



**Teacher Edition**

**AlphaWorld**

# My Toys

**Written by**  
**Kerrie Shanahan**  
**Photography by**  
**Michael Curtain**



First published 2003

Apart from any fair dealing for the purposes of study, research, criticism or review, as permitted under the Copyright Act of Australia, no part of this book may be reproduced by any process, or transmitted in any form, without permission of the copyright owner. Where copies of part or the whole of this book are made under Part VB of the Copyright Act, the law requires that records of such copying be kept and the copyright owner is entitled to claim payment.

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 2923 8  
Pack ISBN 0 7253 2305 1  
(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

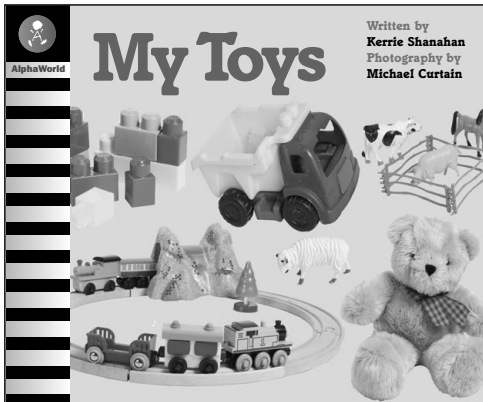
Ask: *What toys do you like to play with?*

*What do you do with them?*

You may like to list these on the board for referring to after reading.

## Introducing the book

*This book is called 'My Toys'. It tells us about the toys that the girl in the book likes to play with.*



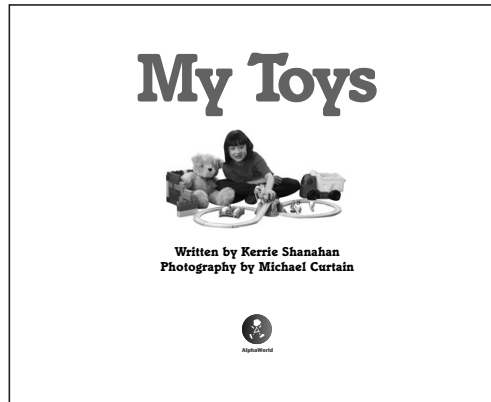
## Front cover

Read the title.

*What toys can you see on the cover?*

*Why do you think they are there?*

Check that the children know what each toy is called, ensuring that they match the names in the book, e.g. if the child says, "A horse, a cow and a pig" say, *In the book they are called animals.*



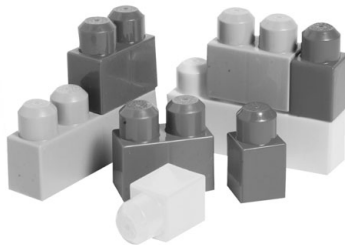
## Title page

*This is the title page.*

*Can you read it?*

Point out the text that refers to the author and photographer.

I like my blocks.



2



## **Talkthrough**

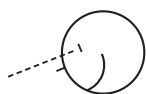
*All the toys in this book belong to this girl.*

*She likes all her toys.*

*On this page she tells us that she likes her blocks.*

*How might she tell us that?*

*Model the form of the text.*



## **Observe and support**

Does the child know where to start reading?

*Can you put your finger on the first word?*

For children that have difficulty with this it may be useful to place a removable dot next to the first word until they are more confident.

I like my truck.

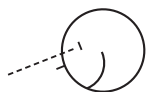


4



### **Talkthrough**

*What toy does the girl have here?  
What would she say to tell you that she likes it?  
Can you see “I like my truck”?*



## **Observe and support**

Does the child check that what they say matches the text?

*You said, "I like my truck." What could you check to make sure that you are right?*

*Could you look at the picture?*

*Could you check the start of the word?*

*Were you right?*

I like my teddy bear.



6



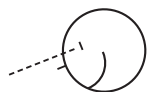
### **Talkthrough**

*This is another toy the girl likes.*

*She calls it her teddy bear.*

Draw attention to the repetitive structure of the text.





## **Observe and support**

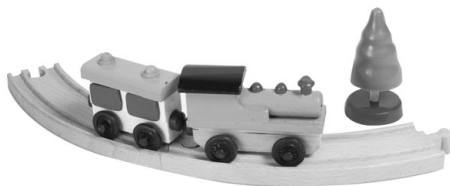
Does the child recognise the text pattern?

Do they use it to predict the sentence on each page?

Re-read the previous pages with the child.

*What did you notice about the other pages? What do you think this page will say? What about the next page?*

I like my train.



8



## **Talkthrough**

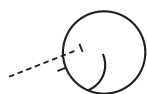
*What toy is the girl telling us about here?*

*What will she say?*

*What will you expect the first word to be?*

*Can you see any words that you know on this page?*

*What are they?*



## **Observe and support**

Does the child readily recognise the sight words: I, like, my?

*Can you tell me what this word is?*

*How did you know that?*

*This word is 'like'. What letters does it have?*

*How will you remember it?*

I like my animals.



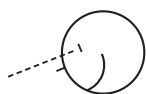
10



### **Talkthrough**

*What do you call this group of toys?*

*Why is the girl playing with them?*



## **Observe and support**

Does the child search the page for a range of reading cues?

If the child stops reading, provide support by asking:

*What have you noticed?*

*What could you look at to help you?*

*Could the picture help?*

*Could you look at the first letter of the word?*



## **Talkthrough**

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



**I like my toys.**

12



## **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?*

## 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”.



Make sentence strips with pictures of toys on them. Cut the strips into words, leaving the picture with the noun. Children can reassemble them and read the sentence to a friend.



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** see the accompanying book, *AlphaWorld Literacy Learning Activities: Emergent Reading Levels 1–5*. It contains two reproducible blackline masters specifically related to this book.

## 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 sight words: I, like, my?

# My Toys

**Topic:** Toys

**Curriculum link:** Society and Environment; Technology

**Text type:** Caption

**Reading level:** 1

**Word count:** 25

**High-frequency words:** I, like, my

**Vocabulary:** blocks, truck, teddy bear, train, animals, toys

---

## Possible literacy focus

Using print concepts and pictures to support reading.

---

## Summary

This is a caption book that presents a range of toys that a girl likes to play with.



**AlphaWorld**



ISBN 0-7253-2923-8



9 780725 329235