

# My family

PM Level 1

Magenta

**Text Type** Description

**Running Words** 33



## Preparing for Guided Reading

### Prior Knowledge

- Students should understand the vocabulary for different relationships within families.

### Orientation to the Text

- In this book, a boy describes all the members of his family.

### Key Language Structures

- The story follows the structure *Here is my*, ending with a word to describe how one of the boy's family members is related to him.
- The possessive pronoun *my* is used throughout the book.

## Building the Balanced Reader

### Concepts About Print

- Ensure that students are familiar with the skills involved in handling and reading a book – awareness of the front and back of the book, the starting point for reading, page turning and directionality, word-by-word matching.

### Vocabulary

#### Key High-frequency Words

*Here, is, my*

#### Content Words

*brother, dad, family, grandma, grandpa, mum, sister, teacher*

### Decoding

- Look at the word *family*. Guide students to stretch the word and listen to each sound. Ask, *How many sounds can you hear?*
- Read the word *brother*. Ask, *What sound does it make when you blend the 'b' and the 'r'? What other 'br' words do you know?*

### Fluency and Phrasing

- Have students practise re-reading each page to build fluency. Encourage them to read the words as they would say them once they are familiar.

### Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and read the title. Ask, *Who is in your family?*

- Look at pp. 2–3 together. Invite students to look at the picture and suggest who each member of the boy's family is.
- Look at p. 6. Read the word *Here* together. Ask, *What smaller words can you see at the start of 'Here'? How are these different from the word 'Here'?*
- Continue to pp. 10–11. Cover the word *sister* and ask students to look at the picture and predict what the word will be. Ask, *What will be the first letter of the word if you are right?*
- Look at pp. 13–14. Ask students to predict who is in the picture with the boy. Say, *Look at the first letter of the last word in the sentence. What sounds does it start with?*
- Read p. 16. Ask students why they think the teacher was included in the book.
- Re-read the text together, practising accurately reading the words on each page.

### Comprehension

- How many brothers and sisters does the boy have? (*Literal*)
- What do you think the family did at the park? (*Inferential*)
- How is this family like your family? How is it different? (*Inferential*)

### Follow-up Activities

- Discuss what the different family words mean – for example, that a grandpa is the father of your mother or father. Ask students to describe one of their family members to a partner and then share what their partner said with the whole group.
- Talk about why families are special. Give students the sentence starter 'My family helps me ...' and support them to complete the sentence. Allow students to illustrate their sentence and share their finished work in a school newsletter or a class book.
- Invite students to bring in an item that is special to them and describe it to the class using the introduction, 'Here is my ...'. Model giving positive feedback about each item, such as 'I liked Fred's car because ...' and support students to practise doing the same.

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## Learning Intentions

- We are learning to recognise high-frequency words.
- We are learning to use picture clues and initial letters to work out words.

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## Success Criteria

- I can read *here*, *is* and *my*.
- I can read some words using picture clues and the first letter.

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## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up