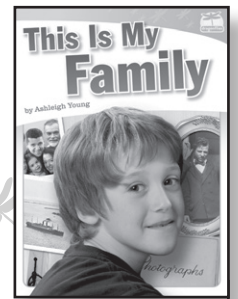


This Is My Family

by Ashleigh Young



Overview

This simple first-person narrative is the story of one boy's family heritage, from his great grandfather to his immediate family. Historical and present-day photographs depict each generation and are supported by brief stories. (Big idea: There are many different countries and people in the world.)

Suggested purposes

This book supports the following **comprehension strategies**:

- making connections between prior knowledge and the text **MC**
- making inferences. **INF**

It supports the following **non-fiction strategies**:

- gathering information from photographs
- gathering information from a family tree
- using specialised vocabulary
- using a glossary (boldface type).

Key vocabulary

The vocabulary that is focused on includes:

- Anchor words – *country, different, people*
- Content words – *bakery, dad, daughter, family, grandfather, grandmother, grandparents, great grandmother, great grandfather, house, ship, sister, son, story, teacher, town*
- High-frequency words – *came, did, from, had, her, here, his, how, made, now, one, out, see, they, too, two, what, when, with*

Features of the text

- Non-fiction features:
 - cover flap, which provides support for identifying the big ideas and anchor words
 - the topic (family heritage), which expands on pages 12 and 13 of the anchor book *Discovering My World*
 - preview question on the back cover
 - black-and-white and color photographs
 - family tree diagram
 - specialised vocabulary
 - labels
 - glossary (boldface type)
- Word study:
 - initial consonant blends – “gr-”, “st-”, “gl-”, “sc-”
 - final consonant blend – “-st”
 - digraph sounds – “th”, “sh”, “ch”
 - contractions – *I’m, it’s*
 - compound words – *grandparents, grandmother, grandfather, sometimes, became*
 - plurals – *daughters, stories*
 - family words – *grandparents, father.*
- First-person narrative
- Conversational tone, including use of question marks and exclamation mark
- Past and present tense



Setting the scene

If you have already introduced the topic using the whole-class lesson plan and the anchor book (*Discovering My World*), you can review the discussion and show the students pages 12 and 13 of the anchor book.

Discuss families. Prompt the students by using the vocabulary in the book.

- *What is a family?*
- *What are names or titles for family members?* (include extended family members, such as aunt, uncle, grandparents)
- *Where do some of your family members live?*
- *How do you know about family members who lived a long time ago?*

ELL support

A good way for ELL students to practise English is to be able to take books home and read them with their families. Think of creative ways to get English books into their homes.

Introducing the book

Front cover – Discuss the photograph. Explain that the boy's name is Ricci. *What do you think this book is about?* Point to the photographs behind Ricci. Draw out the idea that the photographs have been taken at different times. Read aloud the title and explain that it tells us something from Ricci's perspective.

Back cover – Read aloud the preview question. Help the students to make connections with their own experiences.

Using the flap – Read aloud the text on the flap, and (if relevant) remind the students that they have read this in *Discovering My World*. Read aloud the anchor words on the other side. Tell the students that they can point out the words when they find them in the book. Ask them to leave the flap open as they read.

Title page – Read aloud the title. Discuss the photograph. *What new information does the photograph give us?*

The first reading

MC **Pages 2 and 3** – (**Making connections**) Point to the photograph on page 2. Who are these people? *Who will tell the story?* Point to the photograph on page 3. **INF** (**Making inferences**) *Who is Ricci's great grandfather? How do you know?* Guide the students to read the label. Discuss the old-fashioned clothes. *Do you think Ricci has met his great grandfather? Why/why not? How would Ricci know about his great grandfather?* (from stories) Point out the bold words. *Why are these words in bold?* (highlights important words about the topic of family, identify glossary words) Have the students find them in the glossary.

INF **Pages 4 and 5** – (**Making inferences**) Discuss the photographs. *Why does Ricci say, "Well, that's what people tell me"?* (happened before he was born) Have the students find "great grandmother" and "grandfather" in the glossary.

INF **Pages 6 and 7** – (**Making inferences**) Have the students respond to the question on page 7. Read aloud the label on the photograph. *Which one is Ricci's mum? Why is the photograph in colour while the others are in black and white?* Have the students find "grandmother" in the glossary.

Pages 8 and 9 – (**Making connections**) *Why did Ricci's mum leave New York?* (**Making inferences**) *Who is older, Ricci or his sister April? How long have his parents been married?* (twelve years) **MC** **INF**

Page 10 – (**Making inferences**) Discuss the photograph. *Can you name the family members? Why is "great" in italics? How does Ricci feel about his family?* (**Making connections**) *Why does Ricci say, "It must be scary to move to a different country"? Why does he want to go to Italy?* **MC** **INF**

Page 11 – (**Making connections**) *What does the diagram show? What do the lines show?* Help the students understand how to read a family tree. Explain that the lines are like branches. Point out Ricci and his sister, then Rosie and her sisters. You may need to explain that this family tree shows only his mother's side. A family tree showing his father's side would be different. *Is the diagram easy to follow?* Have the students follow the line from Ricci back to his great grandparents. Have the students find "aunt" in the glossary. *If Rosie had a brother, what would Ricci call him?* (uncle) **MC**

Vocabulary activity

Focus word: country

1. Reread the final sentence on page 10. *It must be scary to move to a different country, but I'm glad my great grandparents did.*
2. Say "country" with me.
3. Explain that "country" describes an area of land with its own laws. *We all live in the same country. Ricci's great grandparents came from Italy.* Explain that many people were born or have lived in other countries. Some have visited other countries. *When you go to a different country, you may need to do some things differently, such as eating different kinds of food.*
4. Using a map, show how land is divided into countries. Explain that countries are not all the same size and shape. Point to the New Zealand and to Italy. Give other examples, such as Australia and the countries the students are from.
5. *What countries do you know?* Have the students name them and locate them on the map. If any students have come from another country, use their examples first. Write the headings "nearby" and "far away" on the board. List the countries under the appropriate headings.
Prompt: *[Italy] is a country far away from the New Zealand. You would need to fly on a aeroplane to get there.*
6. *What is the word we've been learning that means an area of land that has its own laws? Say "country" with me.*

ELL activity

Language objective: Developing comprehension of content words through creating a family tree

- Reread the book with the students.
- Have the students keep their books open at page 11. Encourage them to talk about the diagram. *What is this diagram called? What does it show?*
- Talk about family members. Prompt them with questions such as: *Who lives in your home? Do your grandparents live with you? Do you have any family who lives far away? Near by?*
- As the students share, write on the board – Mum, Dad, Brother, Sister, Aunt, Uncle, Grandmother, Grandfather, or any other names they have for relative such as Nona (grandma in Italy).
- Model how to make a family tree using your own family. Discuss the titles or names of family members and the structure of the diagram.
- Model how to narrate your family tree. *My grandparents were/are _____. My mum and dad are named _____. I have _____ aunts and uncles. Their names are _____. I have _____ brothers and sisters. Their names are _____.*

- Allow the students to complete their family trees. Ask questions to encourage them to talk in complete sentences. *Who is this? What's your aunt's name? What's your brother's name?*
- The students can share their family trees with the group. Support them to use complete sentences.

Ideas for revisiting the text

1. Review and check

- Listen as the students reread the text, observing their fluency and decoding strategies.
- Review the anchor and content words. Check that the students know what each word means and how it is used.

2. Stop and learn

a. Decoding/word attack activities

Practising onset and rime

- Write "best" on the board. Have the students say it with you.
- Make words that rhyme with "best". Build a word family on the board, using "n-", "p-", "cr-", "r-", "t-", "ch-", "qu-", "w-", "gu-", "v-", "z-",
- Display the word family on the word wall.

Practising writing plurals

- Write "I can tell a story" on the board. Have the students read the sentence aloud.
- *I can tell more than one story. How would I write this?* Write the sentence on the board with a space for "stories." (I can tell lots of _____.)
- *How do you spell "stories"?* Discuss taking away "y" and adding "ies".
- Practise writing plurals using other words from the book, such as "country", "bakery", and "family".

BLM – Practising writing plurals

Have the students practise writing the plurals for words that end in "y". They can write the correct words in the spaces provided.

b. Comprehension activities

- Discuss how some families have many stories about moving to a different country. How do we know about people who lived a long time ago? (old photographs, stories of older family members) Explain that we all have stories and photographs of relatives, grandparents, and parents. We can learn about our family history from them.

- Discuss family titles. *When we talk about family members, we use a title. For example, we might use “Mum” or “Dad”. If you are a boy, you can be called a brother, a son, and a grandson. If you are a girl, you can be called a sister, a daughter, and a granddaughter. Extend the discussion to include “nephew”, “niece”, and “cousin”. Are you a grandparent or a parent? Why not?*

For ELL students, explain that many children in Italy call their grandmother Nona and their grandfather Nono. Ask ELL students if they have different names for their grandparents, aunts, and uncles. *What do you call your sister, brother, mother, and father?* Discuss why people move to other countries.

BLM – Writing labels to match illustrations

The students can draw pictures of their family members. Have them write an appropriate title, such as sister or brother. Encourage ELL students to write these titles in their own language.

c. Writing activities

Have the students write:

- a letter to an older relative to find out some family stories
- a personal recount of a family event
- a character sketch of a grandparent
- a family tree.

3. Suggestions for further activities

- Collect old family photographs.
- Research the time period of the students’ great grandparents.
- Source an authentic family tree (their own if possible).
- Invite a student’s grandparent or other family member to tell stories about his or her family.