

Using the extending reading books

Each Alphakids book is supported with teacher's notes to assist in conducting guided reading sessions with students.

INTRODUCTION

Getting ready for reading

This sets the scene for the reading and provides a context for students to think about the book. It is usually a 2 to 3 minute activity but in some cases will involve a longer time. When it is likely that students do not have experiences related to the book, these need to be provided through talking, making things, viewing videos, reading other books or conducting experiments. Such activities are indicated, and it may require that this part of the guided reading lesson is undertaken the day before the lesson itself.

If I Were Invisible...

*Written by Sarah Prince
Illustrated by Craig Smith*

Level 18

Getting ready for reading
Ask the students to imagine that they are invisible. What would you do? What would be the advantages? What would be the disadvantages? List these for future reference.

Talking through the book
Give each student a copy of the book. Turn to page 3. Ask: Why has the illustrator drawn the girl like this? Discuss. Turn through the book, asking what might be the advantages and disadvantages in each scene.

Reading the book
Students read the book individually while the teacher observes each student's reading behaviours and prompts students to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text
Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

Being a meaning maker
Encourage the students to support their answers with evidence from the book as they discuss these questions.
*Is the girl invisible?
What would be the best things about being invisible? What would be the worst? Why?
Does the girl prefer to be visible or invisible?*

Being a code breaker
Discuss the use of the ellipsis (...). What does it tell you to do when you are reading?
Discuss the use of the prefix 'in' in 'invisible'. Compare with other words that start with this prefix.



TEXT FEATURES

- This book is a narrative about a child's understanding of what their life might be like if they were invisible.
- The text is written as a monologue, using the pattern of 'If...then...'
- The text explores a range of arguments for and against being invisible and concludes that the advantages of being invisible are outweighed by the disadvantages.
- Colour illustrations support and extend the text.

Being a text user

Discuss:
What type of book is this?
How do you know?
What information is contained in the illustrations?

Being a text critic

Discuss:
Do all children think about what it might be like to be invisible?
What does the author think children like to do? Is this right?
Do you agree that being invisible might not be such a good idea after all? Why or why not?

Literacy learning centres – follow-up activities

✍ WRITING CENTRE
Students could write a story about an adventure they might have if they were invisible.

T TEXT CENTRE
Students could write their own thoughts about the advantages and disadvantages of being invisible and anything interesting that might happen.

🎭 INTERACTIVE LITERACY CENTRE 1
Students can work in cooperative groups to role-play some of the scenes presented in the book. Encourage them to present the advantages and disadvantages of being invisible.

🗨 INTERACTIVE LITERACY CENTRE 2
Students, in pairs, could write a story about what might happen if they were invisible. Person 1 writes the idea about what they could do if they were invisible and Person 2 writes the 'but' statement. Ask students to swap roles after two ideas have been explored.

Person 1: If I were invisible I could...

Person 2: But...

🔍 WORD CENTRE
Students could read familiar texts to find and list a range of words with the prefix 'in'.

Keeping track

When discussing meaning with students it is important to carefully check that the student is able to understand more than the literal meaning of the text. Can they read between the lines? Can they relate what they have read to their own world?

Talking through the book

This indicates the conversation you might have while guiding students into the book. Aspects of the text that are likely to challenge most students are discussed. You will need to use your knowledge of each student to tailor the book conversation to their needs.

READING THE BOOK

As students are reading the text individually, the teacher observes and listens to each student. This may be where the teacher decides on ways to combine a teaching focus specific to the book with the needs of the student. Errors are

usually observed and used in the teaching session as a focus for careful instruction. Records of reading behaviours can be taken during this time.

RETURNING TO THE TEXT

This highlights many of the teaching opportunities that are available in the book. It is not intended that every teaching opportunity be taken up with every student. Instead, teachers can use this section to tailor the guided reading and teaching session to each student's needs, or to select books with teaching opportunities that are relevant for a particular group. For example, for students needing to develop their awareness of the use of quotation marks you might select *Sir Andrew the Brave* or *Johann and the Birds*.

Meaning maker

This section provides a number of discussion points that students can consider and respond to using evidence from the text to support their point of view. It focuses on reading on the lines, between the lines and beyond the lines in the pursuit of meaning.

Code breaker

Selecting the most appropriate aspect of code breaking enables teachers to tailor their teaching to the needs of students. Choose from the following:

- the vocabulary used in the text, focusing on high-frequency words and word awareness.
- analogy with onset and rime
- the writing conventions, focusing on punctuation and grammar

Text user

The questions focus on how and why students might use this book. Text users explore the form or genre of the text, as this affects the way they will read the book.

Text critic

These questions are designed to enable students to develop and demonstrate their critical-thinking skills. They focus on reading like writers. Here students need to refer to the book and to their own experience to justify and explain their answers.

Questions from each section can be posed for the guided reading group or for individual students to generate discussion. Whichever way the questions are used, students should be encouraged to refer to the book to justify and explain their answers.

LITERACY LEARNING CENTRES – FOLLOW-UP ACTIVITIES

Several learning centres are described for each book, providing ideas to enable students to practise and consolidate the skills and concepts they have begun to develop in the guided reading session. Providing activities directly related to the book allows students to engage with the same book for a number of lessons.

POSSIBLE ASSESSMENT FOCUS

Assessment opportunities are indicated by a  symbol. They enable teachers to collect writing samples, observe reading and writing behaviours and monitor students' development. All are possible within the guided reading and literacy learning centre activities.

KEEPING TRACK

These notes provide ideas for observing the students' reading behaviours. A range of assessment strategies and ways of collecting data about the students' learning is included. These suggestions are not an exhaustive list and are not specific to each book. Teachers need to consider the data they wish to collect and their purpose for collecting it when they are selecting assessment strategies and record-keeping procedures.