



Teacher Edition

AlphaWorld

# Favourite Places

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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 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

Talk to the children about a favourite place of yours. Invite children to talk about some of their favourite places.

Ask: *How do you feel when you are at your favourite place?*

*What sort of things do you do at your favourite place?*

## Introducing the book

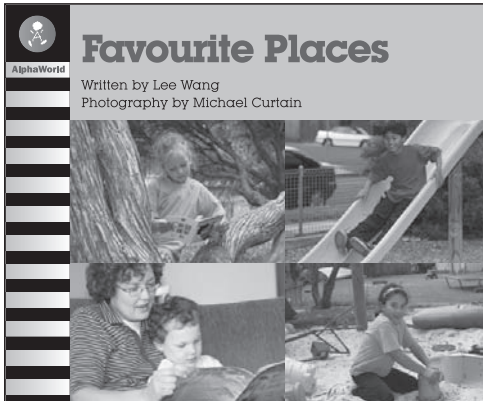
*This book is called 'Favourite Places'. In it, we will meet five children who tell us about their favourite place and what they like to do there.*

*Do you go to your favourite place with other people or by yourself?*

*What do you like about your favourite place?*

Introduce words with consonant clusters 'pl', 'sl', 'tr'.

Introduce the use of personal pronoun 'I' at the start of a sentence.



## Front cover

Look at the front cover and discuss the activities that the people are doing in the pictures.

*Are any of these places one of your favourite places?*



## Title page

*This is the title page.*

Read the title together.

## Favourite Places



### Talkthrough

*On each page of this book, the child in the pictures tells us about his or her favourite place. Where is this boy's favourite place? What does he like to do at the playground? What will he tell us?*

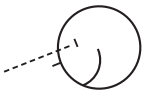
Model the form of the text.

Here is my favourite place.



I like to play on this slide  
in the playground.

3



## Observe and support

Can the child support their understanding of the text with direct evidence from the page?

*Where is this boy's favourite place? What does he like to do there? Where did you find that out? Was it anywhere else?*

## Favourite Places



### Talkthrough

*What is this girl doing? Where is she doing it? Where is her favourite place?*

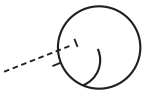
*When you read this page what words will you be looking for? What will you expect 'favourite' to start with? What about 'book'? Or 'tree'?*

Here is my favourite place.



I like to read my book  
in this tree.

5



## Observe and support

Does the child use an understanding of letter–sound relationships to check words?

*You read, “Here is my favourite place.” How did you know that word said ‘favourite’? What did you look at? What did you think about?*



## Favourite Places



### Talkthrough

*Where is this boy's favourite place? What does he like to do there? How did you work that out? How could you check that you are right? What words will you look for to check? Can you see 'kite'? Can you see 'park'?*

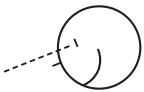


Here is my favourite place.



I like to play with my kite  
in the park.

7



## Observe and support

Does the child search for a range of information on the page to support their reading?

*When you looked at the pictures before you read the text, what were you looking for? How did that help you?*

*What else did you check?*

## Favourite Places



### Talkthrough

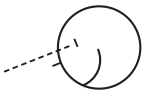
*Where is this girl? Why is she there? What is she doing?  
What will she tell us?*

Here is my favourite place.



I like to play in this sandpit.

9



## Observe and support

Does the child read the text with expression, as if they were the child in the book?

*Can you read it so that it sounds like this girl talking?*

*How might she feel in her favourite place? How might her voice sound?*

## Favourite Places



### Talkthrough

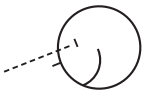
*This boy's favourite place is with his mum.  
What does he like to do with his mum?*

Here is my favourite place.



I like to read a book  
with my mum.

11



### **Observe and support**

Does the child infer meaning from the pictures and the text?

*Why do you think this boy says reading with his mum is his favourite place?*

## Favourite Places



### Talkthrough

*This page gives us a summary of all the favourite places in the book. The children say, "These are our favourite places."*



These are our favourite places.

12




### Comprehension check


*Which special place from the book would you like to go to? Why?*


*Do the same things make everyone happy? Why do you think this?*

*If you were the author, what other places would you have written about?*

## Responding to text

 Have the children work in pairs to orally describe and discuss their favourite places. After practising with their partner, they could record their information on audio tape. When everyone has been recorded the tape can be played back to the group.

 Children could write sentences to practise writing the personal pronoun, “I like ...”.

 Supply the children with a large sheet of paper with two columns headed ‘outside places’ and ‘inside places’. Children can list the places in the book as either inside or outside. Then they can add their own favourite places to the chart.

**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:

- understand the text at a literal and inferential level?
- use their knowledge of letter–sound relationships to support their reading?

- identify words with initial consonant clusters?
- identify the capital letter for the personal pronoun ‘I’ at the beginning of a sentence?



# Favourite Places

**Topic:** Things and places

**Curriculum link:** Society and Environment; Personal Development

**Text type:** Recount

**Reading level:** 4

**Word count:** 75

**High-frequency words:** here, is, my, I, like, to, on, this, in, the, with, a, these

**Vocabulary:** favourite, place, playground, tree, park, sandpit, book

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## Possible literacy focus

Writing in the first person.

Using initial letter/s to predict and check words, including capital letter 'I'.

Using consonant clusters to work out new words.

Searching for information on the page to support problem solving.

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## Summary

This book is about the favourite places of a range of children. Each child tells about their favourite place and what they like to do in this place. Indoor and outdoor places are featured.



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