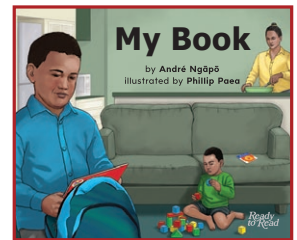


My Book

by André Ngāpō
illustrated by Phillip Paea

This text is levelled at Red 1.



Overview

When Tama sees big brother Nikau with a new book from school, he wants it for himself. As Nikau starts to read the book to Mum, Tama keeps insisting that it's *his* book. Nikau solves the problem by inviting his little brother onto the couch to listen to his reading, too. This story, like *I Can Read*, celebrates books, reading, and relationships and encourages students to make connections to their own experiences. (The students will meet Nikau again in *Tahi, Rua, Toru, Whā* at Yellow 1.)

My Book supports students to develop a self-extending reading processing system by helping them “make meaning of the text by applying their increasing ability to attend to the print detail and their growing knowledge of sentence structures and also by using their expanding vocabulary and the illustrations” (*The Literacy Learning Progressions*, page 10).

There is an audio version of the text as an MP3 file at www.readytoread.tki.org.nz

Cross-curriculum links

Health and physical education (level 1, relationships) – Explore and share ideas about relationships with other people; (level 1, interpersonal skills) – Express their own ideas, needs, wants, and feelings clearly and listen to those of other people.

Related texts

- Texts about helping others and/or recognising their feelings: *Lost* (shared); *Grandma's Vase* (Red 1); *Mrs Brown's Garden*, *The Lost Hat* (Red 2)
- Texts about activities at home: *I Can Read*, *The Water Slide* (Magenta); *Monster's Vest* (Red 1); *Locked Out*, *Mrs Brown's Garden* (Red 2)
- Texts about the same characters: *Tahi, Rua, Toru, Whā* (Yellow 1)

Text characteristics

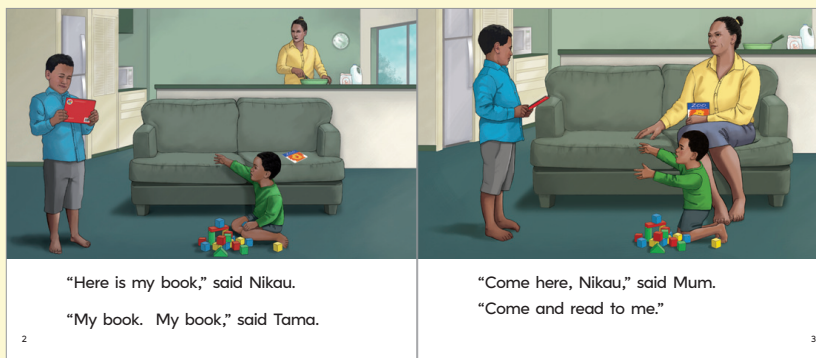
The students are working towards the standard for after one year at school. Many of the characteristics of Green texts are also in texts at earlier levels but in simpler forms. These characteristics, as they relate to this text, are shown in the boxes with a solid outline. Other boxes show additional characteristics.

The familiar setting and context of reading at home

Illustrations that support and extend the meaning, for example, clarifying Tama's feelings

A range of punctuation, including full stops, speech marks, exclamation marks, and commas, to support phrasing and meaning

Most content explicitly stated but also some implicit content that provides opportunities for students to make simple predictions and inferences, (for example, that Nikau is going to read his book to Mum and why Tama wants the book)



Several words beginning with the same letter (for example, “book”, “by”; “can”, “Come”; “me”, “Mum”, “my”) requiring students to attend to print detail and other sources of information

To support word recognition, many high-frequency words, several of which (“Come”, “here”, “Mum”, “my”, “said”) are repeated often

Interest words (“book”, “read”, “sat”) that are likely to be in the reader's oral vocabulary and are strongly supported by the context, the sentence structure, and the illustrations

Two lines of text on every page, providing opportunities to practise phrased reading and return sweep

Reading standard: After one year at school

The Literacy Learning Progressions

Suggested reading purpose

(What can the students expect to find out or think about as a result of reading this text?)

We are reading this story to find out what happens when Nikau takes home his reading book.

Possible learning goals

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically” about texts?)

The behaviours listed below link to *The Literacy Learning Progressions*. **Select from and adapt** them to set your specific learning goal. Be guided by your students’ particular needs and experiences – their culture, language, and identity (*Reading and Writing Standards for years 1–8*, Knowledge of the learner, page 6).

This text provides opportunities for students to:

- make connections between their own experiences and information in the text and illustrations to make predictions and inferences
- make meaning by drawing on more than one source of information, for example, meaning (context and illustrations), structure (sentence structure and word order), and visual information (print information including punctuation)
- continue building a reading vocabulary of high-frequency words
- read groups of words together in phrases and gain control over using return sweep with multiple lines of text
- notice some errors in their reading and take action to self-correct.

Introducing the story

Use your knowledge of your students to ensure that the introduction to the text activates their prior knowledge and supports them for a successful first reading. This story uses vocabulary and language structures (“Here is”, “My”, “I can”) that students are likely to be familiar with from previous reading and writing. Make sure students are familiar with *I Can Read* (Magenta) before reading this book.

- Show the students the cover. Some may be able to read the title by themselves. Tell them the names of the boys in the illustration. Expect them to identify Mum and predict that Nikau is going to read to her. Draw attention to Tama. *Do you have a little brother or sister? What do they do while you are doing your reading at home?*

- Enjoy the students’ recognition of the book *The Water Slide* in the title page illustration. Expect them to infer from Nikau’s expression that he is enjoying it.
- Share the purpose for the reading.
- Browse through the illustrations, discussing what is happening, in particular, what Tama is doing. For example, on pages 2 and 3, expect the students to infer that Tama wants to join in and to recognise that a problem is developing.
- During the discussion, prompt for and rephrase responses to elicit new or less familiar language structures and vocabulary. For example:
 - on page 3, to support “Come here” and “Come and read”, draw attention to Mum patting the couch. *What is Mum saying to Nikau?*
 - on page 5, to support “No”, encourage the students to infer that Tama wants to join in the reading and Mum is trying to distract him.
- On page 7, encourage the students to predict what Nikau is going to do. They may notice he is patting the couch, just as Mum did on page 3. You could leave the ending for the students to discover for themselves when they read the story.
- Remind the students of the reading purpose.

Monitoring the reading

- Watch and listen as the students read the text quietly to themselves, noting their ability to read the high-frequency words and read groups of words together in phrases, along with any instances of self-correction. Provide support to individual students as necessary. For example:
 - you may need to remind them about the boys’ names;
 - on page 2, if a student has trouble getting started, draw attention to the speech marks to show that it starts with dialogue: *Nikau is talking to Mum. You know those words (Here is). Read what he is saying.* Expect the students to recognise “My book” from the title.
 - on page 3, if necessary, repeat the prompt from the introduction to support “Come here”.
- If a student makes an error without noticing a problem, wait till the end of the sentence or page before intervening, unless they stop reading. Waiting gives them the opportunity to notice the error and fix it themselves.

- Use appropriate prompts to draw their attention to the error. For example:

Text in book	Student reads	Teacher prompt
“Come and read to me.”	“Come here ... read to me.”	Prompt the student to attend to visual information. <i>Yes, Mum wants Nikau to read to her but does that word (here) look right? Try that sentence again, and think about what makes sense and looks right.</i>
“Here is a book for you.”	“Here is my book for you.”	Prompt the student to use visual information. <i>Check that word (my). Try that again.</i>
“No,” said Tama. “My book! My book!”	The student reads the words in a monotone.	Encourage the student to think about meaning by making connections to their own experience. <i>Is that how your little brother sounds when he wants something? Try that again and make it sound like a little brother.</i>

- Other prompts you can use to encourage self-monitoring include: *You said ... did that make sense?; Did that sound right to you?; Were you right?; This word starts like ...; Look at the beginning of the word. Read that sentence again.*
- Remember to base these types of prompts on what you know about the students’ prior knowledge. For example, asking an English language learner if a word sounds right may not be useful if they are not familiar enough with English phonemes and vocabulary to know the answer. In this case, an explanation and further examples would be more effective.
- Reinforce attempts to problem-solve whether a student is successful or not, for example, *You read “I sat **down** by Mum.” And then you went back and fixed it. Good noticing.*
- For further suggestions about ways to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1 to 4*, page 130.
- As students finish reading, they can quietly reread the story until everyone has finished.

Discussing the text after the first reading

- Remind the students of the reading purpose and have them review their predictions: *Is this what you thought would happen?*
- Prompt them to think critically: *How are the characters feeling?* Encourage them to share their responses to the ending and make connections to their own experiences. Prompt them to infer that Tama must be quite young as he is only able to express himself in simple words.
- Have the students reread the story, stopping to discuss points of interest. You could draw their attention to a particular text feature, such as high-frequency words (in particular, words with and without capital letters – “Here”, “here”, “My”, “my”) and the use of speech marks to indicate who is talking. Encourage the students to read the dialogue with expression (the way the characters would say it) and to act out the gesture of patting the couch to convey the meaning of “come here”.

After reading: practice and reinforcement

After-reading tasks should arise from monitoring the students’ needs during the lesson and should provide purposeful practice and reinforcement. Where possible, links should be made to other reading texts, including texts generated from language experience and shared writing, and to the wider literacy programme (oral language, writing, handwriting, alphabet and word games and activities) and other curriculum areas.

Select from and adapt these suggestions, according to the needs of your students.

- After the discussion, ask the students to reread the story to a partner. Listen in, providing feedback and making notes about aspects that may need further attention. You may also use this time to do a quick running record with a student to provide more information on an aspect you have noticed.
- The students can build their comprehension and fluency by rereading the story while listening to the audio version. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Provide many opportunities for the students to enjoy reading this book and other stories and poems about similar topics (see Related texts).
- To consolidate some of the new language structures, give the students a sentence framework (for example, “‘Come here,’ said _____” or “‘Come and read to me,’ said _____”) and have them complete the sentence and illustrate it.

- Have the students retell the story using the illustrations as a guide. Support them with summarising by asking them to describe what happened at the beginning, what the problem was, and how Nikau solved it. Ask them to draw a picture from each of these parts of the story. You could use the following sequence organiser:

The beginning	The problem	At the end

Alternatively, the students could draw a picture of each character and write about one thing they do in the story, or draw and write about their favourite part of the book.

- The students could draw and write about their own experiences of home reading (who they read to or who reads to them, what they like to read, and/or about what their little brothers or sisters do). If you have students who speak languages other than English, encourage them to share the names they call their parents or siblings.
- Extend their thinking about the story by asking the students to talk with a partner about what might happen after Nikau reads his book to Tama and Mum. Each student could draw and write their own version of what happens afterwards.
- To build students' knowledge of letter-sound relationships, focus on some of the words in the story that have the same initial letter, for example, "can" and "Come". Write the words on the board and read them together, emphasising the initial sound (and explaining why "Come" begins with a capital letter in the story). Support them to think of more words that start the same way, for example, "cat", "cup", "coffee".
- Have word games and activities available that reinforce recognition of high-frequency words, for example, matching words, identifying words that start with the same letter, and making words with magnetic letters. Provide bilingual word games and activities where appropriate.