



Teacher Edition

AlphaWorld

When I Was Sick

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Photography by Michael Curtain



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

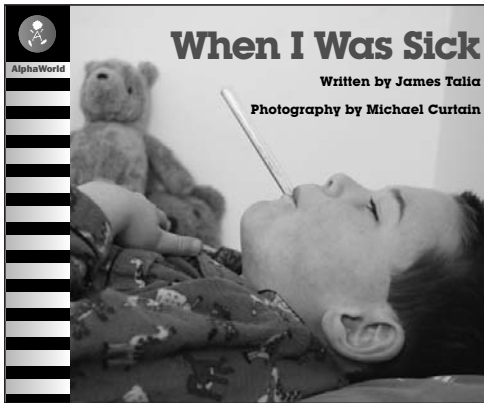
Ask: *Have you ever been sick?*

What happened? Did you go to the doctor?

How long did you take to get better?

Introducing the book

This book is called 'When I Was Sick'. It is about a boy who got sick and took nearly a whole week to get better. In the book the boy tells us about what happened each day until he got better.

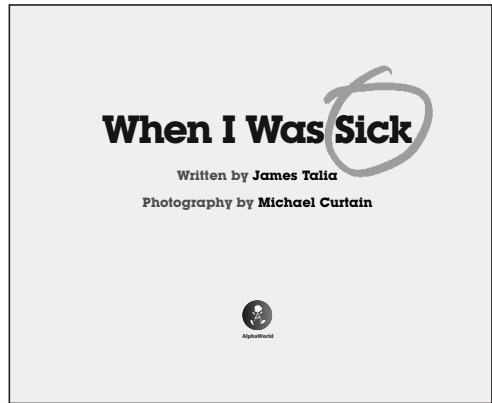


Front cover

What is the boy doing?

Why do you take your temperature when you are sick?

Read the title together.



Title page

Read the title page.

Point out the author's and photographer's names.

Talk about the logo.

When I Was Sick

Sunday

Monday

Tuesday



Wednesday

Thursday

Friday

Saturday

On Monday I was sick.
Mum took me to the doctor.

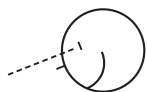


Talkthrough

On Monday the boy was sick. His mum took him to the doctor.

Point out the weekly calendar on the side of page 2. Read through the days of the week. Note: it may be helpful to do this on each page for children who are uncertain about the order of days.

Which day is circled? Why is it circled? Can you see the word 'Monday' anywhere else on the page?



Observe and support

Can the child explain what the boy did on Monday?
(literal understanding)

Where did the boy's mum take him on Monday?

Why did she take him to the doctor?

What part of the page tells you this?

When I Was Sick

Sunday

Monday

Tuesday


Wednesday

Thursday

Friday

Saturday

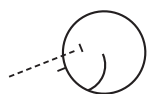
On Tuesday I was sick.
I stayed in bed.
I slept all day.



Talkthrough

The next day the boy was still sick. What did he do all day? How sick was the boy? Do you sleep all day when you are sick?

Point to the calendar on the side of the page. Which day is circled now? Why is it circled? Can you see the word 'Tuesday' anywhere else on the page?



Observe and support

Does the child recognise the sight words: on, I, was, all, in?

Can you show me 'I'? What about the word 'on'? I like the way you are remembering these words. Knowing these words will help you to work out new words.

When I Was Sick

Sunday

Monday

Tuesday



Wednesday

Thursday

Friday

Saturday

On Wednesday I was sick.
I stayed in bed
and read a book.



Talkthrough

Which day is it now? What did you look at or think about to work that out? Is the boy still sick? How do you know? Where is he? What is he doing? How did you work that out? What do you expect the boy to say on this page?

Point to the word 'and'.

This is used to join two ideas together in this sentence.



Observe and support

Does the child notice when an error is made?

If the child pauses after an error:

What did you notice? Why was it a problem? What could you try instead? What would make sense there? What would sound right?

When I Was Sick

Sunday

Monday

Tuesday



Wednesday

Thursday

Friday

Saturday

On Thursday I was sick.
I got up and played on
the computer.

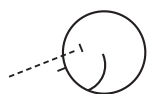


8



Talkthrough

*What is the boy doing now? Is he is getting better?
What makes you think so? What day is it now?
How did you work that out?*



Observe and support

Can the child recognise the word 'and' and how it is used in the sentence?

Can you find the word 'and'? Which two ideas does it join together?

When I Was Sick

Sunday

Monday

Tuesday


Wednesday

Thursday

Friday

Saturday

On Friday I played with my sister.

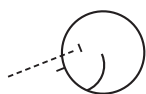


10



Talkthrough

*What day is the boy telling you about here?
Is he still sick? Why is he still playing inside?*



Observe and support

Does the child infer meaning from the text?
Is the boy getting better? How do you know?
Is he completely well? Why do you say that?



Talkthrough

*Now the boy is well. He is jumping around.
What day is the boy telling us about now?
Point out the exclamation mark.
Discuss its purpose.*



Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

On Saturday I was better!


12





Comprehension check

*Why did the boy go to the doctor?
How long did it take him to get better?
What might he have done if he hadn't been sick
that week?*

Responding to text

 Children could retell the book on a series of cards, which can be shuffled and sequenced by other children. Encourage the use of days of the week and written explanations on each card.

 Point out to the children that the author hasn't included anything that happened on Sunday in the book. Ask them to write and illustrate a page for the book about Sunday

 Children could make a weekly diary, writing each day and showing the things they do on that day. The calendar on each page could be used for reference.

For further literacy activities see the accompanying book, *AlphaWorld Literacy Learning Activities: Emergent Reading Levels 1–5*. It contains two reproducible blackline masters specifically related to this book.

Assessment

Can the child:

- read the days of the week?
- gain literal and inferred meaning from the text?
- read the text fluently?
- monitor their own reading?

When I Was Sick

Topic: Family and friends

Curriculum link: Society and Environment; Personal Development; Health

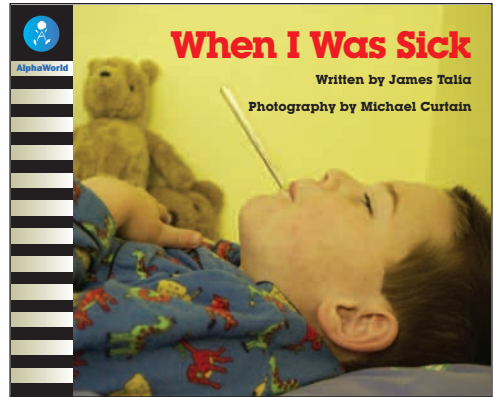
Text type: Recount

Reading level: 4

Word count: 62

High-frequency words: on, was, I

Vocabulary: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, sick, bed, Mum, doctor, stayed, read, computer, played, sister, better



Possible literacy focus

Understanding and being able to recall a sequence of events.

Identifying the conjunction 'and'.

Reading the days of the week.

Summary

This book is a temporal sequence that traces a boy's minor illness from onset through to recovery. Each double-page spread presents the key event of the day as the child recovers and is able to engage in more activity.

AlphaWorld



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