



# The Bamboo Family



**Word Count:** 236 **Text Type:** Narrative

**High-Frequency Word Focus:** loved, round

**Content Words:** bamboo, frogs, garden, Grandad, grew, plant, Saturday, tadpoles, toys, weeks

**Language Features:** (punctuation, vocabulary, sound and letter knowledge) days of the week; morphemes in word families

LITERACY	LITERATURE	LANGUAGE
<p><b>Interacting with others:</b> engage in conversations and discussions; use interaction skills</p> <p><b>Interpreting, analysing, evaluating:</b> identify some differences between imaginative and informative texts; read texts using a variety of developing skills; use comprehension strategies to build meaning</p> <p><b>Creating texts:</b> create short text that shows emerging use of structure, grammar, punctuation and word choice; write using unjoined lower case and upper case letters</p>	<p><b>Literature and context:</b> discuss how authors create characters using language and images</p> <p><b>Responding and examining:</b> discuss characters and events; share personal responses; listen to opinions of others</p> <p><b>Creating literature:</b> recreate text using drawing and writing</p>	<p><b>Text structure and organisation:</b> understand concepts about print and screen – digital text</p> <p><b>Expressing and developing ideas:</b> understand the use of vocabulary; explore words that represent “when”; recognise how to use morphemes in word families; write high-frequency words</p> <p><b>Sound and letter knowledge:</b> recognise sound/letter matches</p>

The reading period is a time for enjoyment, sharing, learning, development, reinforcement, and extension. To meet the needs of each group of students, use the direct focuses described above, and any additional focuses listed in the Scope and Sequence Chart on page 16 and found in most texts at this level, to support and encourage continued development of all language skills.

## GETTING STARTED LISTENING, SPEAKING, VIEWING

**Activating prior knowledge:** Ask students what they know about bamboo. If possible, show them some bamboo and ask if they have anything at home made from this material. Discuss things that can be made from bamboo, such as furniture, baskets, and instruments.

**Encouraging prediction:** Using the interactive digital book, or the printed version, read the title to students and discuss the illustration on the cover. Turn to and read the title page. Ask students to look at the illustrations throughout the book and use them to predict what the story might be about.

**Outlining focuses:** Remind students that every book has features the author includes to make it interesting and purposeful. Explain that as well as finding out about the family, they will talk about days of the week and word families.

## DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

### Literacy

**Modelling:** Return students’ attention to the start of the book, then read the text to students. Use



appropriate expression, pause to clarify unfamiliar words where necessary, and point to details in the illustrations, such as the xylophone on page 13.

**Guiding:** Using a positive and encouraging tone, invite students to read from their books. Remind them to keep in mind what was modelled. Use the abilities of the group as an indication of when to assist by pausing and giving prompts or clues. Suggest strategies, such as using picture cues, knowledge of letter/sound patterns, and rereading. Allow appropriate “wait time” and provide positive feedback to students when they use learned reading strategies to make meaning from words, sentences, and the whole text (the main aim of guided reading).

**Interacting, interpreting, analysing, and evaluating:** At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text. Have them identify the problem with the bamboo, explain how the family deals with it, and say if they think the book has a happy ending. Remind them of the difference between imaginary and informative texts, and ask which they think this book is.

## ■ Literature

**Literature and context:** Ask students what they learned about the characters from the illustrations.

**Responding and examining:** Have students share which event made the biggest difference in the family’s life. Ask what they thought when they read Sam was taking home the tadpoles.

## ■ Language

**Text structure and organisation:** If you are using the digital version of the book, invite students to take turns to operate it for the following activities.

**Expressing and developing ideas:** Draw students’ attention to the words *On Saturdays* on page 2. Turn to page 6 and have students identify which day of the week it is (*Sunday*). Explain that other words can describe the passage of time to save us naming each day. Turn to page 14 and point out *one Saturday*. Explain that this shows many Saturdays have passed since Sam took his last present home from Grandad. Discuss other words used to interpret time (for example, *before, today, tomorrow, yesterday*).

**Sound and letter knowledge:** Use the word *looked* on page 4 to demonstrate morphemes in word families. Have students tell you the base word. Write *look* on the board, followed by *looked* and *looking*. Repeat with the word *started* on page 10. Have students make word families out of the morphemes *play* and *walk*.

## PUTTING THE LEARNING INTO PRACTICE

### READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

**Small group/independent activities:** Have students reread the text independently, then proceed to the following activities. Where facilities allow, students could complete some activities using computers. Prior to any writing/drawing activities, encourage students to sit comfortably and hold their pencils correctly. Remind them of the importance of rereading and editing their work.

- Ask students to complete the *The Bamboo Family* worksheets. Encourage them to work independently, but assist as required.
- Have students complete the self-recording in the interactive digital book. They can practise reading the book through, then record and save their reading.
- A group of students could use the Listening Post CD to hear an audio version of the guided reading text and then answer the accompanying aural comprehension worksheet.
- Grow a bamboo plant in a pot and have students measure and record its growth rate every week.
- Have students divide a page into four. Ask them to illustrate four different bamboo things the family made out of bamboo. Beneath each picture, have them write and complete *The family made...*

**Assessment:** When a student or group of students is ready for assessment, have them complete the appropriate assessment activities on pages 244–276 of the Teacher Guide.



Name \_\_\_\_\_

# 11d – The Bamboo Family

1. Choose the correct ending for these words to complete the word family.

ed	s	ing	es
look	boil		pass
looks	boil _____		pass _____
look _____	boil _____		passed
look _____	boiling		pass _____



shout	ask	help
shout _____	ask _____	helps
shout _____	asked	help _____
shouting	ask _____	help _____

2. Complete these sentences using these words.

loved      started      seeing      looked

Sam's sister \_\_\_\_\_ her bamboo toys.

The family \_\_\_\_\_ making stuff.

He loved \_\_\_\_\_ plants grow.

Sam \_\_\_\_\_ out the window.



Name \_\_\_\_\_

# 11d – The Bamboo Family

Read the sentences and write the correct days.

Monday Tuesday Wednesday Thursday Friday

Wednesday is after \_\_\_\_\_.

Thursday is before \_\_\_\_\_.

If today is Friday, then yesterday was \_\_\_\_\_.

School starts on \_\_\_\_\_.

If tomorrow is Thursday, then today is \_\_\_\_\_.





