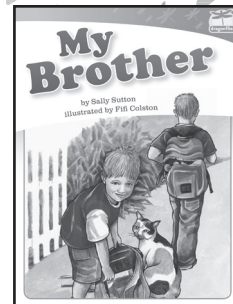


My Brother

by Sally Sutton

illustrated by Fifi Colston



Overview

Big brother is impatient to get to school and doesn't realise that his school bag has fallen open and things are falling out. His little brother rescues the fallen items and tries to get his brother to slow down.

Suggested purposes

This text supports the comprehension strategies of using illustrations to understand text and making and confirming predictions. It can also be used to practise recalling details in a narrative.

Text features (Focus on only one or two per session.)

- the large amount of decodable text, including repeated rimes
- the variety of initial consonant blends
- the digraphs -ch – *lunch, lunchbox*; -sh – *shops, shouted*; -th – *brother, footpath, path, they, through, thump*
- the use of dialogue
- the use of imperative verbs
- the lively verbs – *bounced, called, fell, ran, shouted*
- the irregular verbs – *fell, gave, ran*
- the alternatives to “said” – *called, shouted*
- the prepositions – *along, down, out, past, through*
- the use of onomatopoeia – *bump, clunk, flop, huff, pop, puff, thump*
- the compound words – *footpath, homework, lunchbox*
- the contractions – *didn't, we'll, we're, where's*
- the repetition of words for effect
- the use of rhetorical questions
- the relationship between the brothers
- the multiple illustrations on page 11
- the visual sub-plot

Setting the scene

Encourage the students to share their experiences of getting to school. *How do you get to school? Who do you go with? Does your brother or sister walk with you?* Tell the students that they will read a story about two boys on their way to school. You could tell them that the big brother has not done his bag up properly, and things fall out. Have the students read the story to find out how little brother tries to help.

The first reading

Look at the cover and read the title. *Who might be telling the story?* Clarify that these boys are brothers. Read the names of the author and the illustrator.

Back cover – Read aloud the preview question. Discuss the students' predictions.

Title page – *What's in this school bag?*

Listen to the students read the text themselves, offering support as necessary.

Page 2 – *Who’s telling the story? How do you know?*

Page 3 – *Why didn’t the big brother wait?*

Page 4 – If necessary, support the students with the prepositions “through” and “along” by prompting them to attend to the initial sounds and the illustration.

Page 5 – Clarify that little brother’s rhetorical question is addressed to the reader. Reread it together expressively. Review the story so far. *What’s the problem? What will little brother do?*

Pages 6 and 7 – Review the students’ predictions from page 5. Observe their decoding skills and their attention to the punctuation.

Page 8 – If necessary, support the students with “bounced”. Prompt them to read on to the end of the line. *What do balls do? If the word was “bounced”, what letters would you expect to see?* Use the illustration to clarify that little brother is collecting the dropped items.

Pages 9 and 10 – *How would the big brother say this? Why does his face turn red?*

Page 11 – Discuss the illustrations before reading. Ask the students to predict the answer to the question.

Page 12 – *How did the big brother say thank you? What else might he say?*

Ideas for revisiting the text (Choose only one or two per session.)

- Listen to the students reread the text. Observe the strategies they use to attempt the content words and their ability to read fluently and expressively.
- Focus on any initial consonant blends or digraphs that the students may have been unsure of. Find examples in the text and list other words that start the same way. Look at the use of the digraphs as medial or final sounds.
- Locate examples of rhyming words in the text. Identify the rime and generate other rhyming words by adding new initial consonants or consonant blends.
- Focus on the author’s style, using pages 6 and 7 as an example. *How does the author make this story sound exciting?* You could talk about the use of imperatives, the lively verbs, the alternatives to “said”, the repeated onomatopoeia, the rhetorical questions, the use of dialogue, and the punctuation. *What would it sound like without the onomatopoeia? The repetition?* Rewrite these pages onto a large reference chart, highlighting the text features.
- If you have students whom English is a second language, you could review the prepositions in the text by drawing a map of the brothers’ walk to school. Follow up by rereading other books that feature prepositions, such as the Dragonflies emergent text *Walking the Dog*.
- Compare the irregular past-tense verbs “fell”, “gave”, and “ran” with their present-tense forms. Remind the students that not all verbs can have “ed” added to them. For the students whom English is a second language, try to use these words often in subsequent conversations.
- Reread some of the dialogue that includes contractions. Draw out the idea that contractions make speech sound more natural. You could extend this by looking at the final sentences on pages 5, 6, and 7. *Why has the writer decided not to use contractions here?*

- Discuss how the students worked out the compound words. Remind them of the strategy of looking for the part of a word they know when they are working out new words.
- Track the sub-plot of the cat in the illustrations. Talk about the role of the illustrator in bringing the story to life and (often) adding extra detail.
- Focus on the relationship between the brothers. *What have you found out about them? Do you think this story could be true? Would your brother be like that?* Encourage the students to share their experiences of doing something nice for someone in their family. *What did the person say? How did you feel?*

Suggestions for further activities

- Have fun using rhetorical questions and illustrating them. “But did I go to the park? No, I did not. It was raining!”
- Add thought bubbles to the illustrations on page 8.
- Draw and label the school bag with items falling out and add appropriate “sound” words.
- Start a class collection of alternatives to “said” and encourage the students to try them in their writing.
- BLM word activity: practise punctuating dialogue
The students can punctuate the sentences that form dialogue in the story. They can then read the sentences to a partner.
- BLM comprehension activity: recall the main points from the story
The students can recall the items that fell out of the brother’s bag. They can draw the items in the boxes.