

Who Is This?

Level: A1 Word Count: 23



Little Book of Answers

Curriculum Connection	Family
Content Vocabulary	brother, family, father, mother, sister
Visual Literacy Element	family tree
Critical Thinking	complete own family tree
Comprehension Strategy	connecting self to text
High-Frequency Words	is, my, this

A1 Who Is This?

Before Reading

Prior Knowledge – Discuss the Topic

- Discuss families. Have each student talk about their family. Which of their family members live in the same house as they do? Which family members live elsewhere?
- Say words such as *brother*, *sister*, *auntie*, *uncle* and have the students say which of these are part of their family.
- Discuss the names of the family members? Invite volunteers to supply information such as – My brother's name is Carlos.

- Give each student a copy of the book *Who Is This?* and read the title to them.
- Set the purpose for reading by telling the students that the title of the book is a question. The word that starts this question is, *Who*. They are going to read the book to find out the answer to the question? As they read they will also find out some words that describe members of a family. They should think about how the people in the photos are the same as/ different from the people in their family.
- Discuss the cover photo. Ask questions such as – *Who are the members of this family? What do you think is the relationship between the girl and the boys? Who has a family like this? Who has a family with more people. Who has a family with fewer people?*
- Have the students turn to the title page. Discuss this photo. Ask who has a family like this?

Introduce the Vital Vocabulary

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos and read the words to the students. Have the students give alternative names for what they call their mother and father.
- Tell the students that the Vital Vocabulary words are in the book and will help them as they read. Invite them to look at *father, mother, sister, brother* and say what is the same about the ending of these words. Point to the page numbers and tell them that these are the pages where they will find the family member in the photo.

Take a Photo Walk

- Take a photo walk discussing each photo in the book and adding to the students' knowledge and vocabulary.
- Read the labels to the students and discuss them further if the students are not familiar with the English vocabulary. Invite the students to read the labels with you.
- To extend understanding and vocabulary say things such as: *How is your mother the same or different from the mother in this photo? The father is drinking something from a mug. It will probably be coffee or tea. The brother is kicking a soccer ball. Does anyone in your family play soccer? What are some other things that your family members do?*
- Discuss the family tree on page 15. Explain what a family tree tells you about a family.

Read the Book

- Invite the students to read the title on the cover and title page again with you. Encourage them to point to the words as they read them.
- Read the Vital Vocabulary again with the students.
- Read the first page to the students to help them with the sentence pattern.
- Have the students read the book aloud independently. Remind them to check with the photos and the text to make sure that what they are reading is correct. Remind them to point to each word as they read.
- Move around the group listening and helping individual students as necessary.

After Reading

Comprehension

- Check literal comprehension by asking these questions:
Who are the members of this family?
What is the father doing?
What is the brother doing?
What is a family tree?
- Check inferential comprehension by asking these questions:
Which family member do you think is the oldest? Why?
Which family member is the youngest?
How is this family the same as, different from yours?
Would you like to be part of this family? Why or why not?
- Have the students make the connections between themselves and the family in the text. What are some things that their family does and the family in the book does? Are there some things that all families do together?
- Invite volunteers to choose a person from the book and use the word, *what* to start a question, for example, *What is the father wearing? What is the sister doing?* Have other members of the group answer the question.

Critical Thinking

- Have the students turn to page 16 and look at the family tree. Discuss with them who their family members are and where they would fit on the tree. Tell them that their task is write the name of their family members in the photocopiable family tree that looks like this one.
- Tell them that they can refer back to the book to see how to spell the words.

Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Writing

- Have the students draw their family members. Dictate or write a sentence to go with their picture.

Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

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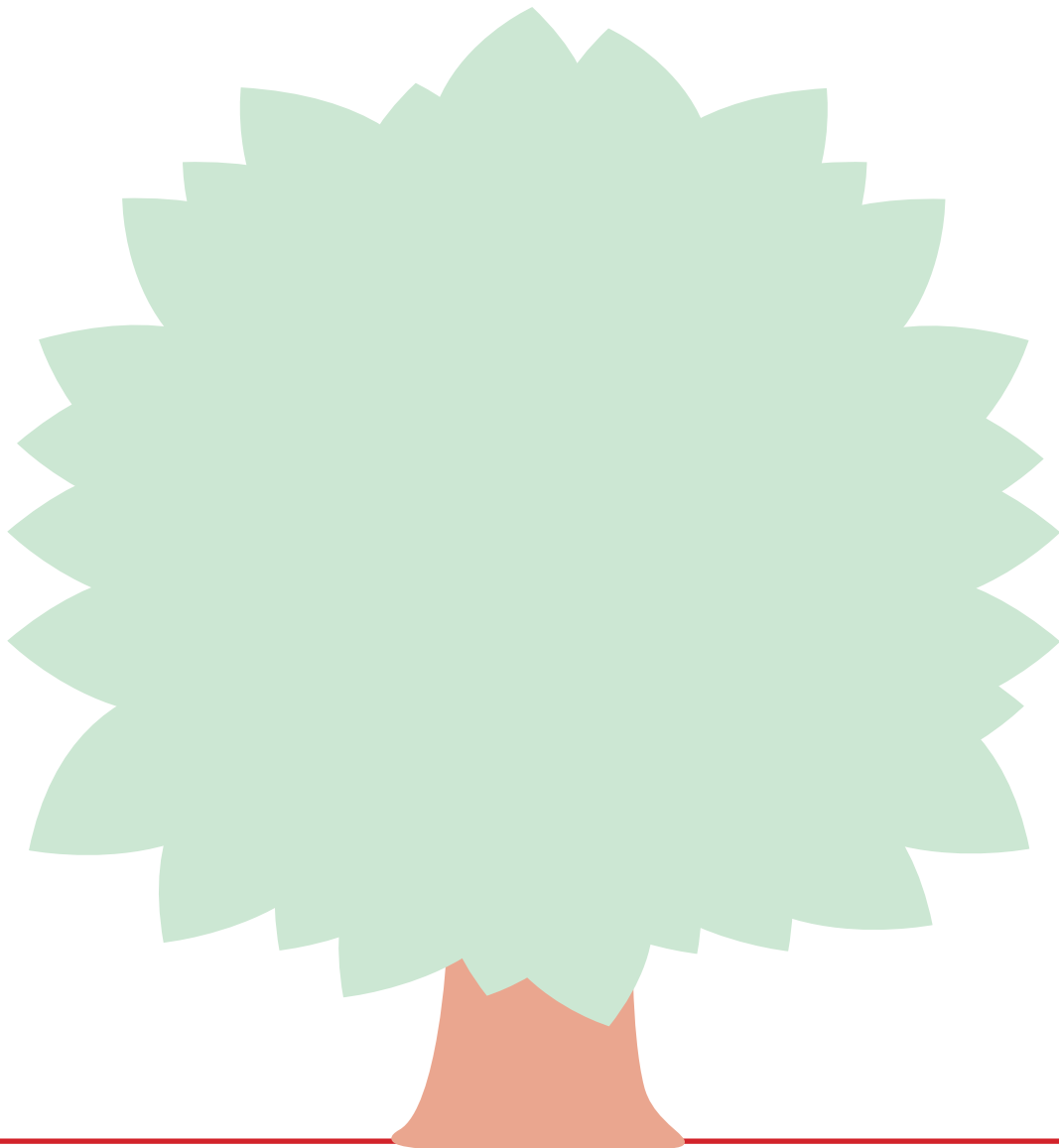
Name: _____



Little Books of Answers

Write your family names on the tree.

father mother sister brother me



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Who Is This?

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Name: _____



Little Books of Answers

Read and Draw

My Mother

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