

My Baby Sister

Written by Meg Stein

Photography by Michael Curtain

Level 2

This book explores the things a baby can do. It is a simple repetitive text supported by colour photographs. There are two lines of text placed consistently on the page. It uses the sentence stems: *My baby sister can ...* and *She can ... with me.* A varied final sentence is introduced

Getting ready for reading

Talk about any babies children know. Ask: *What things can babies do? How do they do them?*

Draw up a list:

Things I can do	Baby can do it too
Walk	
Eat	
Sleep	

Talking through the book

You may like to say: *This is a book about a girl's baby sister. It has been written as if the girl was talking to us. The baby sister is learning to do lots of things the same as the girl. She likes to do things with her big sister. As you turn the pages, model the form of the text by saying: What is the baby sister doing here? Yes the girl says, 'My baby sister likes to read. She likes to read with me.'*

Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

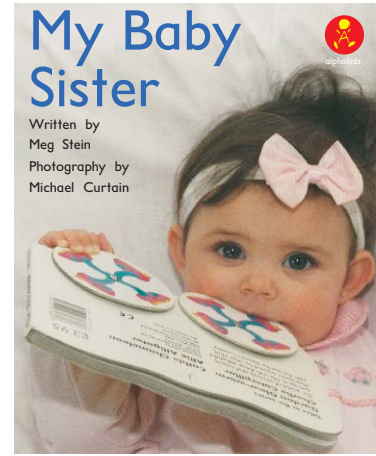
Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

BEING A MEANING MAKER

Discuss:

What can the baby sister do?

How does the girl feel about her baby sister?



Check this

Teachers can observe children's emergent reading behaviours for evidence about directionality with a return sweep. Some prompts to promote this are:

Where does the writing start?

Which way does it go?

Where does it go after that?

BEING A CODE BREAKER

Vocabulary

- High-frequency words: *this, is, my, can, with, me, my*
- Word families: *can – man, ran, Dan, fan, plan, ban*

Sounds and letters

- Hearing words: Children raise one finger for each word they hear.
- Hearing sounds: /s/ – *sister, see*

Writing conventions

- Punctuation: upper case letters, full stops
- Grammar: *me/my*; beginning questions with *can*

BEING A TEXT USER

Discuss:

Do you find this book interesting?

Would you tell someone else to read it? Why?

BEING A TEXT CRITIC

Discuss:

What do you think the author is trying to get you to understand about having a baby sister?

Literacy learning centres – follow-up activities

WRITING CENTRE

Children write about a younger sibling or pet, innovating on the text.

My dog Spot can play.
He can play with me.

Provide appropriate word lists (see Blackline Master 7).

Things to do: *run, cook, hide, chase, walk, talk, write, ride ...*

Family: *brother, mother, father, uncle, auntie, cousin ...*

BOOK-BROWSING CENTRE

Children read books about babies and families.

ABC ALPHABET CENTRE

Phonemic awareness: target letter /s/

Provide magazines and advertising brochures, paste, brushes and a large piece of paper to make a chart. Children look through the magazines and brochures to find pictures of things beginning with the /s/ sound to cut out and paste on the chart.

