

My Brother



Word Count: 39 **Text Type:** Narrative

High-Frequency Word Focus: he, my

Content Words: bed, chair, computer, cupboard, desk, room, toys

Language Features: (punctuation, vocabulary, sound and letter knowledge) sentences (directionality); VC patterns; CV patterns; short *i*; short *o*

LITERACY	LITERATURE	LANGUAGE
<p>Interacting with others: listen to and respond orally to text and others; use interaction skills</p> <p>Interpreting, analysing, evaluating: identify some differences between informative and imaginative texts; read predictable text; use comprehension strategies to understand and discuss text</p> <p>Creating texts: trace some lower case letters</p>	<p>Literature and context: understand authors can tell stories and share experiences similar or different to their own</p> <p>Responding and examining: share thoughts and feelings about characters and events</p> <p>Creating literature: retell text through illustration</p>	<p>Language for interaction: explore the use of language in the home situation</p> <p>Text structure and organisation: understand how digital texts work; directionality</p> <p>Expressing and developing ideas: write some high-frequency and known words</p> <p>Sound and letter knowledge: recognise sounds in spoken words; letters of the alphabet</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 about their siblings. Discuss the funny things little brothers or sisters do. If students do not have younger siblings, discuss younger cousins, neighbours, or friends and the games they play.

Encouraging prediction: Using the interactive digital book, or the printed version, read the title to students and have them discuss the two boys on the cover. Turn to and read the title page. Ask students to look at the illustrations as you move through the book, taking note of how the boys react to each other. Then, have students use the illustrations to predict what the story might be about.

Outlining focuses: Explain to students that as well as reading about the brothers, they will be talking about sentences, special letter patterns, and the short *i* and short *o* sounds.

DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

Literacy

Modelling: Read the text to students. Use expression, pause to clarify unfamiliar words where necessary, and point out the location of the little brother in each illustration.

Guiding: Invite students to use their books to read, keeping in mind what was modelled. Use the specific abilities and needs of the group as an indication of when to assist by pausing and giving prompts or clues. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns. Allow appropriate “wait time” and provide positive feedback to students when they use learned reading strategies to make meaning from words, sentences, and whole texts (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 by discussing the different places the little brother goes. Ask how the big brother is feeling on pages 5, 9, 11, 13, and 16. Explain the difference between imaginary and informative texts, and ask which they think this book is and why.

■ Literature

Literature and context: Ask students if the author has told a story that is similar to an experience they have had.

Responding and examining: Ask students what they thought of the little brother's behaviour and how they felt when they saw the looks on the older brother's face.

■ Language

Language for interaction: Ask students what they would say or do if a person in their family acted like the younger brother in this story.

Text structure and organisation: If you are using the digital version of the book, explain how it works. Then, draw attention to the different sentences throughout the book. Remind students that text is read from left to right.

Sound and letter knowledge: Review the difference between vowels and consonants. Write the words *he*, *is*, *on*, *in*, and *my* on flashcards. Check that students know the letters, and point out the vowel-consonant (VC) pattern in *is*, *on*, and *in*. Then, point out the consonant-vowel (CV) pattern in *he* and *my*. Play games with the flashcards until students are able to read these sight words with ease.

Focus upon the short *i* and short *o* sounds in the words *is*, *in*, and *on*. Write these words on the board, and have students circle the short *i* or short *o* in each.

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. Prior to any writing or drawing activities, encourage students to sit comfortably and hold their pencils correctly.

- Ask students to complete the *My Brother* 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 to the end, 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.
- Pretend the little brother from the book is in your classroom. Discuss where he might play. Have students take turns suggesting locations using the words *He is on the _____*.
- Have students fold a sheet of paper in two. In one section, ask them to draw something they would be happy to have a young child do. In the other section, have them draw something a young child might do that would make them unhappy.
- Have students draw a picture showing something from the story that made the big brother unhappy.

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 _____

2c – My Brother

1. Which words start with a vowel?

Which words end with a vowel?

on

is

he

in

my

up

Start with a vowel	End with a vowel

2. Circle *i* in these words.Underline o in these words.

is

on

if

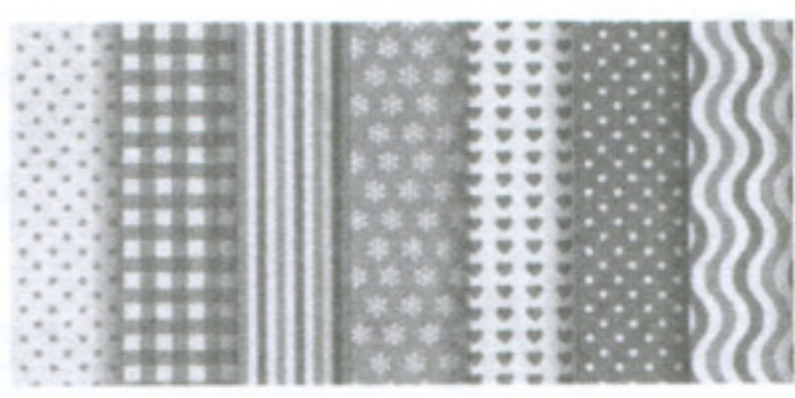
it

of

off

Name _____

2c – My Brother



Draw the boy's little brother.

He is **on** my chair.

He is **in** my bed.

Name _____

2c – My Brother

Draw a picture of your room.

Trace the letters at
the bottom of the page.

Cut them out.

Paste them on the line to finish the sentence.



This is my _____.

