

Teacher Edition

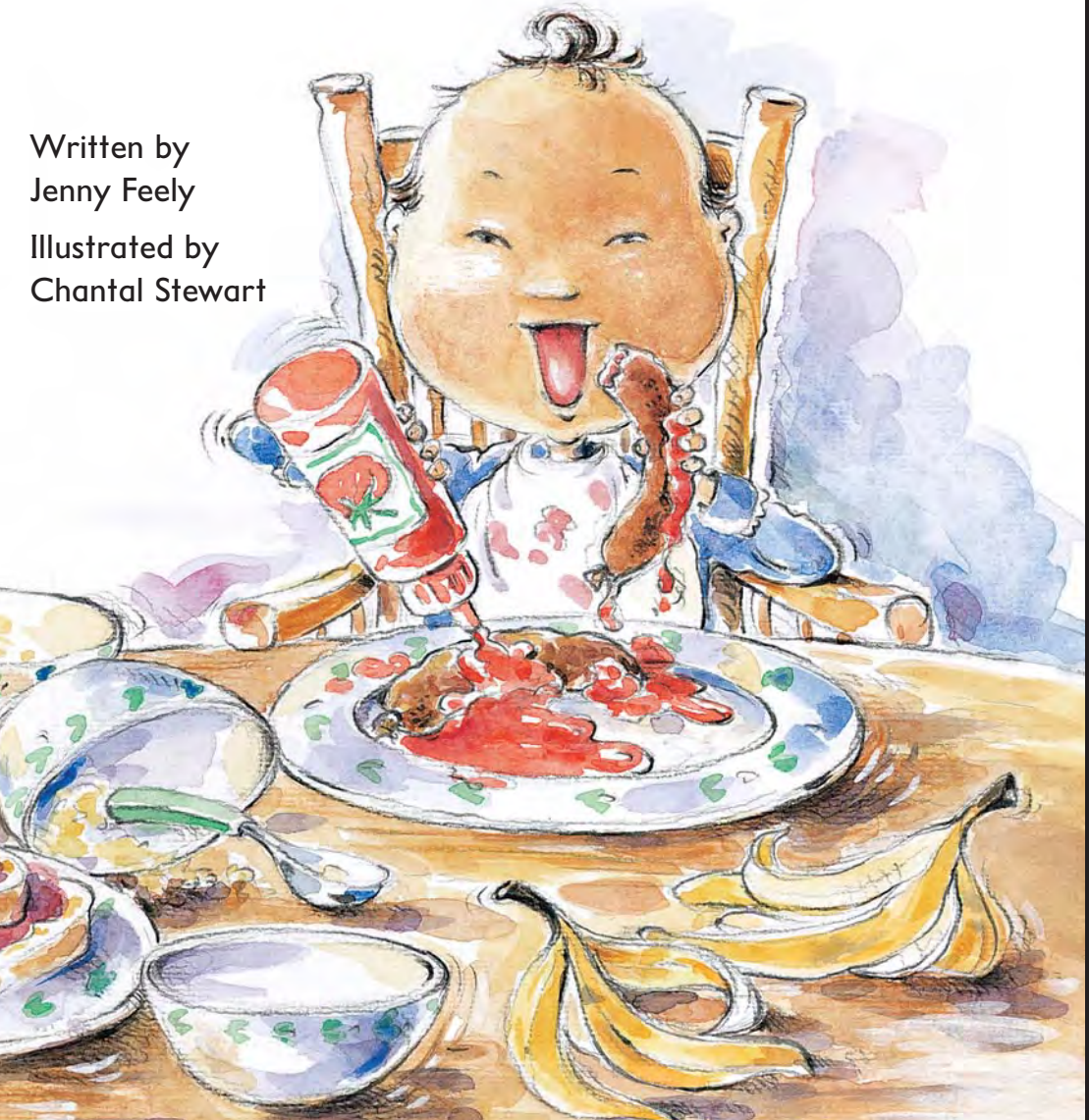
The Hungry Baby



alphakids

Written by
Jenny Feely

Illustrated by
Chantal Stewart



Horwitz Education
A Division of Horwitz
Publications Pty Ltd
55 Chandos Street
St Leonards NSW 2065
Australia

Horwitz Gardner
Education
Unit 53, Cressex
Enterprise Park
Lincoln Road
High Wycombe,
Bucks, HP12 3RL,
United Kingdom

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Developed by
Eleanor Curtain Publishing
Text: Jenny Feely
Consultant: Susan Hill
Designed by
Alexander Stitt
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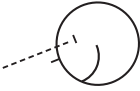
How to use this book

Before reading: Talkthrough




Talk through the book with the children. Encourage them to predict the text from the cover and 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. Encourage them to monitor their own reading as they comprehend the text. 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. Interruptions to the child's reading should be minimal and focused on a specified learning need.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 12 and 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.

Text highlights

- Use of direct speech
- Illustrations that develop story line

Vocabulary

hungry, baby, morning, bananas, toast, cereal, sausages, food, fruit shop, shopkeeper, supermarket, milk, butcher, bakery, baker

Setting the context

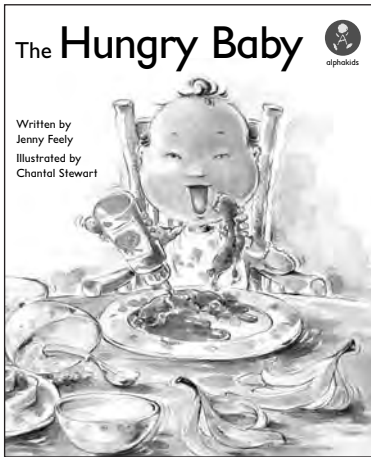
Ask: What do you like to eat for breakfast?

Discuss children's breakfasts and list typical breakfast foods.

What do babies usually have for breakfast?

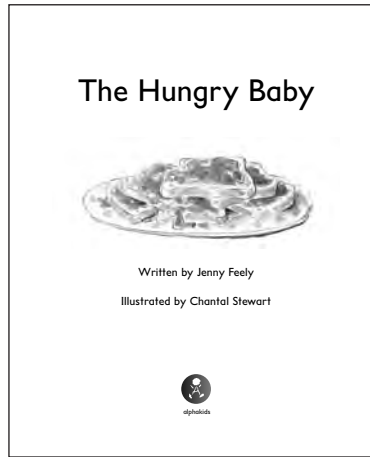
Introducing the book

This book is called 'The Hungry Baby'. It is about a very hungry baby who one day ate an enormous breakfast.



Front cover

What kind of picture is on the front cover? What does it tell you about the book? Why do you think this book is called 'The Hungry Baby'? What does this tell you about the type of book it is likely to be?



Title page

Discuss the features of the title page: title, illustration, author and illustrator credits, series logo.

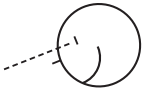
Why do you think there is an illustration of a large plate of toast?



Talkthrough

Here is the hungry baby. He is not like other babies. He has a huge breakfast every morning. What does he eat for breakfast?

Can you see the word 'cereal' on the page? What letter will you expect to see at the start of the word? What letter does it finish with?



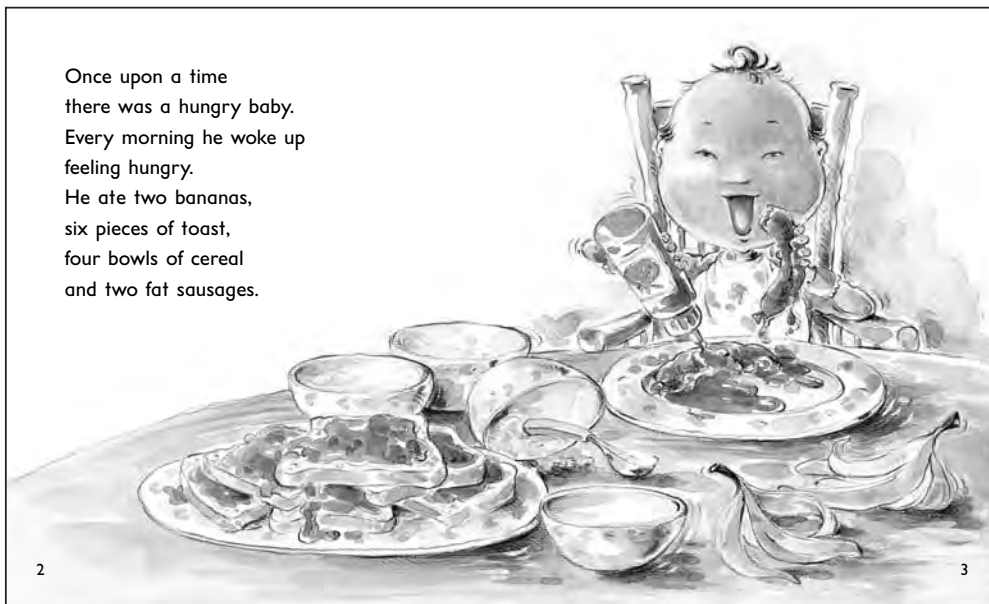
Observe and support

Does the child check what they read with the phonic information on the page?

Point out the word 'cereal'.

How did you know what that word was? What did you check at the start of the word? What did you look for at the end of the word? What else did you check?

Once upon a time
there was a hungry baby.
Every morning he woke up
feeling hungry.
He ate two bananas,
six pieces of toast,
four bowls of cereal
and two fat sausages.

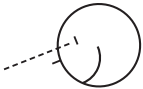




Talkthrough

One day the baby was hungrier than usual. How much food do you think he ate? Where would you look on the page to find out?

What did the mother do when she ran out of food?



Observe and support

Does the child monitor their own reading?

If the child notices an error:

Why did you stop there? What did you notice? What could you try now? Does that sound right?

One day the hungry baby
woke up feeling very hungry.
He ate six bananas,
twenty pieces of toast,
eight bowls of cereal
and four fat sausages.

'Oh dear!' said his mother.
'There is no more food.
We'll have to go shopping.'





Talkthrough

Turn to pages 6–7.

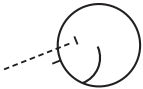
First they went to the fruit shop. What did the mother buy?

Point out the illustration.

What happened while the mother was buying bananas?

Turn to pages 8–9.

Then the hungry baby and his mother went to the supermarket. What happened here?



Observe and support

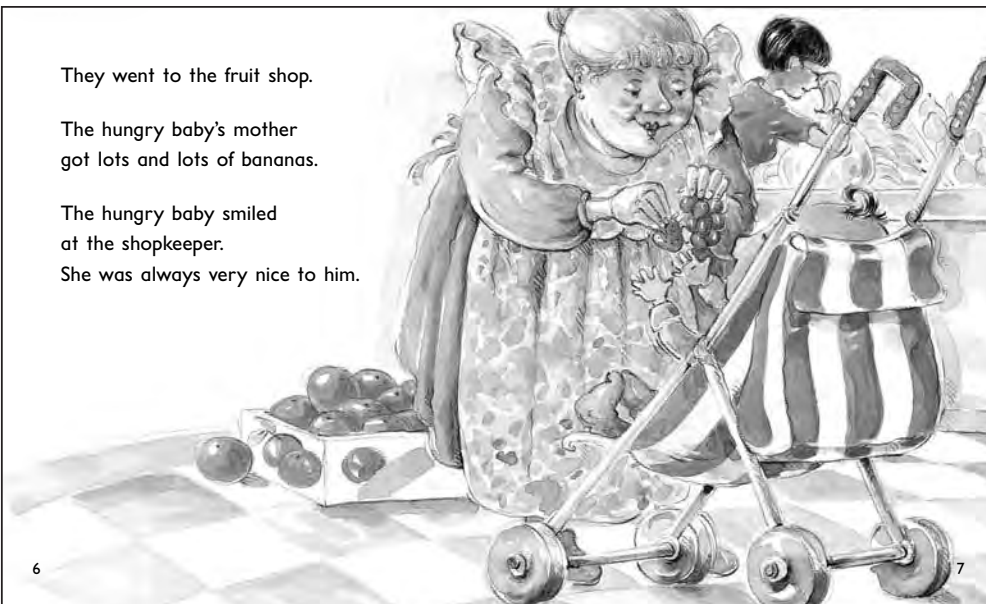
Can the child draw inferences from the text?

Why is the shopkeeper always very nice to the hungry baby?

They went to the fruit shop.

The hungry baby's mother
got lots and lots of bananas.

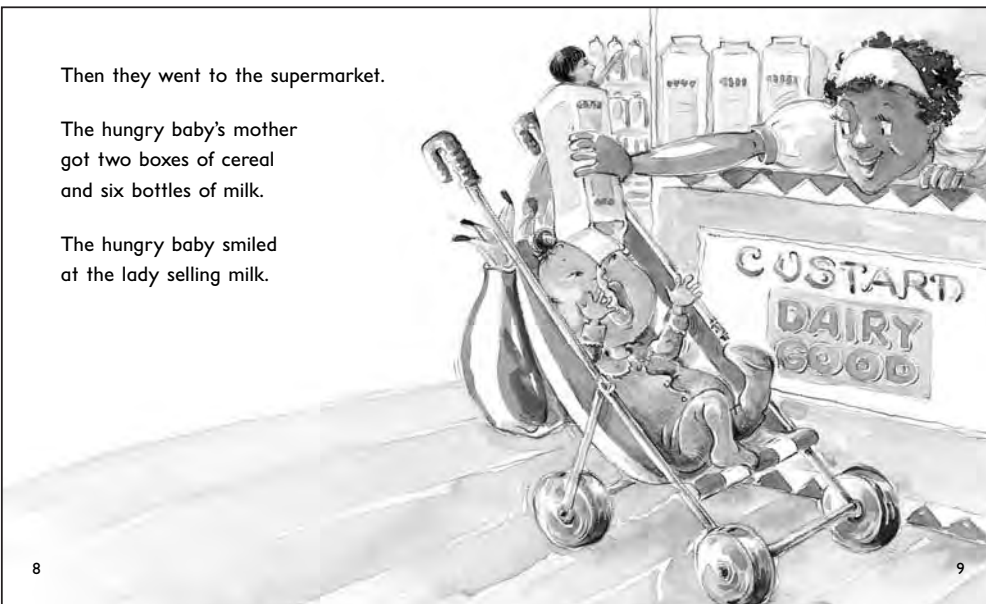
The hungry baby smiled
at the shopkeeper.
She was always very nice to him.



Then they went to the supermarket.

The hungry baby's mother
got two boxes of cereal
and six bottles of milk.

The hungry baby smiled
at the lady selling milk.





Talkthrough

Turn to pages 10–11.

Where did the hungry baby and his mother go next? What will his mother buy here?

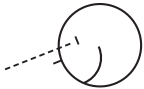
If you were looking for the word 'sausages' on the page what would you look for?

What do you think will happen next?

Turn to pages 12–13.

Were you right? What will the hungry baby do at the bakery?

What might the mother buy at the bakery? What will the baker do?



Observe and support

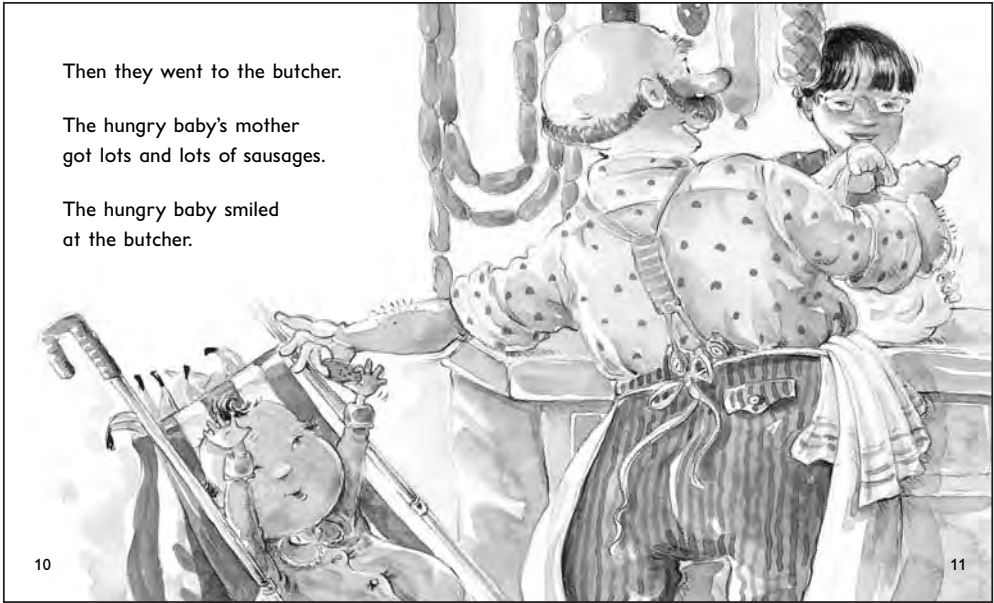
Does the child use a range of strategies to work out new vocabulary?

How did you work out the word 'bakery'? Can you see a word you know in 'bakery'?

Then they went to the butcher.

The hungry baby's mother
got lots and lots of sausages.

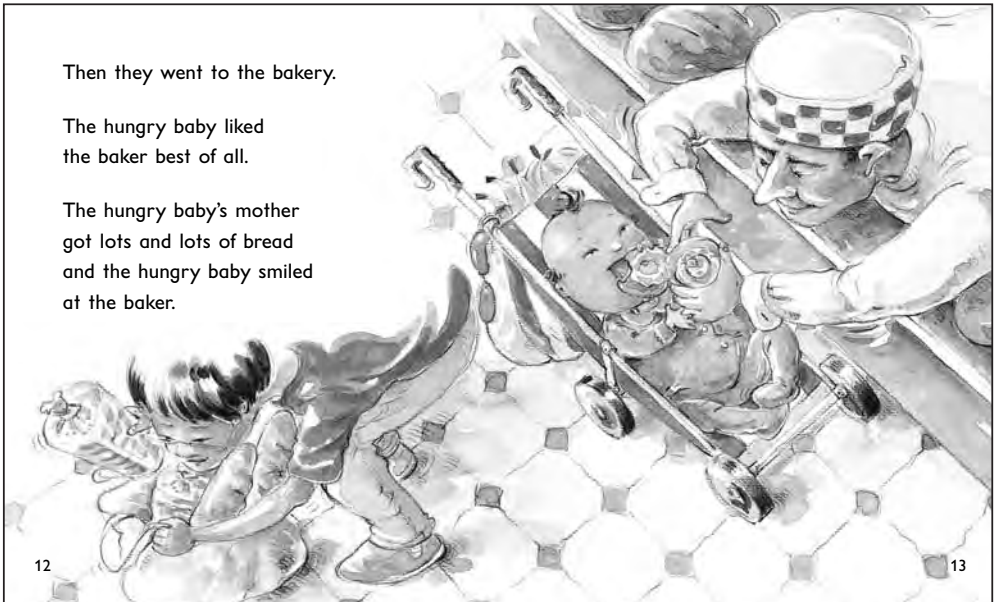
The hungry baby smiled
at the butcher.



Then they went to the bakery.

The hungry baby liked
the baker best of all.

The hungry baby's mother
got lots and lots of bread
and the hungry baby smiled
at the baker.





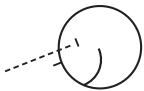
Talkthrough

Then the hungry baby and his mother went home. What did his mother do at home? What did the hungry baby do? His mother was worried that the hungry baby was sick.

Turn to page 16.

Was the hungry baby sick? What did he do?

Why didn't he want his dinner?



Observe and support

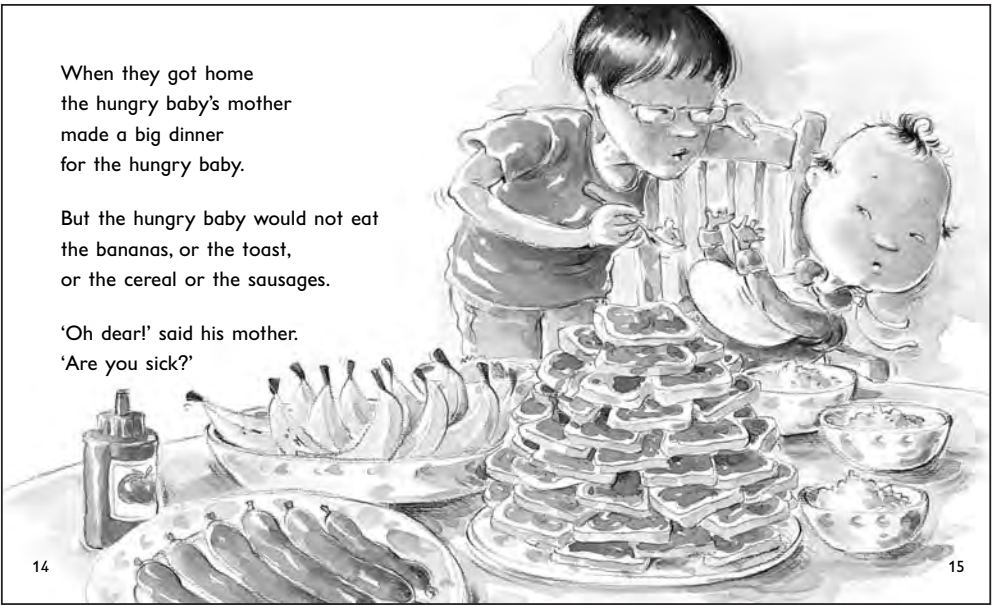
Does the child attend to paragraph breaks to support expressive reading? Point out the paragraph breaks on page 15.

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

When they got home
the hungry baby's mother
made a big dinner
for the hungry baby.

But the hungry baby would not eat
the bananas, or the toast,
or the cereal or the sausages.

'Oh dear!' said his mother.
'Are you sick?'



The hungry baby just smiled and smiled.

The Hungry Baby

Being a meaning maker

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

What did the hungry baby eat for breakfast every morning?

Why did the mother need to go shopping?

Why did the hungry baby smile at all the people in the shops?

Why did the hungry baby smile and smile at the end of the book?

Being a code breaker

Children may like to explore the following language feature:

- Different sounds made by the letter 'u': hungry, supermarket, huge.

Being a text user

Is this a true story? Why or why not?

What kind of book is it?

Being a text critic

This book shows a mother who doesn't seem to notice when other people feed her baby. Are mothers really like that?

Would a mother let her baby eat the food described in the book?

Could a baby really get all the shop people to talk to it?

Responding to text



Children could work in cooperative groups to practise and perform the story as a readers theatre.



Children could find food pictures in magazines and advertising material to make an illustrated menu for the hungry baby's breakfast. Encourage the children to add captions and labels to explain how much of each food the hungry baby eats.



Provide children with small cards. Ask them to list and illustrate all the foods that the hungry baby ate. These cards could be put into alphabetical order.

Assessment

Can the child:

- Explain which parts of the story are contained in the text and which parts are in the illustrations?
- Explain why the hungry baby smiled a lot?



whole text activity



sentence activity



word activity

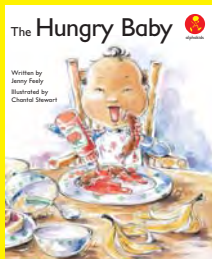
Writing links

Shared writing

What other things could the hungry baby get up to? Brainstorm possible antics on the board. Discuss how several of these could be turned into stories.

Independent writing

Children may like to write a further adventure for the hungry baby. For example, 'The Hungry Baby's Lunch'. These stories could be published and added to the class library.



Teacher Edition

Topic: Family life

Curriculum link: Studies of Society and the Environment

Text type: Narrative

Reading level: 14

Word count: 237

Vocabulary: hungry, baby, morning, bananas, toast, cereal, sausages, food, fruit shop, shopkeeper, supermarket, milk, butcher, bakery, baker

Possible literacy focus

Using illustrations to develop the story line.

Interpreting the text: Why did the hungry baby smile a lot?

Summary

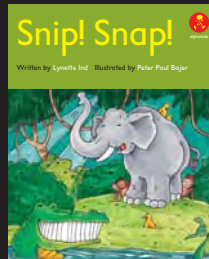
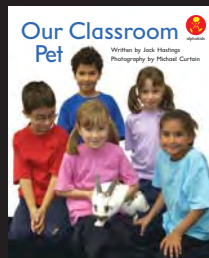
This book is about a baby who has a very large appetite. He eats all of the food in the house and then smiles his way into being fed throughout a shopping trip to restock the pantry.

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Other books at this level



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