



# Me and My Family

DIGITAL

**Word Count:** 104    **Text Type:** Literary Recount

**High-Frequency Word Focus:** came, here, like

**Content Words:** baby, brother, dad, home, hug, me, mum, my, play

**Language Features:** (punctuation, vocabulary, sound and letter knowledge)  
full stops; capital letters for names and the start of sentences;  
long oo, short oo

## 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:** create short text to record events

## LITERATURE

**Literature and context:** understand authors can tell stories and share experiences similar or different to their own

**Responding and examining:** share thoughts and feelings about events

**Creating literature:** retell text through illustration

## LANGUAGE

**Language for interaction:** use language to express needs

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

**Expressing and developing ideas:** know 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 and rhymes 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:** Discuss the family group and the names that refer to family members, such as *Mum* and *Dad*.

**Encouraging prediction:** Using the interactive digital book, or the printed version, read the title to students and discuss the family on the cover. Turn to and read the title page. Ask students to look through the illustrations, identifying the family members in each. Have them use the illustrations to predict what the story might be about.

**Outlining focuses:** Explain to students that as well as reading about the family, they will be talking about punctuation, capital letters, and the sounds made by the digraph *oo*.

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

### ■ Literacy

**Modelling:** Read the text to students. Use expression, pause to clarify unfamiliar words, and point to the main focus in each illustration, such as the ball on page 15.

**Guiding:** Invite students to read from their books, 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. Have them read the text and look at the illustrations on pages 2 to 5. Ask students why the boy and his father are able to meet up and walk home together after school. Reread pages 12 to 16. Ask students where the ball is going to land in the illustration on page 15. Then, ask them to describe Mum and Dad’s reaction on page 16.

## ■ Literature

**Literature and context:** Ask students if what the author has described in this story reminds them of their own family.

**Responding and examining:** Ask students how they felt when they saw the ball head towards the bowl of food on page 15.

## ■ Language

**Language for interaction:** Have students discuss what families need to do to live together happily.

**Text structure and organisation:** If you are using the digital text, invite students to take turns to operate it for the following activities. Use page 2 to highlight the capital letters at the beginning of the sentences, and for the word *Dad*. Explain that all names start with a capital letter. Discuss the capital letters at the start of students’ names. Highlight the full stops at the end of the sentences, and have students count the sentences on this page (*three*).

**Sound and letter knowledge:** Point to the word *school* on page 4. Highlight and model the long *oo* sound in this word. Have students practise the long *oo*. Have them make a list of words that rhyme with *school*. Explain that *oo* sometimes makes a short sound, as in the word *cook* on page 12. List other words that rhyme with *cook*. Have students read both lists aloud.

## 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 *Me and My 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 their family, listing family members’ names and some of the things they enjoy doing together.
- Have students cut out and use pictures from magazines and newspapers to create a collage of families and family members.
- Ask students to draw a picture and write about what Sam did when Mum and Dad were cooking.

**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 \_\_\_\_\_

# 6b – Me and My Family

1. Draw a circle around the words with a long oo sound.  
Draw a square around the words with a short oo sound.

school	cook	pool
tool	food	toot
boot	book	wood



2. Circle the capital letters and put full stops in these sentences.

“Here I am!” I said

“Here I am,” Mum said

“Here!” Sam said

“We do not like this,”  
said Mum and Dad

Name \_\_\_\_\_

# 6b – Me and My Family

Answer Yes or No to these questions.

	Yes	No
Is Dad a teacher?		
Does the boy ride a bike home?		
Does the boy like hugging Mum?		
Do Mum and Dad like to cook?		
Does the boy play ball with Sam?		
Does the ball break a window?		
Does the ball land in the food?		



