

My Little Sister

PM Level 8/9

Yellow

Text Type Recount

Running Words 118



Preparing for Guided Reading

Orientation to the Text

- Students will recognise the special relationship that exists between the two sisters in this book. They will identify how younger students often learn new skills by talking, listening to stories and playing games with older students.
- Re-read *Me* (PM level 1).
- Find out which students have little sisters. Encourage these students to talk about the things that they do together. List students' responses on a chart.

Prior Knowledge

- Develop an awareness of different sibling relationships and sibling placement in family structures.
- Identify how older family members can help younger family members learn new skills.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

her, like, make, play, she, with

Content Words

sister, swing, sandpit, trucks, sandcastles, bucket, playhouse, teddies

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 look at the cover and title page photographs. Identify the characters – the older sister and the 'little sister'.

- Pp. 2–3 – Discuss the physical similarities between the two girls, e.g. curly hair, the same smile, similar eyes. Encourage students to describe members of their own families who look alike.
- Pp. 4–5 – Discuss the link between height and age. Ensure that students know that the older sister goes to school.
- Pp. 6–7 – Look at the photograph to identify other games that the girls might have played.
- Pp. 8–9 – Identify what the sisters are playing with in the sandpit. Talk about how the skills of older children can make play more interesting for younger children.
- Pp. 10–11 – Talk about make-believe games. Discuss how the sisters are cooperating with each other.
- Pp. 12–13 – Talk about the skills that young children can learn when they interact successfully with older children.
- Pp. 14–15 – Talk about why young children often need an afternoon sleep.
- P. 16 – Identify the many things in the book that the older sister has done to look after her little sister.

Comprehension

- When does the older girl play with her little sister? (*Literal*)
- Why does the older girl make sandcastles for her little sister? (*Inferential*)

Follow-up Activities

- Make another book about these two sisters, as a shared writing activity. Ask questions to generate ideas, e.g. *What else could the sisters do together?* Plan the book with students, using the key question words *where, when, why, who* and *how*.
- Talk about the friendship and enjoyment that can develop between students in different classes when they meet regularly as 'buddies'. Establish contact with a buddy class. Students could read books together, or share a play, some poems or songs.
- Provide blankets and cushions so that students can build a playhouse similar to the one in *My Little Sister*. Discuss ways in which students could use the playhouse, e.g. read books inside it, play maths games there or write stories with a friend.

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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.

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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.

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Guided Reading Notes

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