

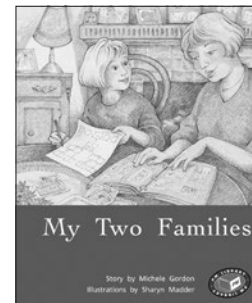
My Two Families

PM Level 23

Silver

Text Type Narrative

Running Words 832



Preparing for Guided Reading

Orientation to the Text

- Draw a diagram of a family tree on the whiteboard. Explain how it links the generations of family members. Some students may be able to talk about their own family trees. Encourage students who have more than one family to share their thoughts and experiences.

Prior Knowledge

- This story sensitively presents positive social attitudes about adoption. Alex is adopted and has two families – her adoptive parents and her birth parents. She becomes anxious when she has to share her family tree with the children in her class.

Building the Balanced Reader

Vocabulary

Key Vocabulary

carefully, countries, decided, except, explained, remember, useful

Content Words

adopted, confused, diagram, drawing, famous, listened, nervous, orphanage, squares

Decoding

- Consolidate recognition of an expanded range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification, familiar words and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by predicting the behaviour of the characters and the events in the text. Provide support and encouragement when necessary.

Focusing on the Story – Guided Reading

- Using the cover illustration, introduce students to the new character, Alex. Read the title. Examine both the cover and title page illustrations. Ask students to predict what might happen in the story.
- Talk about the feelings you can have on the first day in a new class. Ask students to locate statements that show how the teacher is trying to make the children feel more comfortable.

- Discuss the value Alex's family places on family photographs. Mum has reminded Alex of her other family. Ask students why Alex didn't mention them first.
- Discuss Alex's feelings about being adopted.
- Alex is feeling anxious as she awaits her turn to share. Ask, *How might Alex's decision about what she shares be influenced by what other children have said?* Discuss what Karl's early life in an orphanage might have been like.
- Applaud Alex's decision. Talk about how 'good' it feels when you take a risk and succeed with a task that you have been anxious about.
- Revise more difficult letter clusters, e.g. -ous – nervous; -ight – tonight; ou – countries; -age – orphanage.
- Locate examples of first-person pronouns, e.g. I, me, my.

Comprehension

- What is a family tree? (*Literal*)
- Why are dates important on a family tree? (*Inferential*)
- Why didn't the girls want the children to know she was adopted? (*Applied Knowledge*)

Follow-up Activities

- Ask students to draw up their own family tree, including names and birthdates where possible.
- Encourage students to retell a situation when they have been very nervous or anxious about doing something, and how they felt when they had completed the task.

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Learning Intentions

- We are consolidating our knowledge of high-frequency words, and using phonics, syllabification, familiar words, affixes and scanning to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, personal experiences, vocabulary in the text, and potential solutions to the problem encountered by the characters.

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Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, personal experiences, vocabulary and potential solutions to the problem presented in the text.

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Guided Reading Notes

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