

Running words: 39

Book Summary

A girl looks at the features of her baby sister.

Building Basic Skills

High-frequency words – My, This, is, my, She, a, big

Content words – Little, Sister, fingers, toes, eyes, nose, ears, mouth, noise

Repeated phrase – She has little

Phonics and phonemic awareness

– Sh (She), S (Sister), n (nose, noise); plural “s” on nouns

Punctuation – full stops, capital letters, exclamation mark

Special Feature

Rhyming text

Skills and Strategies

My Little Sister can be used to introduce and reinforce:

- predicting the storyline using illustrations from the book
- rereading the text at difficulty and searching for meaning
- recognising the relationship between letters and their sounds
- writing labels for a specific purpose.

Materials

- copies of words and punctuation for this book from page 94, cut and ready for use
- copies of BLM, pencil, felt-tip pens
- pairs of items to compare size, for example, building blocks, pencils, books, shoes
- water-based paint, wipeable tabletop
- magazines, scissors, glue, card

My Little Sister

by Philippa Werry

illustrations by Christine Ross

Introducing the Text

Have a selection of pairs of items, one big and one little. Ask children to sort them into two sets, big and little. *How did you know to put this one in this group?* Continue the discussion about size by having children compare their fingers, toes, nose, etc. *Who has little ears? Who has big toes?*

Discussion Model

Using only the teacher’s copy, discuss each page of the book with the group. Ensure that content words are integrated naturally into the discussion.

Cover – *This is a story about a big sister looking after her little sister. You will need to look closely at the pictures to predict what is going to happen next.*

Page 3 – *Who do you think these people are? Can you see some big and little things in the picture?*

Page 5 – *Look at the little sister’s fingers. What do you notice about them? How can you tell that the sisters like each other?*

Page 7 – *What is big sister looking at? What is special about little sister’s toes?*

Page 9 – *Who can you see in the picture? What might the sisters be thinking? Can you see little sister’s little eyes?*

Page 11 – *What do you notice about the sisters’ noses? Why has little sister turned around?*

Page 13 – *Can you guess what big sister is whispering in little sister’s ear?*

Page 15 – Compare the facial features of Mum and little sister, including size and expression. *How do you think this story will end?*

Page 16 – *Were you right? Why is little sister making a big noise?*

Reading the Text

Hand one book to each child. Together, read the title and the names of the author and illustrator on the cover and title page.

Page 2 – Clarify where to start reading and encourage children to point to each word as you quietly read aloud together. You may choose to deliberately stumble on a word so that you have the opportunity to model how to reread when you have made a mistake.

Page 4 – Identify the word “She” as the place to begin. Encourage children to read quietly to themselves.

Pages 6–16 – Encourage children to read the remaining pages quietly to themselves. Note the exclamation mark on the last page and encourage expressive rereading of this page. If children encounter difficulties, ask questions that encourage using reading strategies, such as attempting the initial sound in a word, rerunning, and checking the picture.


Revisiting the Text

- Children retell the story in their own words. Encourage them to discuss the sisters’ interaction and comparing game as well as Mum’s role in the story.
- Ask children to identify words with “Sh” and “s” in them throughout the book. Children can take turns giving page clues to the group about which word they have found, for example, “I am reading a word on page 10 with “Sh” at the beginning.”
- Using the words and punctuation for this book from page 94, reassemble the sentences with children.

Following Up

B On the BLM activity opposite, children practise writing “little” in a sentence.

- Pour water-based paint onto a wipeable tabletop. Children write the high-frequency words “This”, “My”, “my”, and “a” in the paint with their finger. It would be helpful to have the words written on the board so that children are not handling their books!

 From old magazines, children cut out pictures of body parts from different people and glue them together on card to make a “Mr” or “Miss Muddle”. Caption with “She/he has big/little ...”