



Teacher Edition

AlphaWorld

# In My Family

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# How to use this book

## **Before reading:** Talkthrough

Talk through the book with the children. Encourage them to predict the text from the pictures and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the *Talkthrough* questions on each page.



## **During reading:** Observe and support

Observe the children as they read. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Encourage them to monitor their own reading. Interruptions to the child's reading should be minimal and focused on a specified learning need.



## **After reading:** Checking comprehension, responding to text

To further develop children's understanding of the text, select activities found on the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

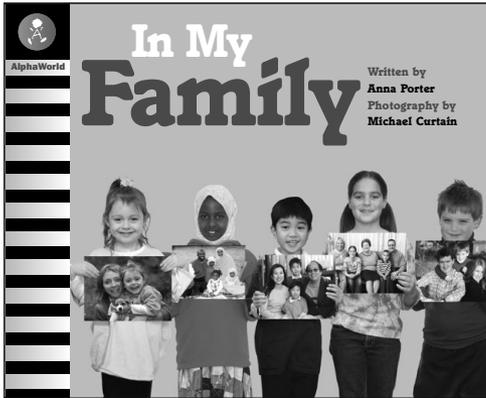
## Setting the context

Ask: *Who lives at your house? Are these people all members of your family? How many people are in your family? Does all of your family live at the same house as you do?*

*Do you know someone that has a very different family from yours? Tell me about them. What makes a family?*

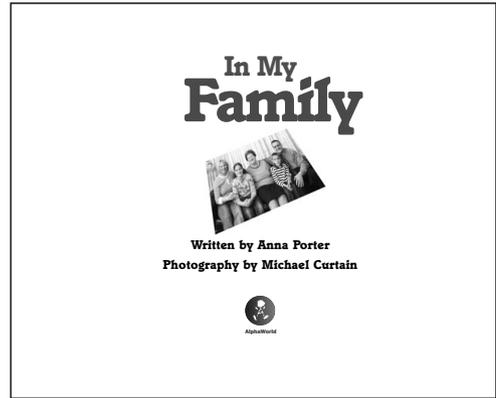
## Introducing the book

*This book is called 'In My Family'. It tells us a little bit about five different families. Each family has different numbers of people and different kinds of people in it.*



## Front cover

*What are these children holding? Who do you think the people in the pictures are? Read the title together.*



## Title page

*This is the title page. It tells us the name of the book, and the name of the author and photographer. Read the title together.*



There are two people  
in my family.



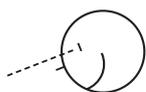
2



## Talkthrough

*What can you tell me about this family? How many people are in this family? The book says, "There are two people in my family."*

*Can you show me where I would start reading that sentence? Move your finger to show me where you need to go as you read the sentence.*



## Observe and support

Can the child manage the return sweep as they read the sentence?

*Can you show me where you start reading? Where do you go next? What happens when you get to the end of the line? Where do you go then?*

You may need to model the reading for the child.

*You watch as I read. Where did my finger go at the end of the line?*



There are three people  
in my family.



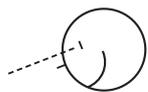
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### **Talkthrough**

*What is this family like? How many people are in this family?*

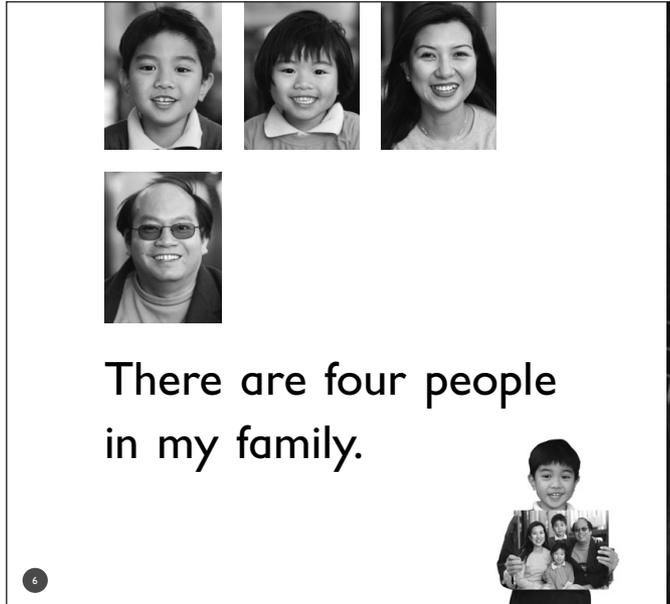
*Why are the small pictures on page 4 there? How can we use them to help us with our reading? What would you expect this page to say?*



## **Observe and support**

Can the child search for information on the page? Do they use the pictures to help them read the text? If the child stops after reading “There are...” you could say, *What can you see on the page that will help you to work it out? What could you try? Did that make sense? Did it sound right? What would you expect to see at the start of ‘three’?*

## In My Family



There are four people  
in my family.



### Talkthrough

*How many people are in this family? What helped you to work it out? Where else on the page can you see that there are four people in this family? Is this family the same size as your family?*



## **Observe and support**

Does the child check that they are right by looking for information on the page?

*You said, "There are four people in my family." How could you check that you are right? What would you expect to see at the start of 'four'? Were you right?*



There are five people  
in my family.



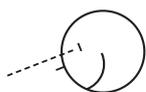
## **Talkthrough**

*What is this family doing? Would your family do this?*

*What do you think this page will say?*

*What words do you recognise on this page? How do you know that word says 'five'?*

*Can you point to the word 'family'? How did you know it said 'family'?*



## **Observe and support**

Does the child remember the repeated sentence from page to page?

*What do you know about this book that helped you to work this sentence out?*

Can they locate the sight words: there, are, in, my?



There are six people  
in my family.

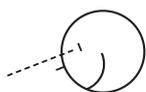


10



## Talkthrough

*How many people are in this family? What are they doing? Does your family do this? What do you think this page will say? What might the first word be? Are you right? Which number word do you expect to see on the page? What letter do you expect to see at the start of the word?*



## **Observe and support**

Does the child monitor their own reading?  
After the child correctly reads the sentence:  
*I liked the way you read that.*  
*How did you know you were right?*



## **Talkthrough**

*This page is a summary of the different families in the book. It shows us all of the families at the same time. It has captions under each picture telling us how many people are in each family. Point to each picture. What will the caption say?*

two people      three people      four people

five people      six people

12



## **Comprehension check**

*What is a family?  
How many people can be in a family?  
How are the families in the book like yours?  
How are they different?*

## Responding to text



Have the children draw four different things they like doing with their family to show what makes their family special. For example, going on holidays, playing sport, reading, shopping, eating dinner, birthday parties.



Children could contribute to a group book by writing a sentence to show how many people are in their family and doing a drawing to show something their family likes to do modelled on the structure in the text.



Children could draw families of different sizes using number words 'two' to 'six'.

**For further literacy activities** see the accompanying book, *AlphaWorld Literacy Learning Activities: Emergent Reading Levels 1–5*. It contains two reproducible blackline masters specifically related to this book.

## Assessment

Can the child:

- control the return sweep?
- use picture and text cues to cross-check their reading?

- recognise the repetitive nature of the sentences and use this in their predictions?
- identify the sight words: there, are, in, my?

# In My Family

**Topic:** Families and cultures

**Curriculum link:** Society and Environment; Personal Development; Cultures

**Text type:** Caption

**Reading level:** 2

**Word count:** 35

**High-frequency words:** there, are, in, my, two

**Vocabulary:** people, family, three, four, five, six

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## Possible literacy focus

Drawing inference from text about what makes a family.

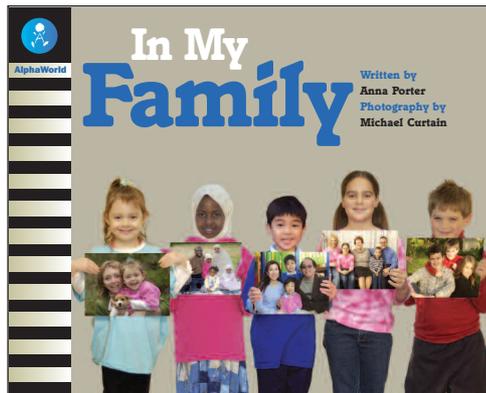
Developing concepts about print and managing the return sweep.

Using a repetitive sentence structure to predict text.

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## Summary

This book is a sequence of captions to show families of different sizes and ethnic backgrounds. It focuses on diversity of family life and shared family activities.



**AlphaWorld**



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