



Teacher Edition

AlphaWorld

After School

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First published 2003

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Developed by
Eleanor Curtain Publishing
Text: Jenny Feely
Consultant: Susan Hill
Designed by
Alexander Stitt
Production by
Publishing Solutions

Printed in Hong Kong

ISBN 0 7253 2952 1
Pack ISBN 0 7253 2340 X
(6 Student Books +
1 Teacher Edition)

1 2 3 4 5 6 7 8 9
03 04 05



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: *What do you do after school?*

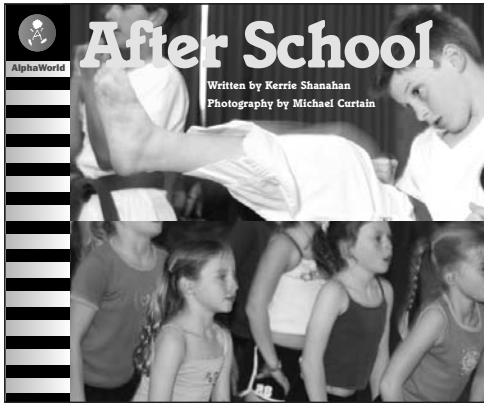
Do you do this every day?

What other things might you do after school?

Introducing the book

This book is about the things that a group of children do after school. Some of them have classes such as dance, swimming, karate and art. One goes to a friend's

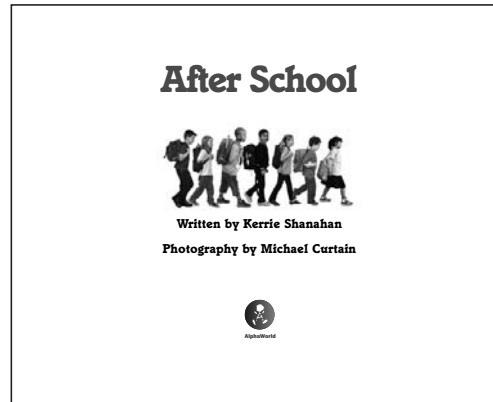
house to play. One helps in the pet shop where her mum works. They all do something different after school.



Front cover

What are these children doing? When are they doing it?

Point out the title. Read it with the children.



Title page

Have the children read the title page. If useful, discuss the author and photographer acknowledgements.

After School

After school I go to
swimming lessons at the pool.
I am learning how to swim.

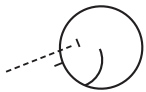
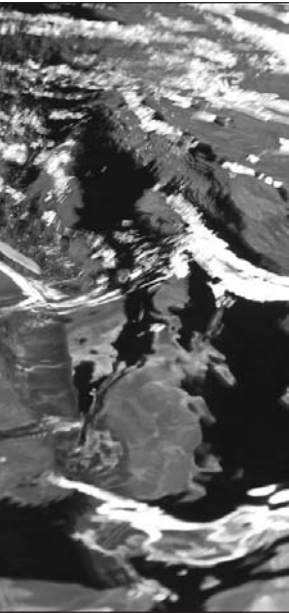


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Talkthrough

What does this girl do after school? She tells us she goes to swimming lessons. She is learning how to swim.



Observe and support

Does the child understand the literal meaning of what they read? Can they support this with evidence from the text?

Why does the girl go to swimming lessons after school?

What part of the page tells you this?

After School

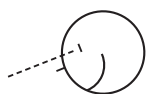
After school I go to
my art class at the hall.

I am learning
how to paint.



Talkthrough

This boy goes to a hall near the school. He has art classes. What is he learning to do?



Observe and support

Does the child look for letter clusters in unknown words to support problem solving?

Point out the letters 'ar' at the start of 'art'.

Do you know another word that has this letter cluster?

What sound could these letters represent? Does that sound right?

After school I go to
my friend's house.

We play with
the trucks and blocks.



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Talkthrough

This girl has gone to her friend's house. They like to play together. What are they playing with? What will the girl say to us on this page?



Observe and support

Does the child search for a range of information on the page to confirm their reading?

You said, "We play with the toys and blocks"? Can you check that you are right? Does 'toys' look right there?

What else could it be?

After school I go to karate.

We wear a karate uniform.

I have a new red belt.

Karate makes me
strong and fit.



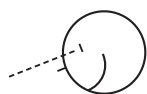
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Talkthrough

This boy goes to karate to get strong and fit. Would you expect to see the word 'karate' on this page? What would you expect to see at the start of the word? Can you find it?

Talk about the language the word 'karate' comes from.



Observe and support

Does the child check the accuracy of their reading as they go?

You said, "After school I go to karate." Does that make sense? What could you think about to check?

After school I go to
dance class.

I like to learn new dances.
We all dance together
to the music.

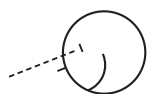


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Talkthrough

This girl goes to dance class. She learns new dances and dances with other children at the class. On this page you will need to read the word 'music'. Can you find it on the page? What did you look for? What did you check?



Observe and support

Does the child read the text fluently?

Can you read so that it sounds as if this girl was talking to us?

Model reading it fluently and then have the child read it again.

After school I go to
after-school care.

We can do lots of things,
but I like drawing
best of all.



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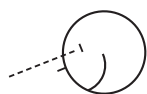


Talkthrough

This boy goes to after-school care.

If it is called something different at your school make the link.

He gets to choose what activity he does. What does he choose?



Observe and support

Can the child infer meaning from the text?
What other things might the boy choose to do? What can you see in the pictures to help you work it out? What do you know about after-school care that you could think about?

After School

After school I stay with my mum
at the pet shop.

My mum works at the pet shop and
I help her look after
the animals.

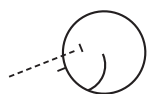


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Talkthrough

*After school this girl goes to the place her mum works.
Where does her mum work? How did you work that out?*



Observe and support

Does the child notice when they make an error by stopping, re-reading or asking for help?
What did you notice? What is wrong? What could you try there? What would make sense? What would sound right?



Talkthrough

Now all the children are talking to us. They say that after school they are very busy. They also say that they like doing different things after school.

After school we are very busy.
We like doing different things.



Comprehension check

What things do the children in the book do after school?

Would they do the same thing every night after school? Why or why not?

Are any of the children in the book like you? In what way?

Responding to text



Children can make a grid to show where some children go after school and the activities they are involved in.



Children can write about the things they do after school on different days of the week.



Have children search through the book to find and list all of the words that have double letters: school, swimming, pool, class, hall, all, look, different. Ask children to add other words to the list from word banks or other familiar texts.

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:

- monitor their own reading and use a range of information to support their reading?
- read the text fluently?

- use phonic information to support problem solving while reading?
- identify a plural noun?

After School

Topic: School and community

Curriculum link: Society and Environment; Active Lifestyle

Text type: Description

Reading level: 8

Word count: 148

High-frequency words: I, go, to, my, am, how, the, and, all

Vocabulary: after, school, swim, paint, karate, dance, care, drawing, animals, shop

Possible literacy focus

Making inferences about what children do in their leisure time.

Being able to identify with the children in the text and make comparisons with themselves.

Summary

This book is about activities done by children when school finishes for the day. It covers a range of activities that both boys and girls take part in. It shows what each activity does for the child and why they like it. The conclusion should help children to see that being different and developing your own identity is important.



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ISBN 0-7253-2952-1



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