



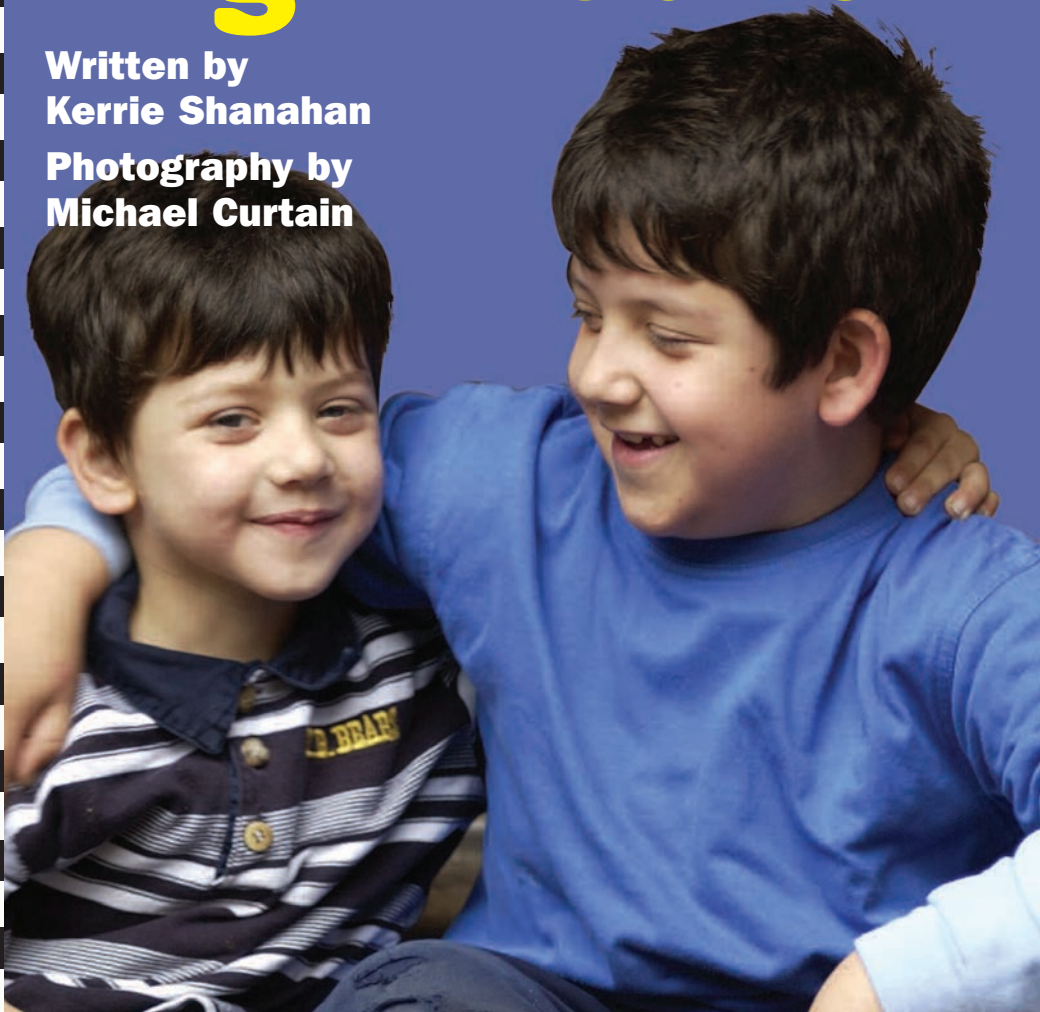
**Teacher Edition**

**AlphaWorld**

# Big Brother

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**Photography by  
Michael Curtain**



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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: *What do you like to do with your brother or sister?*

Include children who don't have brothers or sisters by asking them to think of things they like to do with their cousins or friends or to imagine what they might do if they had siblings.

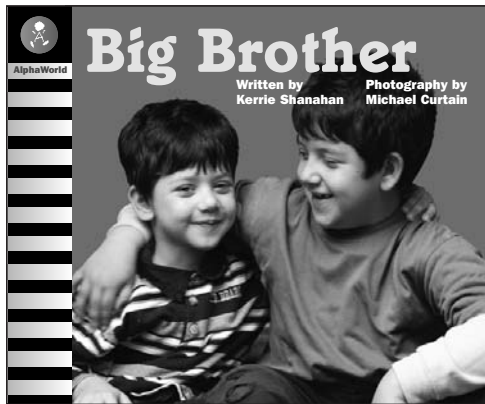
List these things on the whiteboard.

## Introducing the book

*This is a book called 'Big Brother'. It is about the things two brothers do together. In the book the little brother tells us about the things he can do with his big brother.*

Practise 'can', 'big' and 'with' on flash cards.

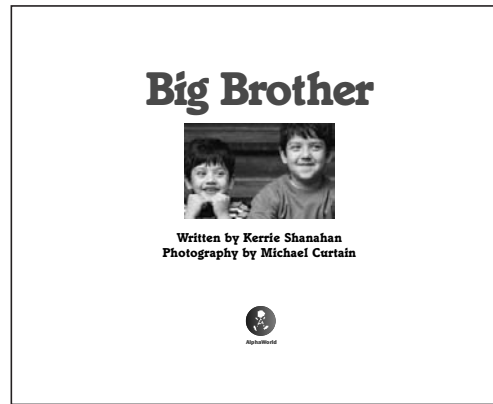
*How will we read these words? How many phonemes can you hear in them?*



## Front cover

*Look at the boys on the cover. Which boy is the big brother? Do you think these boys get on well together? What things do you think they might do together?*

Point out the title. Read it together. Point out the author and photographer acknowledgements.



## Title page

*What is this book called? What do we call the name of a book? Can you read the title?*

I can run  
with my big brother.



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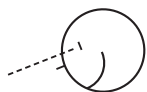
## **Talkthrough**

*What are the brothers doing?*

*The little brother says, "I can run with my big brother."*

*Can you find the words 'big brother'?*

*What did you look for and think about to work it out?*



## **Observe and support**

Does the child understand what they are reading?

*What are the brothers doing here?*

*Where does it tell you that?*

I can dig  
with my big brother.



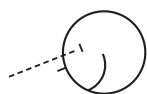
## **Talkthrough**

*Now the brothers are digging.*

*What will the little brother tell us?*

*Can you see any words on this page that you know?*

*Can you see 'I'? Can you see 'my'?*



## **Observe and support**

Does the child recognise the sight words: I, can, with, my?

Tell the child the word and point to it.

*How many letters does it have? What is the first letter?*

*How will you remember this word? Can you find it anywhere else in the book?*

I can draw  
with my big brother.



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### **Talkthrough**

*What are the brothers doing now? What will the little brother say this time?*

Point out that the text says, “I can draw with my big brother” not, “I can draw pictures.”





## **Observe and support**

Does the child notice if the words they read do not match the text?

If the child re-reads the sentence:

*What did you notice? What went wrong?*

When the child corrects the error:

*How did you work it out?*

I can play hide-and-seek  
with my big brother.



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### **Talkthrough**

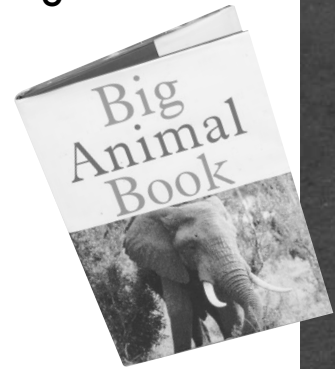
*What is the little brother doing? What is the big brother doing? Do you know a game where this happens? Point out the hyphens in 'hide-and-seek'.*



## **Observe and support**

Does the child phrase their reading?  
Cover the text so that only “I can play” is shown.  
*Can you read these words all at once?*  
*Can you make it sound like talking?*

I can read a book  
with my big brother.



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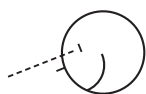
## **Talkthrough**

*What are the brothers doing here?*

*Point out the word 'big' on the book the boys are reading.*

*Can you see this word anywhere else on the page?*

*What is the word?*



## **Observe and support**

Is the child able to infer meaning from the book?  
*What kind of books do the brothers like to read?*



## **Talkthrough**

*Now the little brother tells us that he has a little brother too. How many big brothers does this littlest brother have? Who are they?*

**Here is my little brother.  
I am a big brother too.**




## **Comprehension check**


*What things do the brothers like to do together?*


*What games do they play?*

*What games might they play with the littlest brother?*

## Responding to text

 Children could make a compare and contrast chart about things they do with a sibling or friend.

 Children choose a person in their family to write about using the pattern of the text as a guide. For example, “I can cook with my dad. I can play tennis with my dad.” Children can illustrate their sentences and make them into a book.

 Find words with two, three, four and five phonemes.

**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:

- understand the text at a literal and inferred level?
- recognise the sight words: I, can, with, my?

- search for information to support their reading?
- read phrases to support fluency?
- blend and segment phonemes to read words?

# Big Brother

**Topic:** Family relationships

**Curriculum link:** Society and Environment; Personal Development; Visual Arts; Mathematics

**Text type:** Recount

**Reading level:** 3

**Word count:** 49

**High-frequency words:** I, can, my, big, with, a, too

**Vocabulary:** brother, run, dig, draw, play, hide-and-peek, read, book, here, little

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## Possible literacy focus

Gathering literal and inferential meaning from texts.

Developing fluency and phrasing.

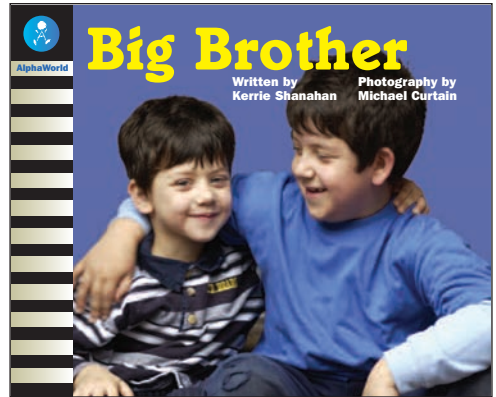
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## Summary

This book recounts some experiences that family members share. It focuses on the relationship between two brothers.

It shows a variety of activities that these brothers enjoy doing together.

It concludes by prompting discussion about relationships with other siblings in the same family unit.



**AlphaWorld**



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