



Running words: 48

My Family

by *Beth Braddock*

photographs by *Mark Round*

Introducing the Text

Role play with children how to introduce somebody to a group. They may like to stand up with a partner and take turns to introduce each other, for example, *My name is ... This is my friend ...* Talk about the importance of looking at the people they are talking to and using a clear voice.

Discussion Model

Using only the teacher's copy, discuss each page of the book with the group. Ensure that content words are integrated naturally into the discussion.

Cover – *In this book, a girl introduces us to her family. How old do you think she is?*

Page 3 – *Who can you see in this picture? What are they doing?* Draw children's attention to the words beginning with "m" on page 2.

Page 5 – *How is the girl helping her dad?*

Page 7 – *Do you think Mum and Dad are doing a good job? Why/why not?*

Pages 9–13 – Discuss the pictures and how the family are helping each other. Encourage children to guess the age of the brother and sister. Draw attention to the common word ending in "sister" and "brother".

Page 15 – *What do you notice about the girl and her sister? How do they look the same/different?*

Page 16 – Recall the members of the family together.

Reading the Text

Write these questions on a chart: Does it make sense? (meaning); Does the word fit there? (structure); Does it look right? (visual) It is helpful to have an icon next to each one. *Sometimes when I am reading a book, I'm not sure what the next word is. When this happens, I have a guess and ask myself these questions. This helps me to fix my mistakes and carry on reading.*

Hand one book to each child. Together, read the title and the names of the author and photographer on the cover and title page.

Page 2 – Establish where to begin reading and encourage children to point to each word as you quietly read aloud together.

Page 4 – Point to the first word together and encourage children to read quietly to themselves. Observe for attempts to reread.

Pages 6–16 – Encourage children to read the remaining pages independently. If children encounter difficulties, ask questions that encourage using reading strategies, such as attempting the initial sound in a word, rerunning, and checking the picture.

Revisiting the Text

- Who helped whom in the story? On the board, sketch a sociogram to illustrate which pairs in the family worked together.
- Encourage children to share a story about how they help other people in their family. *Is there something that your whole family likes to do together? Are there specific jobs for different people in your family?*
- Using the words and punctuation for this book from page 93, reassemble the sentences with children.

Following Up

B On the BLM activity opposite, children write "This" to complete the sentences and draw lines to match content words to the appropriate picture.

✏ Children draw a picture of themselves helping somebody in their family. Write the names of their family members on the picture. Caption them with "This is my ... and me." Make the pictures into a shared book for future reading.

- Children make crayon rubbings from stencils of the high-frequency words "My", "This", "is", "my", "and", and "me". Working in pairs, one can make the rubbing, revealing the word letter by letter as their partner guesses.

Book Summary

A girl and her family clean their car together.

Building Basic Skills

High-frequency words – My, This, is, my, and, me

Content words – Family, mum, dad, sister, brother, family

Repeated phrase – This is my

Phonics and phonemic awareness – M (My), m (mum, me); word ending -er (sister, brother)

Punctuation – full stops, capital letters, exclamation mark

Skills and Strategies

My Family can be used to introduce and reinforce:

- sharing own experiences related to the content of the story
- monitoring reading and ensuring that it is making sense using meaning, structural, and visual information from the story
- reading a variety of simple high-frequency words in context
- collecting information related to the story and sharing it with others.

Materials

- questions chart
- copies of words and punctuation for this book from page 93, cut and ready for use
- copies of BLM, felt-tip pens, pencil
- paper
- glue, crayons, stencils (To make stencils, write words in glue in large letters on a piece of cardboard 10-15 centimetres tall. This will need to be prepared in time to dry and harden before the lesson.)