

This Family

Word Count: 81 **Text Type:** Factual Description

High-Frequency Word Focus: big, this

Content Words: family, kite, movie, park, picnic, rug, shop, sled, snow

Language Features: (punctuation, vocabulary, sound and letter knowledge) capital letters; full stops; final consonants *g, s*; VC patterns

LITERACY

Interacting with others: listen to and respond orally to text and others; use interaction skills

Interpreting, analysing, evaluating: identify some differences between imaginative and informative texts; read predictable text; use comprehension strategies to understand and discuss text

Creating texts: produce some lower case letters; attempt to create short text to report ideas

LANGUAGE

Language for interaction: use language to express likes

Text structure and organisation: understand concepts about digital text; purpose of capital letters and full stops

Expressing and developing ideas: know that spoken sounds and words can be written down using letters of the alphabet; how to write high-frequency words

Sound and letter knowledge: recognise sounds in spoken words; letters of the alphabet

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 how many people are in their family. Explain that a family can be as small as two people, or a large extended family. Ask what kinds of things students do with their families. Together, make a list of family activities.

Encouraging prediction: Using the interactive digital book, or the printed version, read the title to students, and have them discuss who the people on the cover might be. Turn to and read the title page. Ask students to look at the photographs throughout the book, noting the people in each framed photograph. Have them use the photographs to predict what the book might be about.

Outlining focuses: Explain to students that as well as reading about different families, they will be talking about capital letters and full stops, consonants at the ends of words, and letter patterns.

DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

■ Literacy

Modelling: Read the text to students, including the picture glossary. Use expression, pause to clarify unfamiliar words where necessary, and point to details in the photographs, such as the different numbers of people in the families.

Guiding: Invite students 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 asking what different activities the families are doing. As they look at pages 14 and 15, ask students why the family members are all wearing glasses. Ask students which family from the book is most like their family. Remind students of the difference between imaginary and informative texts, and ask which they think this book is and why.

■ Language

Language for interaction: Ask students what activities they like doing most with their families.

Text structure and organisation: If you are using the digital version of the text, explain to students how it works. Remind students that a word starting with a capital letter signals the beginning of a new sentence, and a full stop signals the end. Ask students to look at page 2 and tell you where this sentence starts and ends. Now, have them look at page 4 and tell you how many sentences are on this page, and where each one starts and ends.

Sound and letter knowledge: Draw students' attention to the *g* in *big* on page 8. Ask them to find another word that ends in *g* on page 8 (*rug*). Ask students to find words in the book that end in *s* (*has, is, glasses, goes, this*). Have students look at and say the words *is* and *at* on page 4. Discuss the vowel-consonant (VC) pattern in each, and have students suggest other words with this pattern. Write each word on two cards and use them to play a matching game.

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 *This 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 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.
- Ask students to draw a picture of what they most like to do with their family. Students' illustrations could be compiled to create a class book about family activities.
- Help students divide a sheet of paper into sections equivalent to the number of their family members. Have them draw each family member doing something they enjoy.
- On a sheet of paper, write the outline in block letters of the word *family*. Have students cut and paste coloured paper to fill the inside of the letters.

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 _____

4a – This Family



1. Some words end in *g*.

Write *g* in the words below.

ru_____

di_____

mu_____

ba_____

lo_____

fro_____

2. Some words end in *s*.

Write *s* in the words below.

ha_____

bu_____

wa_____

i_____

thi_____

goe_____

3. Put a circle around the vowels.

Put a square around the consonants.

do

at

on

it

go

he

no

in

me

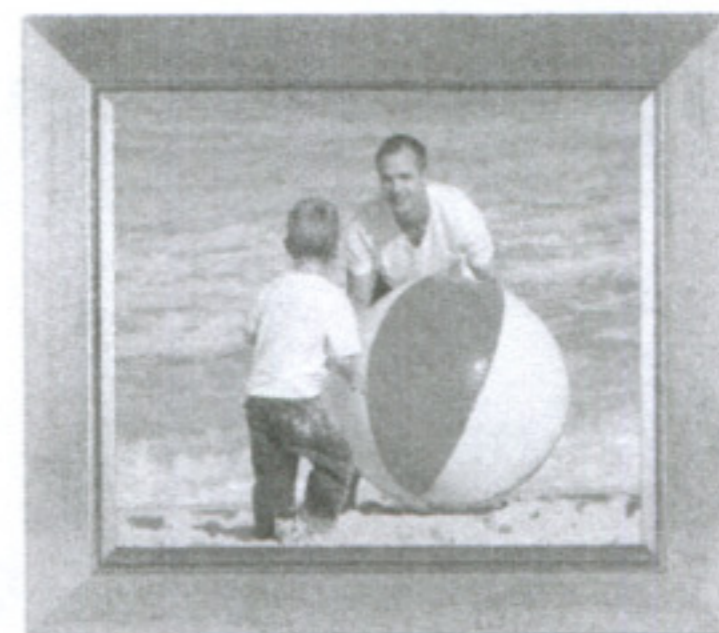
if

is

so

Name _____

4a – This Family



1. Match the words and pictures.

ball



glasses



kite



rug



sled



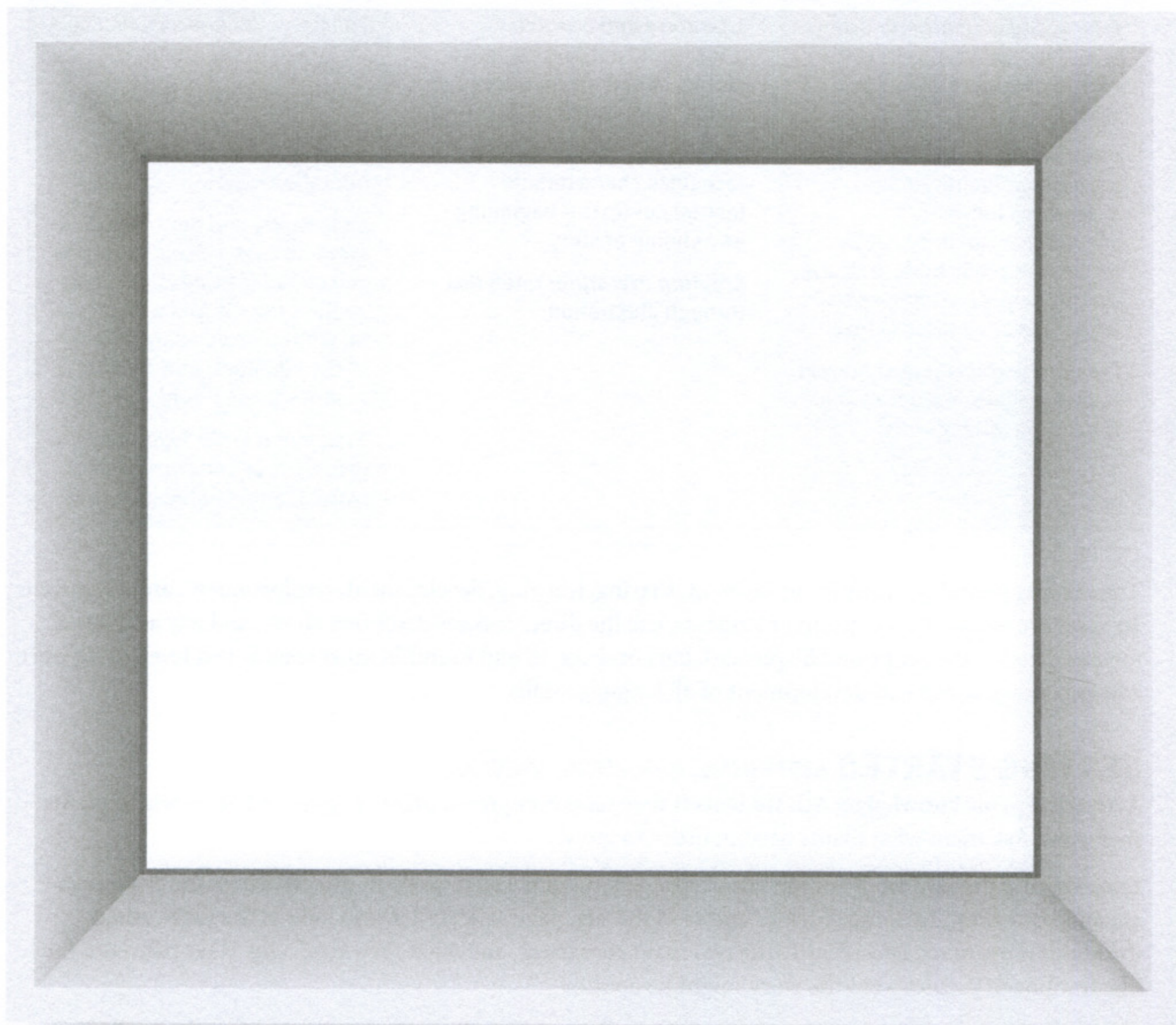
2. Draw a picture of something you enjoy doing with your family.

Name _____

4a – This Family

Draw your family in the photo frame.

Write about how many people are in your family.



In my family,
