

Families and Feasts

PM Level 14/15

Green

Text Type Information Report

Running Words 210



Preparing for Guided Reading

Orientation to the Text

- Study photographs of festive occasions from different cultures and countries. Discuss the excitement and reasons for these happy family gatherings.

Prior Knowledge

- This factual report describes special occasions and feasts celebrated by each of four families from different cultures. This book further reinforces the non-fiction theme 'Food and eating'.

Key Language Structures

- Some sentences have two independent clauses joined with a conjunction, e.g. *They sit at a big table and have their lunch together.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

dragon, just, talk, year

Content Words

everyone, grandmother, together, wishes

Decoding

- Encourage automatic recognition of high-frequency words.
- Recognise and use word parts, such as onset and rimes, to break words into small parts.

Fluency and Phrasing

- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; re-reading; reading on.
- Emphasise reading with fluency. Teach students to use commas to separate information in a sentence into readable units.

Focusing on the Book – Guided Reading

- Read the title together. Discuss the happy family gathering on the cover. Ask students if they can identify the special foods depicted in the

vignettes. Before students read the text, explain that the book is about four different family occasions and feasts.

- Read the text with students and discuss the different traditions. Make a chart on the board and write down the similarities and differences between each family presented, using the text.
- Throughout the text, read and discuss the events reported, and find the countries mentioned on a world map; observe the happy family groups that are part of each special occasion; discuss key words and demonstrate how to use these words when making a summary of each special occasion; and discuss the features of this observational report, i.e. selected occasions; descriptive vocabulary with authentic settings, clothing, decorations, food and events enabling readers to learn from the text.
- Reinforce the factual recount of events in a report.
- Discuss the features of a report, i.e. opening statement, explanation, concluding statement.
- Discuss different ethnicities represented in the text, e.g. *Chinese, Greek, Indian.*

Explicitly link the information in the text with the accuracy of the visual information.

Comprehension

- What do Chinese families do to celebrate New Year? (*Literal*)
- What is similar about the family meals? (*Inferential*)
- Which family members came to the meals? (*Inferential*)

Follow-up Activities

- Discuss the features of a report, i.e. opening statement, explanation or observation, and concluding statement. Assist students to write a report about a recent school event.
- Make a list of festive occasions and how they are celebrated. Students could add to the list by researching in the library or by asking at home.

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Learning Intentions

- We are learning to actively decode words while reading at a consistent pace.
- We are learning to think beyond the text.

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Success Criteria

- I can use word parts to help me decode fluently e.g. onset and rimes, compound words, spelling clusters.
- I can differentiate between known and new information about a topic as I read.

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Guided Reading Notes

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