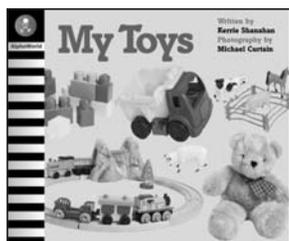


# How to use AlphaWorld



Small book



Teacher edition

## Small Books

The small books are designed to be used for guided reading. Guided reading allows teachers to check children’s prior knowledge and consider the scaffolds necessary to help children read the text. The books may also be used for independent reading.

## Selecting the right book

It is important to find the right text to match the needs of a particular group of students. Information about the book, including a synopsis, can be found in various places in the AlphaWorld program. The most comprehensive list is on the back of the Teacher Edition or in this Literacy Learning Activities book (pages 10 to 14). It includes the title, topic, curriculum link, text type, reading level, word count, high-frequency words and vocabulary, and suggests several possible literacy focuses.

Summary information is also available on the inside front cover of each small book and big book.

## Before reading

After selecting a book, teachers should look through the appropriate Teacher Edition to view the teaching opportunities and decide on the literacy focus. Refer to the Talkthrough notes in the Teacher Edition to connect the book with children’s prior social and cultural experiences.

Different types of books will require different ways of reading. The Talkthrough notes scaffold children’s initial familiarisation with the book. They give suggestions for finding out what children know, accessing prior knowledge,

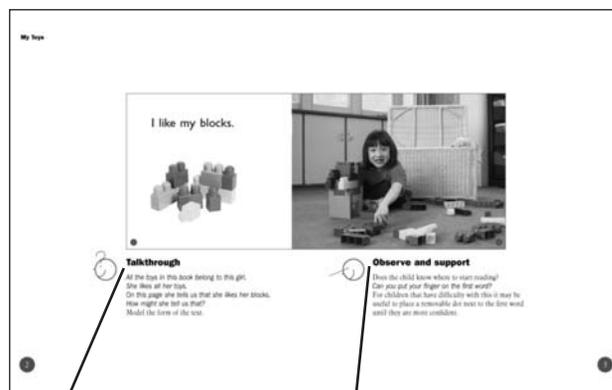
introducing the book, talking through each page of the book, referring to the pictures and focusing on particular text features.

The design of the Teacher Edition ensures that guided reading prompts can be referred to while still seeing a copy of what the children are reading.

## During reading

Refer to the Teacher Edition for questions, prompts and assessment suggestions as children read the book. The prompts encourage children to integrate visual, phonological, syntactic and semantic cues and thereby become strategic readers. In non-fiction texts, graphic elements such as diagrams, maps, indexes and charts are important visual cues.

Remember to take note of the behaviours observed and return to the text for specific teaching opportunities not taken during the first reading.



Talkthrough

Observe and prompt

## After reading

It is important to monitor the ways in which children comprehend what they read.

To this end, the last page of the Teacher Edition always contains questions to help the child retell information so that their level of comprehension can be determined. The first question is literal, the second calls upon the child to make inferences, and the last requires critical literacy.

A range of follow-up activities is supplied to encourage children to reflect on the text and

consolidate reading skills. Three follow-up activities are suggested in each Teacher Edition and a comprehensive range of activities is contained in this Literacy Learning Activities book.

The big books can be used for different purposes with children of different levels of reading and writing ability, as the teaching notes include activities for children working at the level of the book and for those working beyond this level.

**My Text**

**Talkthrough**

Now the girl is showing us all of the toys she likes. She tells us, "I like my toys."



I like my toys.

**Responding to text**

Supply children with toy catalogues to browse through. Children can cut out pictures of toys and paste them onto a sheet of paper to create their own toy poster: "I like my toys."

Write all the letters from the sentence: "I like my toys" onto cards. Have the children use these letters to remake the sentence.

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

**Comprehension check**

Which toys does the girl like?  
What does the girl like to do with her train?  
Do you think the book would have been different if it was a boy who was playing with the toys? Why?

**Assessment**

Can the child:  
 ▶ start each page in the right place?  
 ▶ follow the left-to-right direction of the text?  
 ▶ use the pictures to support their reading?  
 ▶ recognise the right words: I, like, my?

Comprehension questions

Assessment focus questions

## Big Books

The big books are suitable for shared reading and modelled writing.

## Selecting the book

The AlphaWorld big books address a variety of text types, text features, language structures and topics. Refer to the notes on the inside covers of the big books to determine the learning focus of each book. The inside front cover has notes for shared reading and the inside back cover contains suggestions for modelled writing. The inside back cover also includes a blackline master.

## Before reading

Introduce the big book. Refer to the inside cover notes.

## During reading

Follow the suggested notes for your purpose.

## After reading

Further suggestions and a blackline master are included in the notes.

## Assessment

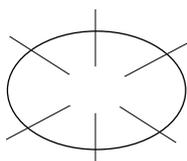
Assessment guidance is an integral part of AlphaWorld. The Teacher Editions help teachers collect assessment information and give appropriate teaching suggestions to develop each child's reading.

Teachers refer to the inside back cover of each Teacher Edition for the possible assessment focus. Observation pointers listed in the Teacher Edition help teachers focus on and assess children's reading behaviours. Associated prompts help teachers build children's reading strategies.

The questions on the last page of each Teacher Edition help to assess comprehension and give an indication of how children understand what they read.

Name \_\_\_\_\_

Concept map



At the \_\_\_\_\_

I saw lots of animals at the \_\_\_\_\_.

I saw a \_\_\_\_\_ at the \_\_\_\_\_.

AlphaWorld Big Book © Eleanor Curtain Publishing 2015

## Comprehension check

Which toys does the girl like?  
 What does the girl like to do with her train?  
 Do you think the book would have been different if it was a boy who was playing with the toys? Why?

In this way information is collected and appropriate teaching suggestions given to develop each child's reading.