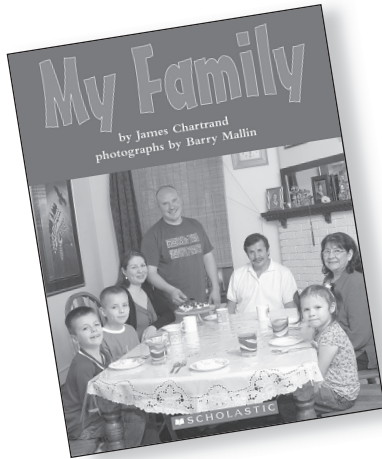


# My Family

Written by James Chartrand

Photographs by Barry Mallin



**Text Type:** Non-fiction: Description — Personal Account

**Guided Reading Level:** A

**Summary:** James introduces the members of his family as they prepare a meal.

**Word Count:** 28

**High-frequency Words:** *dad, is, mom, my*

## Text Supports

- ▶ consistent placement of text beneath a photograph
- ▶ repeated language pattern
- ▶ photographs support the text
- ▶ high-frequency words (*dad, is, mom, my*)

## Possible Text Challenges

- ▶ unfamiliar vocabulary (*sister, brother, grandma, grandpa*)

## Reading Strategies

### Comprehension Strategies

- ▶ inferring
- ▶ making connections: text to self

### Working with Words

- ▶ using initial letters and sounds to solve unfamiliar words
- ▶ using picture and context cues to solve unfamiliar words

## Assessment Opportunities

Note each student's ability to:

- ▶ track print and demonstrate understanding of print concepts, e.g., beginning reading at the first word on the first page, reading from left to right across each line of print, reading left pages before right pages, turning to the next page
- ▶ make text-to-self connections
- ▶ make inferences
- ▶ use initial letters and sounds to read unfamiliar words
- ▶ use picture and context cues to solve unfamiliar words

**Teaching Tip:** When assessing students' learning, make sure you observe them throughout the Guided Reading session and not just at the end.



## BEFORE READING

### Making connections: text to self

#### **Activating and Building Prior Knowledge**

Say, *In the book we're reading today, we're going to be meeting a family. We already know lots about families, don't we? Let's see what we know.* Start a web on the chalkboard with the word "Me" in the centre of it. Then have students suggest family members (brother, sister, mom, dad). Extend the web by asking about other members of the family. For example, *Do you have family members who are older than your mom and dad?* This will help prepare students for the story. Keeping the conversation general will help ensure that students who live in non-traditional families are not excluded.

#### **ESL Note:**

Prepare a list of family members on chart paper or the chalkboard (*mom, dad, sister, brother, etc.*). Have students draw a picture of their family and label their family members.

### Inferring

Show students the front of the book. Ask, *What clues do we have about what this family is doing? What do you think they're getting ready for?*

#### **Overcoming Text Challenges**

### Word solving and building

Read the first two pages, tracking print as you read, and say, *James is saying, "This is my mom. This is my dad." Now we know who two of the people in his family are. Do you notice anything that's the same about how he tells who's in the photograph? Right, he says (tracking print across pages 2 and 3) "This is my..." each time.*

Remind students to think about beginning letters and letter sounds, and to check picture cues if they have word-solving difficulties. You may wish to demonstrate, using one of the words you feel will be challenging to your students.

#### **Setting a Purpose**

### Inferring

Say, *I want you to read this book to find out what James's family is getting ready for.*



## DURING READING

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts to help students problem solve as they read. For example, *On page 4, did you use the photograph and the beginning letter to help you figure out the word sister?*

Note students' successful use of reading strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to go back and reread, then discuss with a partner what they think the family is preparing for.



## AFTER READING

### Inferring

Say, *We were reading to find out what James's family was getting ready for, weren't we? What did you find out? Why do you think that?* Note that there are likely to be a variety of responses that may span from preparing an everyday meal through

**Making connections:  
text to self**

**Phonological and  
phonemic awareness**

**Inferring/self-monitoring**



### Home Links

Have students take home a reproducible version of this text. See [www.lpey.ca](http://www.lpey.ca).

**Making connections:  
text to self**

**Inferring**

**High-frequency words**

to preparing a meal for a special occasion (e.g., celebrating James’s birthday, or something positive that has happened for him). Accept all responses backed up by well-reasoned thinking.

Invite students to talk about their own families—or families they have visited—and occasions when everybody helps to prepare a meal. (If students have difficulty coming up with ideas and experiences, you might suggest preparation for a picnic or a barbecue.) If there are students in the group whose families are living through unsettling times (e.g., pending or recent separation/divorce, recent refugees, recent death of a family member), it might be advisable to focus on meal preparation activities rather than on family dynamics.

Demonstrate, and invite students to orally stretch words from the text, e.g., *Let’s say the word sister slowly. Stretch it out—sis—ter. Let’s do that again and we’ll clap as we say each part (i.e., each syllable)—sis—ter.* Continue the activity, stretching out the words *brother, grandma, grandpa, and family*.

Highlight any challenges that remain unresolved for some students. For example, *I noticed that on the last page, some of you were wondering where the tomatoes, potatoes, and salad were. You thought that maybe the family was going to eat dessert first.* Lead the students to look at pages 7 and 8—*Grandpa is setting the table with a spoon, fork, and knife for everyone on page 7, but on page 8, we can’t see any knives. This tells us that they’ve probably already eaten dinner, and now it’s time for dessert! If we’re puzzled about something, it’s always a good idea to check back over what we’ve read and what we’ve seen in the photographs for clues.*

Talk about an effective strategy that you observed while students were reading.

## Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

## Focused Follow-up

The following activities are optional. Choose those that best meet your students’ needs.

### ***My Family’s Special Meal***

Have students use the BLM to draw and write about what their family eats on special occasions. It could be something they eat to celebrate a birthday or a holiday. Have students draw a picture and complete the sentence starter.

### ***James’s Family***

In pairs, have students look at the photos and talk about what the members of James’s family are doing to prepare for the meal.

### ***Word Building***

Have students build high-frequency words (e.g., *dad, is, mom, my*), and two or three family member “descriptors” (e.g., *brother, sister, family*).

# My Family's Special Meal

Name: \_\_\_\_\_

My family eats \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

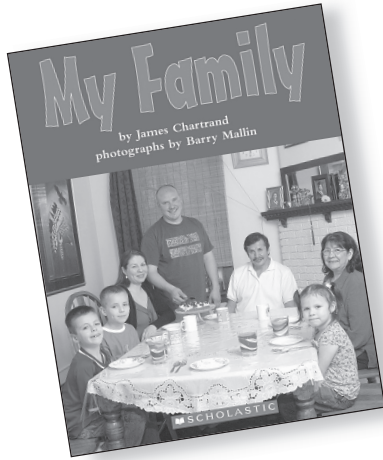
# My Family

Written by James Chartrand

Photographs by Barry Mallin

**Text Type:** Non-fiction: Description — Personal Account

**Summary:** James introduces the members of his family as they prepare a meal.



For more information on Small-Group Shared Reading, see the Reading Guide for kindergarten.

## Text Features

### Print Concepts

- ▶ repetitive language pattern
- ▶ consistent placement of text
- ▶ one line of text on each page

## First Reading

### Reading Strategies

#### Comprehension

- ▶ inferring
- ▶ making connections: text to self

#### Working with Words

- ▶ tracking print
- ▶ using initial letter names/sounds and picture cues to help solve unfamiliar words

### Assessment Opportunities

Note each student's ability to:

- ▶ track print and demonstrate understanding of print concepts, e.g., starting on the first page, reading from left to right, reading left pages before right pages
- ▶ join in with the "This is my..." language pattern
- ▶ make text-to-self connections
- ▶ make inferences

**Teaching Tip:** When assessing students' learning, make sure you observe and record throughout the session.



## BEFORE READING

### Making connections: text to self

#### **Activating and Building Prior Knowledge**

Say, *In the book we're reading today, we're going to be meeting a family. We already know lots about families, don't we? Let's see what we know.* Start a web on the chalkboard with the word "Me" in the centre of it. Then have students suggest family members (brother, sister, mom, dad). Help them to extend the web by asking about other members of the family. For example, *Do you have family members who are older than your mom and dad?* This will help prepare students for the story. Keeping the conversation general will help ensure that students who live in non-traditional families are not excluded.

#### **ESL Note:**

Invite students to draw the members of their family.

### Text features

Hold up your copy of the book and, tracking print, read the title and the name of the author and photographer. *The title of this book is My Family, and the author is James Chartrand. The photographs were taken by Barry Mallin.*

### Predicting

Open the book to display both front and back covers, and track along the print as you read the text on the back cover. Ask, *Can you find James in this photograph of his family? Who else might be in James's family? Who might this be?* (point to the boy next to James) Ask the same question for each person in the photograph, giving prompts as needed to elicit who the other members of James's family might be (e.g., mom, dad, sister, brother, grandma, grandpa, aunt, uncle, cousin). Students' responses will likely reflect their own family/extended family, so it's important to accept all responses that could match the people on the front cover photograph.

#### **Setting a Purpose**

### Inferring

Tell students, *We're going to read this book together to find out what James's family is getting ready for.*



## DURING READING

### Tracking print/ print concepts

Track the print as you choral read with students, pausing at the end of page 3. Say, *So, James is saying (tracking under the print as you read) "This is my mom. This is my dad." Now we know who two of the people in his family are. Do you notice anything that's the same about how he tells us who's in each photo? Right, he says (tracking word-by-word across pages 2 and 3) "This is my..." each time. That's going to help us read this book.*

Model print concepts as you get ready to read, e.g., *I'm turning to the first page, and putting my finger under the first word.*

### Building confidence

Invite students to join in each time the "This is my . . ." pattern occurs.

### Inferring

Ask, *Do we have any clues about what this family is doing yet? Let's check all of the photographs up to page 3. Yes, on the front cover they're getting ready to eat dessert, James is looking in the fridge on the title page, then mom's slicing tomatoes and dad's peeling potatoes. What do you think so far? What are they getting ready for? Let's read on and see if we're right.*



## AFTER READING

### Inferring

Say, *We read this book to find out what James's family is getting ready for. What did we find out? What makes you think that? Say, Let's check back through the book to remind ourselves who's in James's family, and what job each person is doing.* Facilitate discussion about James's mom slicing tomatoes, his dad peeling potatoes, his sister icing the cake, his brother preparing salad, his grandma boiling potatoes, and his grandpa setting the table. While none of the activities are mentioned in the text, they are clearly focal in the supporting photographs. Note that responses will likely reflect the ethnicity of students, and may span from preparing an everyday meal to preparing a meal for a special occasion (e.g., celebrating James's birthday, or something positive that has happened for him). Accept all responses backed up by well-reasoned thinking.

### Making connections: text to self

Invite students to talk about their own families—or families they have visited—and occasions when everybody helps to prepare a meal. For example, you might say, *We know who's in James's family, and some of the things they do to get ready to eat. I'd like you to think about your own family or a family you have visited, and what everybody does to help get a meal ready.* (If students have difficulty coming up with ideas and experiences, you might suggest preparation for a picnic or a barbecue.) If there are students in the group whose families are living through unsettling times (e.g., pending or recent separation/divorce, recent refugees, recent death of a family member), it might be advisable to focus on meal preparation activities rather than on family dynamics.

## Second and Further Readings

For rereadings of the text, give each student a copy of the book but continue to choral read. Support the development of print concepts and tracking behaviours by modelling, using your own copy of the book, and by assisting students when necessary.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

### Print Concepts, Book Handling, and Text Features

#### Print concepts

Give students opportunities to develop print concepts and to practise tracking print. Note each student's ability to do one or more of the following:

- ▶ print from left to right across a page
- ▶ read left pages before right pages
- ▶ turn pages correctly (across big book and small book formats)
- ▶ match print one-to-one on each page

#### Text features

Review the title and names of the author and photographer, and have students locate the same information on the title page.



## Inferring

## Letter knowledge/ word solving and building

## High-frequency words



### Home Links

Have students take home a reproducible version of this text to read chorally with family members.

See [www.lpey.ca](http://www.lpey.ca)

## Making connections: text to self

## Making connections: text to self

### Teaching Tip:

If a scribed dictation is needed by any member of the group, reread the description to the student, asking, *Is this what you wanted to say?* Then invite the student to read it with you.

## Letter knowledge

## Focusing on Comprehension

Say, *When we reached the end of My Family, some of you might have been wondering what happened to the tomatoes, the salad, and the potatoes. Let's take a closer look at two of the photographs and see if we can figure it out. Find page 7 in your book and check the photograph for clues. Now do the same on page 8. Is there anything that was on page 7 that's missing from page 8? Provide a prompt, if needed, e.g., What do you notice about the spoons, forks, and knives? Right, we can't see any knives on page 8. Does that give us a clue? Yes, it tells us that they've already eaten everything else, and now it's time for .... ? Right, it's time for dessert!*

## Working with Words

Build the word *grandma* in a pocket chart and ask students to name each of the letters, or provide letter sounds, as you build the word. Ask for help to build the word *grandpa*, aligning the letters with *grandma*. Invite students to note which letters are the same, and which are different in the two words.

Have students look for and frame the high-frequency words (*dad, is, mom, my*) and ask them to use each word in a new sentence.

## Rereadings

Provide opportunities for each student to reread the book with a partner.

## Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

### **Special Occasion Meals**

In pairs, have students talk about what their families eat on special occasions. Say, *I'd like you to think of a special time for your family (e.g., a birthday, Canada Day, Thanksgiving) when you had extra special things to eat. Talk with your partner about that special time, and about the food you had and how it was prepared.* Ask students to share their responses with the whole group.

### **My Family's Special Meal**

Ask students to draw a picture of their family enjoying a "special occasion" meal. Invite them to write about what they have drawn.

### **Beginning Letters**

Ask students to look for words that begin with a particular letter, e.g., "g" (*grandma, grandpa*), "b" (*brother*), "s" (*sister*).