

# The Family That Shared

## GOALS

### Comprehension

Re-tell the text using the pictures on each page as a guide. Discuss how the families are different.

### Vocabulary

**Focus High-frequency Words:** any, much, right, saw, sleep, their, very, yes

**Focus Content Words:** beggar, family, happy, hungry, poor, rice, rich, sell, share, twice

### Phonics

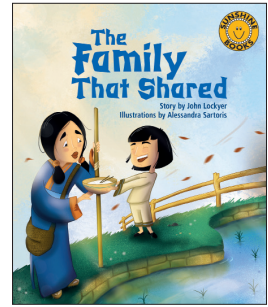
**Letters and Sounds:** Recognise and produce words that end with the same ending:

-ice

**Words to Blend and Segment:** ice, mice, nice, rice, twice

### Fluency

Model fluent reading of text with expression, noting the punctuation and questions. Students repeat.



This is a story with a moral about kindness to strangers and sharing what you have, even if you don't have much.

## Before Reading

- Explain what a traditional tale is. Read the title and the names of the author and illustrator. Ask: Have you read any other stories by John Locyker? (*Red's Kennel*, *Beaks*) Did you like them? Notice the style of the artist, Alessandra Sartoris. She has an interesting way of showing people and their expressions. What do you think of it?
- Together look at the cover. Discuss what they see. Ask: What are the people doing? Look at the title page picture. What is this a picture of? Predict what might happen in the story.
- Look at the back cover to discuss the fact about rice. Discuss how much work and time it would take to plant and grow rice. Share experiences of eating rice.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *beggar*, *family*, *happy*, *hungry*, *poor*, *rice*, *rich*, *sell*, *share*, *twice* into the conversation.
- On pages 14–15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What do you see? Does one family look better off than the other? On page 2, the Wu family is poor, but they share things. Find the words *poor* and *share* to confirm. Read the sentences together.
- On page 3, the Chen family are rich but never share. Find the words *rich* and *never*. Read the sentences together.
- On pages 4–5, ask: What do you see? Look for the words *beggar*, *hungry*, *laughed* and *sad* in the text to confirm. Read the sentences together. What does *beggar* mean? What do you think will happen next?
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences? Why do you think the woman didn't come back?

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- What type of genre is this story? Discuss what a traditional story is. Is it fiction or non-fiction? How do you know? What is the difference?
- Students re-tell the text using the pictures on each page as a guide. They discuss how the families are different. They can make a Venn diagram of the rich and poor families.
- Identify the main idea of the story and the two families in it. What can you say about each one? Did they get along? How were they different? Why do you think the author wrote this story? Is there anything you can learn from it? What are your thoughts on sharing? What would you have done in a similar situation? Would this happen in the real world?
- Reread the story together. Be aware of the punctuation marks. Change voices for the characters and emphasise the feelings, e.g. sadness on page 5, and happiness on page 12.
- Reread pages 8–9, focusing on the punctuation – capital letters, full stops, commas, question marks, speech marks and exclamation marks. Demonstrate how reading without punctuation sounds and then repeat acknowledging the difference when you use them. Notice how the meaning becomes clearer when punctuation marks are observed.

## **Phonics**

- Write the words *ice, mice, nice, rice, twice* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *r-ice, rice*. Read them together and talk about the meaning of each. Students think of more words ending in *-ice* to add to the list.

## **Word Study**

- Talk about the words *any, much, right, saw, sleep, their, very, yes*. Read them together. Ask students to find the words in the text.
- Read the word *extra* on page 2. Students notice the *x /ks/* sound in the middle. They think of other words that have this sound, e.g. *exit, x-ray, excellent*. Say the words together.
- Find the past tense to match the base verb, e.g. *give/gave; share/shared/ think/thought; come/ came; know/knew*. Students make a two-column chart to read. Talk about how some words don't add *-ed*.
- Find compound words in the story, e.g. *anyone, something*. Students break them apart and say what the meaning is of the compound words. Add more to the list.
- Together make a list of opposites from the text, e.g. *always/never, poor/rich, sad/happy*. Read them together. Look for more opposites around the room and label them. Read them together.

## **Fluency**

- Model fluent reading of text with expression, noting the punctuation and questions. Ask: What were the magic words that were repeated in the story? Read the words together twice. Notice the rhyming part (*rice, twice*).

## **Writing**

- Reread the story as a readers' theatre or act it out as a play in the class. Assign different parts for the families and the beggar woman.
- Students make a Characters, Setting, Main Problem, Solution to Main Problem chart. Incorporate boxes on the chart with arrows leading to each. Students write their ideas in the boxes to summarise the story. They illustrate where possible.