

# My family photo

PM Levels 1/2

Magenta

**Text Type** Description

**Running Words** 52



## Preparing for Guided Reading

### Orientation to the Text

- A boy describes where everyone needs to be positioned in his family photo.

### Prior Knowledge

- Students should be familiar with how a photo is taken and why it is important to be able to see everyone in the photo.

### Key Language Structures

- Most pages have two simple sentences punctuated with full stops.
- Common present-tense verbs are used throughout the text.

## Building the Balanced Reader

### Concepts About Print

- Ask students how many sentences are on each page. Guide them to trace to the end of the first sentence with their fingers, then follow the return sweep to start the second sentence.

### Vocabulary

#### Key High-frequency Words

*big, go, goes, He, here, I, is, My, She*

#### Content Words

*brother, dad, dog, grandma, grandpa, mum, sister*

### Decoding

- Encourage students to suggest words that rhyme with the common vowel-consonant-vowel words in the text, such as *dad* and *big*.
- Look at the word *sister* together. Clap the syllables to help students know where to break the words as they read.

### Fluency and Phrasing

- Use a simple hand gesture to remind students to pause when they reach the end of the first sentence on each page.

### Focusing on the Book – Guided Reading

- Look carefully at the cover illustration. Read the title of the book to students and ask them to guess who each person in the family photo is.

- Look at pages 2–3. Practise reading the two sentences together with and without stopping at the full stops to help students hear which version sounds better.
- Continue to page 6. Point out the word *grandpa*. Ask, *How do you know you have read this word correctly?*
- Continue to pages 8–9. Cover the last two letters of *grandma* on page 8. Ask, *What do you think this word will be? What letters have I covered up if you are right?*
- Look at pages 12–13. Point to the word *brother* on page 12. Ask, *What smaller words can you see within this word?*
- Read page 14 together. Ask, *Who is still missing from the family photo?*
- Re-read the text together, reminding students to stop at each full stop.

### Comprehension

- How many brothers and sisters does the boy have? (*Literal*)
- Why do you think Grandma and Grandpa are sitting on the couch for the photo? (*Inferential*)
- Why might the family be taking a photo of themselves? (*Inferential*)

### Follow-up Activities

- Put students into 'families' and help them decide which family member they will be. Make simple costumes or use dress ups for students to get in character, then take a family photo of each group. Talk about the placement of each student in the photo.
- Make a list of all the different words for family members in the text and invite students to add any other ones they know, such as 'cousins'. In pairs, have students discuss and then share their ideas about what each word means.
- Choose one family member from the text and write a shared description of them. Encourage students to think about what the person looks like, who they are in the family and what sort of person they are as you write together.

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## Learning Intentions

- We are learning to read with accuracy.
- We are learning to recognise and use punctuation.

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## Success Criteria

- I can stop and re-read when what I read does not match the text.
- I can stop at full stops when I read.

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## Guided Reading Notes

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