



**Teacher Edition**

**AlphaWorld**

# **A Present For Our Teacher**

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**Photography by Michael Curtain**



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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

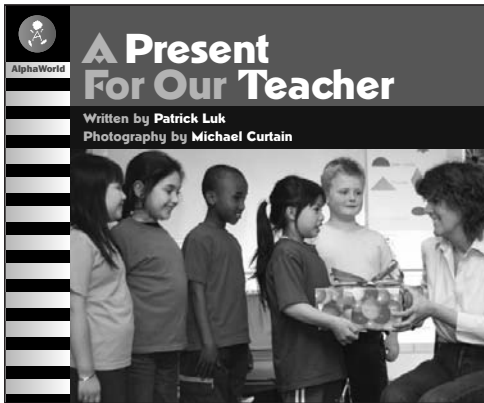
To further develop children's understanding of the text, select activities found on the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

## Setting the context

Ask: *What if you had to raise some money to buy something? What could you do to earn the money?*

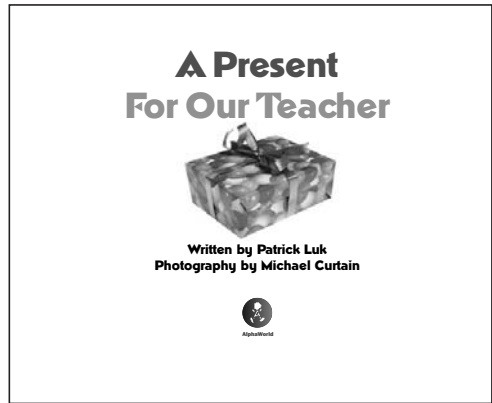
## Introducing the book

*This book is about some children who wanted to raise some money to buy a present for a teacher who was leaving their school. They all did different jobs to get money.*



## Front cover

*This book is called 'A Present For Our Teacher'. These are the children that wanted to get the present. This is the teacher who was leaving their school.*



## Title page

*This is the present they got. What do you think it could be?*

## A Present For Our Teacher



We had a great teacher,  
but she left our school.

Before she left we wanted  
to buy her a present.

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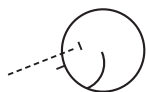


### Talkthrough

*This book is written as if the children were talking to us. They tell us that their teacher is great but she is leaving their school. The children want to buy a present for their teacher.*



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## **Observe and support**

Can the child interpret the text using their own experience?

*Why did the children want to buy their teacher a present?*

## A Present For Our Teacher

We needed money to buy  
a present for our teacher.  
We had to do jobs to get this money.

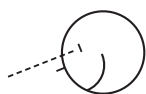
We made a list of all the jobs  
we could do.

Wash car  
Rake leaves  
Clean shoes  
Feed chickens  
Water garden



### Talkthrough

*The children needed money to buy the present so they decided to do some jobs. They made a list of the jobs they could do.*



## Observe and support

Can the child understand the literal meaning of the text?  
*How did the children plan to get the money for the present? Which part of the text says that?*

## A Present For Our Teacher



### Talkthrough

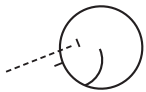
*How did this girl make money? The lady said, "Thanks for washing my car. I hope your teacher likes the present you buy for her."*

Point out the speech marks.



I washed the car for the person next door.  
She gave me some money.

“Thanks for washing my car,” she said.  
“I hope your teacher likes the present  
you buy for her.”



## Observe and support

Does the child pay attention to the punctuation to support expressive reading?

Point to the speech marks.

*What do they show? How might your voice sound to show that the lady is talking?*

## A Present For Our Teacher




### Talkthrough

*How did this boy raise money? What might his friend say?*

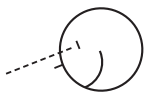
*Point to the speech marks.*

*What are these? How do we know who is speaking?*



I raked the leaves for my friend.  
She gave me some money.

“Thanks for raking up the leaves,” she said.  
“You did a great job.”



## Observe and support

Can the child explain the purpose of speech marks?  
Point to the speech marks.

*What are these? What are they for? How do you know  
who is speaking?*

## A Present For Our Teacher



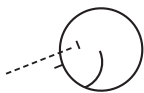
### Talkthrough

*This boy cleaned his brother's shoes. He told his brother he would use the money to buy a present for his teacher.*

I cleaned my brother's shoes.  
He gave me some money.

"Thanks," I said.

"This money is for my teacher's present."



## Observe and support

Does the child monitor their own reading?  
*You made a mistake on that page. Can you find it? What else could it be?*

## A Present For Our Teacher



### **Talkthrough**

*This girl fed her dad's chickens. Her dad gave her some money for the teacher's present.*

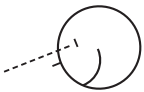
I fed the chickens for Dad.

“Thanks for feeding the chickens,” said Dad.

“Here’s some money for your teacher’s present.”



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## Observe and support

Does the child integrate a range of cues when reading?

Point to a word that the child has read correctly.

*Does that make sense? How do you know?*

*Does it look right?*

## A Present For Our Teacher



### **Talkthrough**

*This girl watered the garden for the family next door.  
The father gave her some money for doing it.*

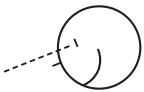


I watered the garden for the family next door.  
The father gave me money for doing it.

“This is for your teacher’s present,” he said.  
“I hope she likes what you buy.”



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## Observe and support

Can the child read the text fluently?

*I liked the way you read it. It sounded like talking. It made it easy for me to understand what was happening.*

## A Present For Our Teacher



### Talkthrough

*Then they had enough money to get the teacher's present. They bought her a great present.*


We bought our teacher a great present.  
She loved it!





### Comprehension check

*What did the children do to raise money?  
Why did the children need to raise money?  
Would the teacher like the present? Why?*

## Responding to text

 Children could make a jigsaw showing all of the things the children did to raise money for the present. This could be wrapped up and given as a present to a friend.

 Children could practise using talking marks by writing a conversation about presents with a partner.

 Children could build a list showing things they could do to raise money for a charity or other class project.

**For further literacy activities** see the accompanying book, *AlphaWorld Literacy Learning Activities: Early Reading Levels 6–11*. It contains two reproducible blackline masters specifically related to this book.

## Assessment

Can the child:

- understand the text at a literal, inferential and interpretive level?
- identify and explain the use of speech marks?

➤ read the text expressively and fluently?

# A Present For Our Teacher

**Topic:** School and community

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

**Text type:** Recount

**Reading level:** 9

**Word count:** 189

**High-frequency words:** we, but, to, the, she, he, for, my, her, his, our

**Vocabulary:** teacher, school, present, money, washed, raked, cleaned, fed, watered, brother

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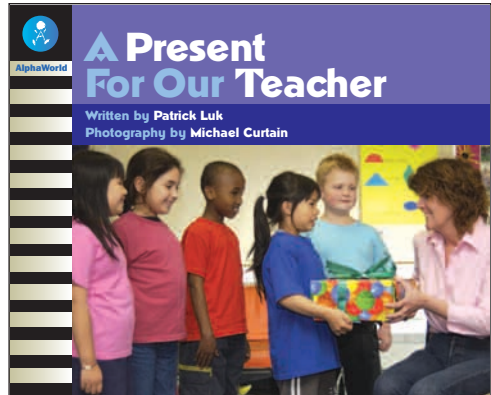
## Possible literacy focus

Understanding the use of writing conventions such as speech marks and how these enhance the meaning of the text.

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## Summary

This book is about a group of children who raised money to buy their teacher a present because she left the school. They all did different jobs to raise the funds needed. They did jobs for family members, friends and neighbours. They pooled their money together and bought their teacher a great present.



**AlphaWorld**



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