes in a large jug.
 2. Add the fruit juice and mineral water.

18

19

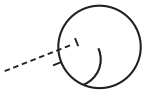
Predict

This section tells us about games we can play at parties. The first one is called 'On the spot'. To play the game you need to write instructions on cards so that people can put parts of their body on large spots on the floor. What body parts could you put on a spot? How would this game be played?

 **Read** to the end of page 21.

Reflect

*Would this be a fun game to play? Why?
How are these instructions different from the others? Why did the author write them differently?*

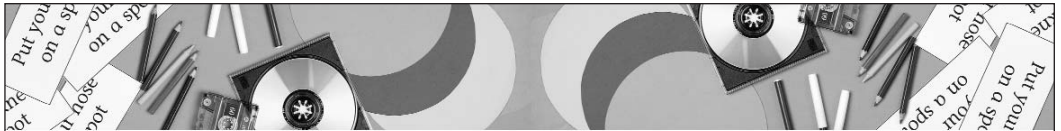


Observe and support

Can the child suggest ways to discover the meaning of unfamiliar words?

Can you show me any words you had trouble with?

How did you work out what they mean?



On the spot
You will need

- large spots
- music
- large cards

Getting ready
• Write instructions on the cards.

Put your hands on a spot

Put your nose on a spot

Put your knee on a spot



Put your ear on a spot

Put your elbow on a spot

Put your toe on a spot

How to play

1. Put the spots on the floor.
2. Start the music. Everyone dances around the spots.
3. Stop the music and read the closest instruction card. Everyone does what is on the card.



12

13

Predict

This game is called 'Laps'. Look at the photos. How would you play a game called 'Laps'?

Turn to page 24.

This is the conclusion. It sums up what the book is about. How might this book finish?

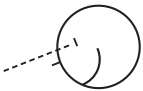
Read to the end of page 24.

Reflect

Would 'Laps' be a difficult game to play? Do you know how to play the game after reading the instructions?

Do you agree with the concluding sentence in the book?

Why or why not?



Observe and support

Does the child understand the purpose of the numbers on page 23?

What do these numbers tell you?

How do you play 'Laps'?



Laps

You will need

- a large group of children



What to do

1. Stand in a circle, directly behind the person in front of you.
2. Together shout "One, Two, Three – Ready, Set, Sit!" Sit on the lap behind you.



21

22



Conclusion

Now you have everything you need for a great party.



23

After reading

Being a meaning maker

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

What do you need to make a party hat?

How do you make nachos?

What would a great party be like?

What do you need to make a great party?

Why would you want to host a great party?

Being a code breaker

Explore the following language features:

- Language of instruction: add, bake, cut, make, paste, place, put, set, sprinkle, stand, start, tape, thread, write
- Plurals: ends, hats, paints, pencils, pens, sandwiches, scissors, shapes, strawberries, streamers

Being a text user

Turn to pages 6 and 7. Point out the instructions.

What are these called? How do you read them?

Point out the labels on the invitation diagram.

What are these called? What do they tell you?

Being a text critic

What other games, recipes or decorations could have been included in this book? Why?

What research might the author have done before she could write this book?

Could you write your own instructions for making something or playing a game after reading this book? Why?

Responding to text



The children could follow the instructions to make some of the decorations and recipes provided in the book. During oral share time they could be encouraged to explain how they made an item and whether it was successful or not.



Provide a cloze exercise where the instructional verbs have been removed. Children could complete the exercise then compare and contrast with other children's and the ones used in the book.

Could different words be used instead of the originals without greatly changing the meaning? What sorts of words were needed so that the instructions made sense?



Children could look through the book to find examples of plurals: ends, hats, paints, pencils, pens, sandwiches, scissors, shapes, strawberries, streamers. These could be listed with their singular form to highlight that a plural does not always mean just adding an 's'.

Singular	Plural
hat	hats
sandwich	sandwiches
strawberry	strawberries

Writing links

Look closely at the sample invitation on page 7. Discuss its purpose and what needs to be included. The children could work with a partner to write their own invitations for a forthcoming class event.

The children could write a recount explaining how they made an item from the book and how it turned out.

Possible assessment focus

Can the children:

- follow a procedural text?
- identify instructional language?
- explain how to make one of the items from the book?



whole text activity



sentence activity



word activity

Let's Party

Topic: Entertainment/Family/Food/
Relationships

Curriculum link: Study of Society

Text type: Procedure

Reading level: 18

Word count: 473

Vocabulary: audio, banners, chives,
conclusion, decorations, invitations, nachos,
party, pattern, salami, sandwiches, shashliks,
skewers

Possible literacy focus:

- Understanding the format of a procedural text.
- Identifying instructional language: make, set, stand, start.
- Understanding the text at the literal level.

ESL possibilities:

- Discussing the purpose of parties, taking into account the children's cultural and religious backgrounds.
- Understanding subject-specific vocabulary, e.g. action verbs: sprinkle, diced, grated, thread, toasted.



Summary

This book is a procedural text that shows you how to make all the things you will need for a great party. There are party invitations, hats, decorations, food and games to prepare. Get ready now!

AlphaWorld



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