



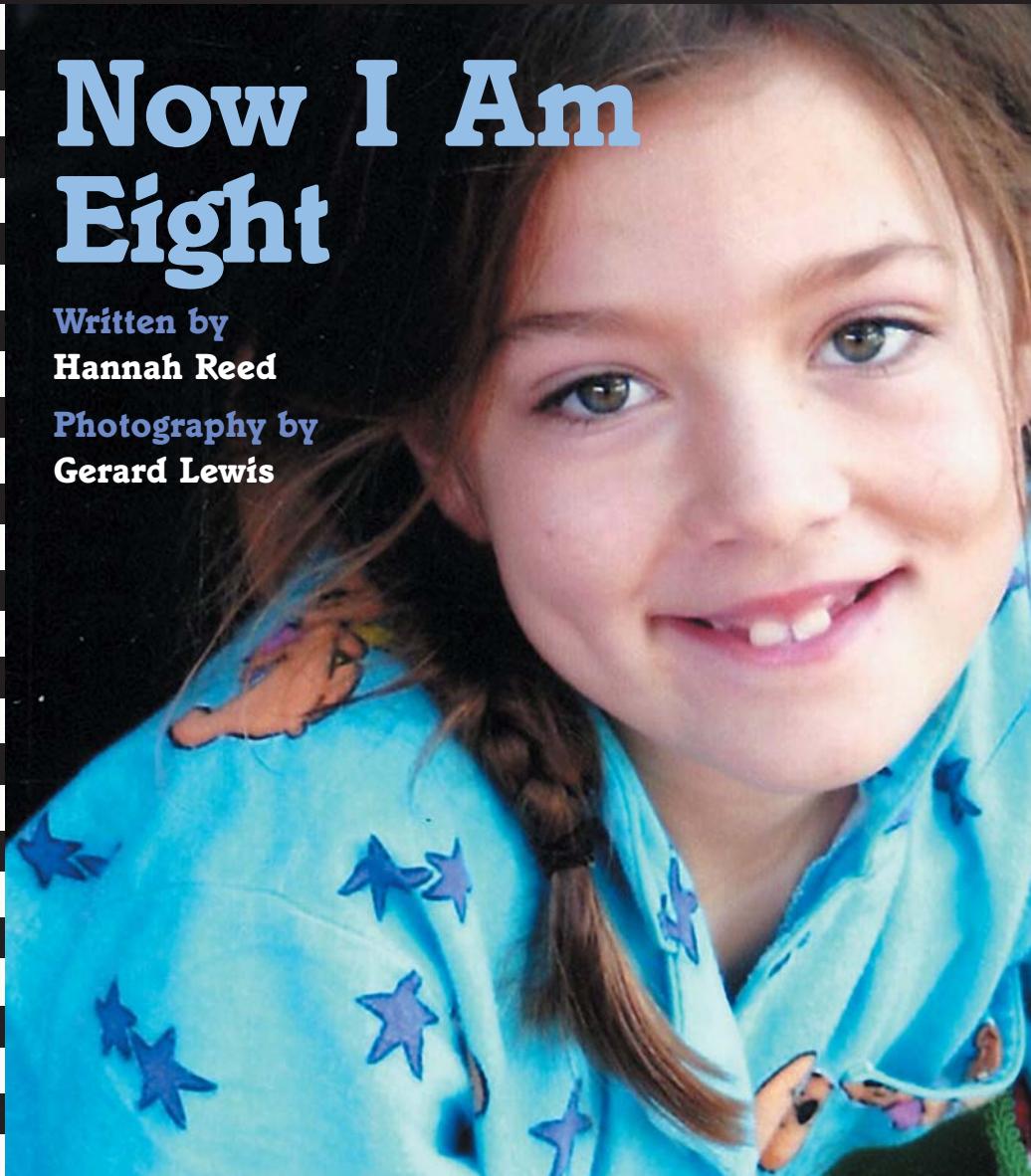
Teacher Edition

AlphaWorld

Now I Am Eight

Written by
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Photography by
Gerard Lewis



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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

- Text is written in the first person
- Colour photographs support the text
- A time sequence is developed

Vocabulary

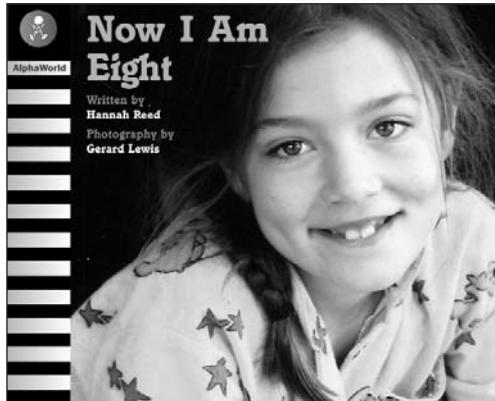
balance, costume, crawl, eight, favourite, learned, ocean, playgroup, pre-school, practised, rattle, tricycle

Setting the context

Describe to the children your own earliest personal memory and something important that happened in your own life.

What is the earliest thing you can remember?

What are some important events that have happened in your life?



Front cover

Show the front cover.

This book is called Now I Am Eight. Who is on the front cover?

How old do you think the girl is?

What will this book be about? Why do you think so?

Now I Am Eight



Written by Hannah Reed
Photography by Gerard Lewis



Title page

Turn to the title page.

What is the girl doing in this photo?

Point out the names of the author and the photographer.



Predict

This girl's name is Sophie. She can do lots of things now that she couldn't always do.

Look at the photos on pages 2 and 3. What can you see? What is Sophie doing?

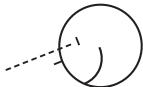


Read to the end of page 2.



Reflect

What did Sophie tell us about herself?



Observe and support

Can the children use their knowledge of phonics to support their reading?

Do they identify the digraph /ph/ in the middle of the word 'Sophie'? Mask the rest of the word showing only the /ph/. Can you think of a sound that these letters might make? Have you seen them in other words?

My name is Sophie.

I am eight years old.

Now I am eight, I know
how to do many things that
I couldn't do before.





Predict

This is a photo of Sophie when she was first born. Babies are helpless when they are born. Like all babies, Sophie ate, cried and slept. What other sorts of things can babies do?

Turn to page 6.

These are photos of Sophie at six months of age. She had grown her first teeth. Teeth can hurt a lot when they come through so babies often cry a lot.

What are some things that Sophie might have learned to do at six months of age?



Read to the end of page 6.



Reflect

What could Sophie do when she was born?

What could Sophie do when she was six months old?

What could you do when you were a baby?



Observe and support

Can the children locate what the author actually says?

Did Sophie learn to crawl? How do you know?

When I was born I was helpless. All I did was eat, cry and sleep. I couldn't move around, so my parents had to carry me everywhere.

I didn't have any teeth and I had hardly any hair. I couldn't hold a rattle and I didn't know how to smile. Mum told me that she can remember the first time I smiled. She said it was a big event.

My mother fed me every few hours, and I started to grow very quickly.



By the time I was six months old, I had learned to sit up by myself. I spent a lot of time playing with my toys.

I grew my first teeth. They were my bottom teeth. They hurt as they were coming through, so I cried a lot.

Although I was growing quickly, I still didn't have much hair.

Then I started to move around.





Predict

These are photos of Sophie when she was one. She could crawl very fast and her mum and dad had to put safety locks on the cupboards because she was very curious.

What else do you think Sophie could do?

Turn to page 10.

Look closely at the photos. They were taken when Sophie was two. She was given a tricycle for her birthday but it was difficult for her to ride at first. Why do you think it was difficult for Sophie to ride?

What else has she learned to do?



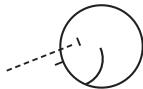
Read to the end of page 10.



Reflect

What are some of the things that Sophie could do at two, then at three?

What are some of the things that she enjoyed doing? How do you know?



Observe and support

Ask one child to read aloud to you while the others are reading silently.

Point out the paragraph break. *Did you notice the extra space between these two lines? This tells you a new idea is coming. It is a good idea to pause a little before reading a new paragraph aloud.*



By the time I was one I could crawl very fast. Mum and Dad said I was very curious, and they had to put locks on the cupboards to keep me safe. I could stand up by holding on to things. I fell down a lot, but I kept on trying. After a while I found that walking was even better than crawling.

I could play with lots of different toys. I could build towers with blocks and I loved stacking up my plastic rings. Sometimes, though, I just threw my toys all over the place.



By the time I was two I had learned to talk, but Mum and Dad couldn't always understand what I said.

I was given a tricycle for my birthday. It was difficult to ride at first because I couldn't work the pedals properly, but I soon learned. I liked riding around and around the back yard.



I liked making sandcastles when we went to the beach. I would make them - then jump on them.

I looked forward to bathtime every night. I loved playing with the soap bubbles and my bath toys.





Predict

By the time Sophie was three, she talked and talked. She loved asking lots of questions.

Sophie went to playgroup and liked playing with her friend Anton. What else would Sophie have been doing at the age of three?

Turn to page 14.

Now Sophie is four. When she was four she went to pre-school.

What did you like doing at pre-school? What do you think Sophie liked doing at pre-school?

Sophie also learned to swim.

Do you go to swimming lessons? What happens during your swimming lessons?



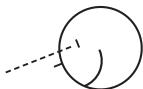
Read to the end of page 14.



Reflect

At three, what did Sophie enjoy playing with? Why?

What are the new activities that Sophie participated in at four?



Observe and support

Does the child understand language related to time and sequence?

Which words on page 14 tell you when things happened?

By the time I was three I talked and talked. I asked plenty of questions and I could count to seven.

I had a new doll called Emily. I dressed up as a nurse and pretended to look after her. I talked to her all the time.

When I was three Mum took me to playgroup. I liked going there and playing with my friend Anton. I liked climbing up on things and jumping down.

And I was growing bigger all the time!



When I was four I went to preschool. I loved painting. Every week I brought home another painting. We stuck them on the kitchen walls. Soon all the walls in the kitchen were covered with my paintings.

I also learned to swim. At first I was scared to put my face in the water and had to use a rubber ring to help me float. Then I learned to kick, and after a while I could swim by myself. I couldn't swim very far, but I was very pleased with myself. Dad said it wasn't long before I could swim the length of the pool.





Predict

When Sophie was five she started school. This is the photograph that her dad took of her on her first day at school.

What was your first day at school like? What do you think happened to Sophie on her first day at school?

Turn to page 18.

When Sophie was six years old she loved dressing up as a fairy. She had two fairy costumes that she wanted to wear all the time.

What else might Sophie tell us about on this page?



Read

to the end of page 18.

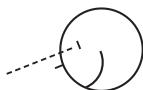


Reflect

What do you think was the most special thing that Sophie learned when she was five? Why do you think so?

What happened to her teeth when she was six?

What sort of party did she have?



Observe and support

Does the child check a range of information 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 you to work out that sentence?

When I was five I started school. I felt very grown up in my new clothes. On my first day, Dad took a photograph of me before we walked to school.

My classroom was full of children I didn't know. I felt like crying, until my teacher took me to a table to meet some of the children. Soon I made some new friends.

I learned to ride a bicycle when I was five. At first I used training wheels to help me balance. Then, one day, Dad took them off. I didn't think I would be able to ride without them, but I practised and practised until I could.



When I turned six my baby teeth started to fall out. My bottom front teeth fell out first and new teeth grew in their place. They were much bigger than my baby teeth.

I loved dressing up as a fairy. I had two fairy costumes. I wanted to wear them all the time. I even wore them over my ordinary clothes.

I had a fairy party for my birthday and everyone came dressed up.





Predict

When Sophie was seven she joined the surf-lifesaving club. She participated in lots of races and competitions on the beach. What do you think Sophie learned about at the surf-lifesaving club?

Turn to page 22.

Now Sophie is eight. What is she doing in the photos? What special events in her life will Sophie tell us about?



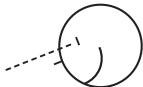
Read to the end of page 22.



Reflect

Tell me something that Sophie learned when she was seven or eight.

If you were writing about being seven or eight what events would you include? Why are they special to you?



Observe and support

Can the child identify the first person personal pronouns, 'I' and 'we'?

Who is writing this story? How do you know? What words tell you this?

When I was seven I joined the surf-lifesaving club. I learned about how to be safe in the ocean. We had lots of races and other competitions on the beach. We wore blue and yellow hats so that people would know which club we belonged to.

I was a fast runner. I loved all the running events at the school sports and I came first in the sack race.



And now that I am eight, I can do even more things.

I love going camping at the weekends. I pack my own bag and help put up the tent. We cook our meals on a campfire. After dinner we toast marshmallows over the fire as a treat. Then Dad tells us stories.

And at home, I like to read adventure stories every night before going to sleep . . .

I am learning lots of new things all the time.





Predict

How will Sophie finish her story? How would you finish it?



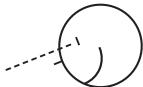
Read to the end of page 24.



Reflect

Did this book finish the way you expected?

What do you think Sophie will do when she is nine? What will you be doing?



Observe and support

Do the children notice if they have made a mistake?

Do they re-read to the point of difficulty?

What did you notice? What might fit there? What would make sense?

I wonder what I'll be able to do when I am nine . . .



After reading

Being a meaning maker

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

What does Sophie enjoy doing now?

Why did Sophie's interests and activities change?

What are some of the things she learned to do as she grew up?

Being a code breaker

Explore the following language features:

- Words and phrases that describe time: after a while, at first, by the time, one day, when
- Punctuation used throughout the book: apostrophes, commas, exclamation marks, dashes, hyphens, ellipses

Being a text user

You may like to work with the children to analyse the structure of a recount.

What happened?

When did it happen?

Who was involved?

Where did it happen?

What order did each thing happen in?

How did Sophie feel about it?

Being a text critic

Do all children learn the same things at the same time?

Do you know anyone like Sophie?

Responding to text

 Use this book as a springboard for children to investigate special events in their own lives. Children could complete a questionnaire at home with their family to discover when personal milestones occurred. This information could be presented and shared in a variety of ways such as a timeline or a written recount.

 The children could participate in a ‘Draw and Tell’. Give children an enlarged copy of the framework below and ask them to draw, with as much detail as possible, a special recent event. Labels can be added to assist the interpretation of the drawings. The children could then give their drawing to a partner who has to describe the event to the rest of their group, using only the information in the drawing.

My Special Event

| Who? | What? | When? | Where? | Why? |
|------|-------|-------|--------|------|
| | | | | |

 Ask the children to find words and phrases that describe time. List the words they find on a chart for future reference.

Possible assessment focus

Can the children:

- understand the text at the literal level?
- share their own experiences of various milestones in their lives?



whole text activity



sentence activity



word activity

Writing links

Start a class wall diary and add an entry for each day. Discuss what details of the day should be included to make the diary interesting to read. At the end of the week, staple the entries together to make a book and place it in the reading corner. It could be called ‘A week in the life of our class.’

Now I Am Eight

Topic: Family/Human Body/Time

Curriculum link: Study of Society

Text type: Recount

Reading level: 19

Word count: 892

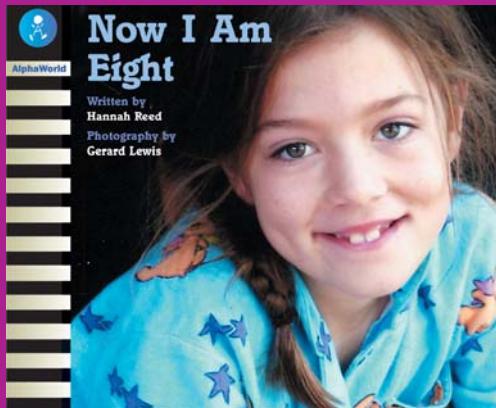
Vocabulary: balance, costume, crawl, eight, favourite, learned, ocean, playgroup, pre-school, practised, rattle, tricycle

Possible literacy focus:

- Identifying the different things Sophie could do each year.
 - Identifying the changes that are common to all children and those that are specific to Sophie.
-

ESL possibilities:

- Referring to the text to explain what Sophie could do each year.
- Retelling the events with attention to correct chronological order.



Summary

This book tells us about the different things that Sophie learned to do every year from when she was born to when she turned eight. What do you think she will be able to do next?

AlphaWorld



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