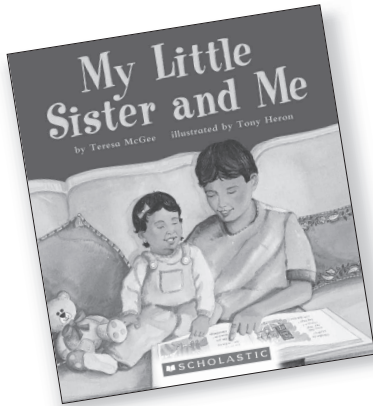


My Little Sister and Me



Written by Teresa McGee

Illustrated by Tony Heron

Text Type: Fiction: Narrative — Realistic Story

Guided Reading Level: D

Summary: A young boy's little sister is learning to do many new things. The boy realizes that he is also learning to do new things as he helps his little sister.

Word Count: 115

High-frequency Words:

am, and, are, her, how, I, is, little, make, my, sister, to, we

Text Supports

- ▶ repetitive sentence pattern on pages 2 to 15
- ▶ illustrations support the text

Possible Text Challenges

- ▶ unfamiliar action words: *walk, catch, eat, feed, laugh, listen, climb,* and *follow*; other words: *together* and *become*
- ▶ sentences carried over two pages

Reading Strategies

Comprehension

- ▶ inferring
- ▶ making connections: text to self

Working with Words

- ▶ using picture cues and context to predict unfamiliar words
- ▶ word solving and building: using beginning sounds to read unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ infer how the boy feels about his sister
- ▶ make connections from the text to personal experiences
- ▶ solve challenging vocabulary by using strategies such as locating information in the illustrations and focusing on beginning sounds



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Show students the front and back cover of the book. Read the title and back cover text out loud. Ask, *Does anyone have a little sister or brother?* Provide students with the opportunity to mention any younger siblings. (Students without younger siblings can be encouraged to speak about younger cousins or friends.) Ask, *How do you help the younger child? What is the child learning?* Focus on introducing action words into the discussion.

ESL Note: To clarify family relationships, draw a simple family tree naming immediate family members (mother, father, sister, brother) using words and pictures. Students can bring in photos or draw pictures of their parents and siblings to make a personal family tree.

Print concepts

Overcoming Text Challenges

Distribute copies of the book to students. From pages 2 to 5, discuss the actions of the little sister and big brother and discuss the double-page pictures. Ask, *What is the little sister doing? What is the brother doing to help his little sister?* Point out to students that the sentences run over both pages and that there is a repeated language pattern.

Word solving and building

If identifying actions poses a problem for students, direct them to the action word within the sentence and have them use the beginning sound to assist them with proper identification of the action word. For example, if students say “hug her” for “catch her” on page 3, direct their attention to the beginning sound of the word *catch* and discuss why *hug* is not correct.

ESL Note: Provide a Word Box with words such as *walk, talk, play, and eat*. Include a picture for each word. Students can write and then read pattern sentences such as: My sister’s name is _____. _____ can _____.

Inferring

Setting a Purpose

Tell students that as they read this book they are to think about how the boy feels about his sister. Discuss how the pictures in the book may give clues about how the boy is feeling towards his sister.



DURING READING

Ask each student to read the book independently, thinking about the purpose that has been set.

Observe and listen to students as they read the text, assisting them with strategies and prompts to help them problem solve as necessary. Note students’ successful use of strategies and any difficulties they encounter.

If a student pauses on a word, you might suggest they look at the first letter and say the sound and then the subsequent letters of the word or ask, *Does the picture give you a clue?*

Early finishers can be encouraged to reread the story and then discuss what happened in the story with a partner.



AFTER READING

Inferring

Once all students have finished reading, engage in a discussion of what happened in the story. Ask, *How does the boy feel about his little sister? How can you tell?*

Making connections: text to self/evaluating

Invite students to relate the story to their real-life experiences. Ask students if they have ever helped look after a younger sister or brother (or relative or friend). Ask, *How did you feel about looking after the younger child?*

Word solving and building

Revisit any words and ideas that were challenging for students. Ask them to share any strategies that they used to work these out. Review any challenges you observed as students were reading.

Praise good reading behaviours that you observed while students were reading. For example, *I noticed that Shan paused when he saw the word because and told me that he remembered it was a word wall word, or Katie used the picture cues to help her figure out the word climb.*

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.

Learning Something

Making connections: text to self

Invite students to write and/or draw about their own experiences of learning something from an older person. Encourage them to share and discuss their writings and drawings with each other.

Book Evaluation

Evaluating/making connections: text to self

Provide students with a copy of the BLM and ask them to think about what happened in the book and to complete the sentence starters, "The best part of this book is..." and "This story reminds me of..."

Word Building

Word solving and building

Show students the word *learning* and highlight the "ing" ending. Show them how they can take a selection of the book's action words (e.g., *walk, catch, eat* and *climb*) and make them into "ing" words. Have them build a selection of "ing" words using magnetic, plastic, or card letters. Encourage them to write a sentence using one of the new "ing" words.

Book Evaluation

Name: _____

The best part of this book is

This story reminds me of
