

My Big Brother

PM Level 8/9

Yellow

Text Type Recount

Running Words 103



Preparing for Guided Reading

Orientation to the Text

- The big brother in this book is a special friend to his younger brother. This book forms a base upon which feelings and attitudes towards siblings can be explored.
- Find out which students have big brothers. Ask these students to talk about the things that they do with their brothers.
- List students' responses on a chart.

Prior Knowledge

- Develop an awareness of different sibling relationships and placement in family structures.
- Recognise ways in which different family members interact.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

inside, like, our, play, ride, with

Content Words

brother, bike, games, fort, trucks, park

Decoding

- Recall most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.
- Use voice intonation to convey meaning when reading words in bold print.

Focusing on the Book – Guided Reading

- Read the title and discuss the cover and title page photographs. Talk about what the two brothers are doing together.
- pp. 2–3 – Compare the two brothers in terms of age and size. Discuss how these differences would influence the games they could play.

- pp. 4–7 – Talk about the different sized bikes. Notice that the boys are wearing helmets.
- pp. 8–9 – Discuss the ways the boys are talking, laughing and playing together. Ensure that students are aware that the older boy is pretending to run like his younger brother.
- pp. 10–11 – Talk about the fort. Some students may call this play equipment by different names. Talk about how you would climb up onto it, and the games that you could play up there. Talk about the ways the older brother is taking care of the younger one while they are on this equipment.
- pp. 12–13 – Discuss the different toys and games that appeal to students at different ages. Talk about how the older brother is 'sharing' his big truck.
- pp. 14–16 – Talk about how the older brother might have felt when his game was interrupted. Discuss what he did to 'look after' his little brother.

Comprehension

- Where do the boys ride their bikes? (*Literal*)
- Why does the big brother let the little brother play with his truck? (*Inferential*)

Follow-up Activities

- Ask those students who are 'big brothers' to bring photographs of themselves to school. These students can talk about their relationships with their younger brothers or sisters. Attach the photographs to a chart and the teacher can write down stories about them.
- Talk about the way the older boy matched his skills to those of his younger brother. Have students discuss what they would do to match their skills to those of someone younger.
- Have students identify things that brothers can do together – ride their bikes, help with jobs around the house, kick a football or play with their toys. Students might also want to talk about things they like to do by themselves.

My Big Brother

Date _____

PM Level 8/9

Yellow

Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

• _____

Success Criteria

- I can sequence the beginning, middle and end events to retell the story.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.

• _____

Guided Reading Notes

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