

# Twins

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## Level 4

This book explores the similarities and differences between identical twins. It contains some repetitive text and is supported by colour photographs. There are two to three lines of text placed consistently on the page. It introduces the sentence stems: *We have the same ... Look at our ...* and *We ... different things. I like ... She likes ...*

## Getting ready for reading

Play Same and Different. Children work in pairs to find two things about them that look the same and two things that they like to do that are different. As children share, model the form of the text: *They have the same jumper. Look at their jumpers. They eat different foods. Sam likes chips and Sally likes apples.*

Discuss the concept of twins. If you have twins in your class, ask them to talk about what it is like to be a twin.

## Talking through the book

You could introduce the book by saying: *This is a book about twins. It shows us how the twins are the same and how they are different.* Turn to page 4 and say: *For the first half of the book the twins tell us about how they are the same.* Turn to page 10 and say: *Then they tell us about how they are different. They do different things. They eat different things. They wear different things. The twins tell us that they look the same but that they are different.*

## 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.

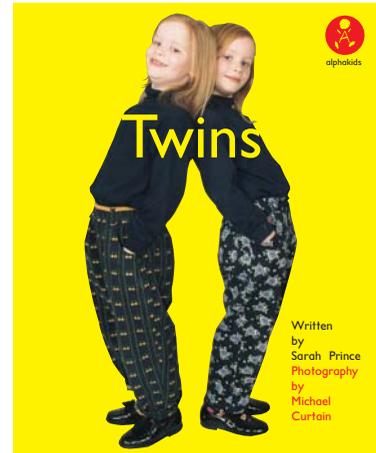
### BEING A MEANING MAKER

Discuss:

*How are the twins the same?*

*How are they different?*

*How could you tell one twin from the other?*



### Check this

Teachers can observe children's emergent reading behaviours for evidence of understanding that good readers check on their own reading behaviour.

Some prompts to promote this are:  
*How did you know it was right?*  
*You did a good job of working that out all by yourself*

## BEING A CODE BREAKER

### Vocabulary

- High-frequency words: *my, and, I are, we, look, the, have, same, at, our, do, like, eat, she*
- Word families: *same – blame, came, flame, game, name, tame*

### Sounds and letters

- Hearing sounds: /s/ – *sister, same, soccer*

### Writing conventions

- Punctuation: upper case letters, full stops
- Grammar: plurals – *twins, eyes, bananas, apples, jeans, dresses*

## BEING A TEXT USER

Discuss:

*What kind of book is this? Is it fiction or factual?*

## BEING A TEXT CRITIC

Discuss:

*What is the author trying to tell us about twins?  
Is this true?*

## Literacy learning centres – follow-up activities

### **WRITING CENTRE**

Children innovate on the text, writing a book comparing themselves with a friend.

Imran and I are friends. We don't look the same.  
We have different hair, look at our hair.  
We like the same things. He likes soccer and I do too.



Provide words on cards for physical features and hobbies. (See Blackline Master 7.)

### **WORD CENTRE**

Children make, break and record words using onsets and rimes:

same blame came flame game name tame

### **BOOK-BROWSING CENTRE**

*Can You See Me?*

Alphabet books

*Fruit Salad*