### Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Realistic fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Series of first-person statements from depicted boy</td>
</tr>
<tr>
<td>Content</td>
<td>Brothers</td>
</tr>
<tr>
<td></td>
<td>Indoor activities</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>Family members help each other.</td>
</tr>
<tr>
<td></td>
<td>Younger siblings enjoy doing things with older ones.</td>
</tr>
<tr>
<td>Language and</td>
<td>Repetition</td>
</tr>
<tr>
<td>Literary Features</td>
<td>Meaning provided through integration of pictures with text.</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Repeated sentence pattern: <em>Ned can (verb) a (noun) with me.</em></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Each page introduces familiar depicted activity: <em>build a house, bake a cake, paint a picture, read a book, play a game.</em></td>
</tr>
<tr>
<td>Words</td>
<td>High-frequency words <em>a, with, me, play</em></td>
</tr>
<tr>
<td></td>
<td>One-syllable words; two-syllable word <em>picture</em></td>
</tr>
<tr>
<td>Illustrations</td>
<td>Illustrations support text.</td>
</tr>
<tr>
<td>Book and Print</td>
<td>Illustration above text on each of five pages</td>
</tr>
<tr>
<td>Features</td>
<td>Speech balloon on last page</td>
</tr>
<tr>
<td></td>
<td>Two-line sentences, extra space between words</td>
</tr>
<tr>
<td></td>
<td>Exclamation point</td>
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</tbody>
</table>

**My Big Brother Ned**  by Jeff Allen

**Build Background**
Read the title to children. Have them tell what the boys are doing in the cover illustration. Ask them to tell which boy is Ned and which boy will be telling the story. Then ask: Why do children like to do things with an older brother or sister? What are some things they can do together?

**Introduce the Text**
Guide children through the text, noting important ideas and helping with unfamiliar language and vocabulary. Point out the repeated sentence pattern *Ned can...with me*. Here are some suggestions:

**Page 2:** Explain that each page of this book shows the two brothers doing something together. The younger boy tells what his older brother Ned can do with him. Remind children that the pictures have information that will help them read.

*Suggested language: Turn to page 2. What are the brothers doing? They are building with blocks. The younger brother says: Ned can build a house with me. Say the word with. With begins with the sound /w/ and the letter w. Find the word with and put your finger under it.*

**Page 3:** Turn to page 3. What are the brothers doing in this picture? The younger brother says: Ned can bake a cake with me. Say the word me. What letter would you expect to see first in the word me? Find the word me and put your finger under it.

**Page 4:** What will the younger brother say on page 4? Now turn back to the beginning and read to find out what the two brothers can do together.

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**Words to Know**

- a
- me
- play
- with
Read
Now have children read *My Big Brother Ned* softly while pointing under each word. Observe children as they read.

Respond to the Text
Personal Response
Ask children to share their personal responses to the story. Begin by asking what they liked best about the story, or what they found interesting.
Suggested language: *Why do you think the boy likes doing things with Ned so much?*

Ways of Thinking
As you discuss the text, make sure children understand these teaching points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The narrator’s older brother is named Ned.</td>
<td>• Brothers can have fun doing things together.</td>
<td>• The author wants to show that brothers like doing things together.</td>
</tr>
<tr>
<td>• Ned and the younger brother build a house with blocks, bake a cake, paint a picture, read a book, and play a game together.</td>
<td>• An older brother or sister can help a younger one.</td>
<td>• The author uses the same sentence pattern on each page.</td>
</tr>
<tr>
<td></td>
<td>• There are many activities to do indoors.</td>
<td>• On page 6 the speech balloon and the art show that the brothers are playing Hide-and-Seek.</td>
</tr>
</tbody>
</table>


Choices for Support
Concepts of Print
Give children practice identifying the sequence of letters in a word. Have them turn to a page of the book and say the letters of a short word you point to and name.

Phonemic Awareness and Word Work
Provide practice as needed with words and sounds, using one of the following activities:

• **Making Rhymes** Have children name as many words as they can that rhyme with *Ned*.

• **Blend Sounds** Tell children that you will say a word from the story very slowly, sound by sound. When they think they know what the word is, they should raise their hands. Then have the group say the word together. Words to say: /n/ /e/ /d/ (Ned); /k/ /a/ /n/ (can); /b/ /a/ /k/ (bake); /r/ /e/ /d/ (read); /g/ /a/ /m/ (game).

• **Finding Letters** Have children recognize letters by name and locate them quickly in words. Use letters from the words in the first two pages of the story, including: *Ned, can, build, a, house, with, me, bake, and cake.*
Writing About Reading

Critical Thinking
Read the directions for children on BLM 27.7 and guide them in answering the questions.

Responding
Read aloud the questions at the back of the book and help children complete the activities.

Target Comprehension Skill

Compare and Contrast
Tell children that they can think about how two characters in a story are alike and different. Model how to compare and contrast:

Think Aloud

The two brothers in this story are alike in some ways. They are in the same family. They look like each other. They enjoy the same activities. But they are different in some ways. Ned is older and bigger. Ned can probably do more things on his own than his younger brother can do.

Practice the Skill
Have children tell how two of the activities in the story are alike and different.

Writing Prompt
Read aloud the following prompt. Have children draw and write their response, using the writing prompt on page 6.

Draw a picture of something else the two brothers can do together at home.
Write about what they can do.
English Language Learners

Cultural Support Make sure children understand that the children are playing a game on the last page. Explain the game Hide-and-Seek if necessary.

Oral Language Development

Check the children's comprehension, using a dialogue that best matches their English proficiency level. Speaker 1 is the teacher, Speaker 2 is the child.

<table>
<thead>
<tr>
<th>Beginning/ Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/ Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker 1: What is the big brother's name?</td>
<td>Speaker 1: What can the younger brother do with Ned on page 2?</td>
<td>Speaker 1: Name three things that the younger brother can do with Ned.</td>
</tr>
<tr>
<td>Speaker 2: Ned</td>
<td>Speaker 2: build a house</td>
<td>Speaker 2: possible answers: They can build a house, bake a cake, paint a picture, read a book, and play a game.</td>
</tr>
<tr>
<td>Speaker 1: What can they bake?</td>
<td>Speaker 1: What do the brothers do on page 4?</td>
<td>Speaker 2: read</td>
</tr>
<tr>
<td>Speaker 2: a cake</td>
<td>Speaker 2: paint a picture</td>
<td></td>
</tr>
<tr>
<td>Speaker 1: What can they do with a book?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Responding

TARGET SKILL Compare and Contrast This story is about two brothers. How are they alike or not? Make a diagram.

Text to Self Draw two pictures. Show a friend or family member in one picture and you in the other. Write a sentence telling how you are alike or not.

Think About It

Children read the words and circle the one that answers the question.

1. How does the boy feel when he is with his brother Ned?
   - happy
   - sad
   - tired

2. Children draw a picture of something they like to do with someone in their family and label it.
My Big Brother Ned

Draw a picture of something else the two brothers can do together at home.

Write about what they can do.
Think About It

Children read the words and circle the one that answers the question.

1. How does the boy feel when he is with his brother Ned?

happy  
sad  
tired

Children draw a picture of something they like to do with someone in their family and label it.

2.  

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Lesson 27: My Big Brother Ned

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## My Big Brother Ned • LEVEL B

### Lesson 27: My Big Brother Ned

#### Kindergarten

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<table>
<thead>
<tr>
<th>page</th>
<th>Selection Text</th>
<th>Errors</th>
<th>Self-Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Ned can build a house with me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Ned can bake a cake with me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Ned can paint a picture with me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Ned can read a book with me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Ned can play a game with me!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Behavior Code Error**

- **Read word correctly**
  - cat ✓ 0
- **Repeated word, sentence, or phrase**
  - cat © 0
- **Omission**
  - cat 1
- **Substitution**
  - cut 1
- **Self-corrects**
  - cut cat 0
- **Insertion**
  - the cat 1
- **Word told**
  - cat 1

**Accuracy Rate**

(# words read correctly/35 x 100) %

**Self-Correction Rate**

(# errors + # Self-Corrections/Self-Corrections) 1: