

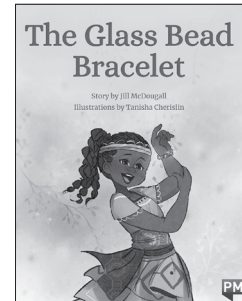
The Glass Bead Bracelet

PM Level 21

Gold

Text Type Narrative

Running Words 649



Preparing for Guided Reading

Prior Knowledge

- Students should know that Ghana is a country in the continent of Africa, and that different countries have different cultures, music and dances that are special to them.
- Students should also understand what a festival is and the kinds of things that you might see and do at a festival.

Orientation to the Text

- Bethanie's mum lends her a special bracelet to wear while Bethanie is dancing at the African Festival. But when the dance is over, Bethanie discovers the bracelet is no longer on her arm. Bethanie must find a solution before she meets up with her mum again.

Building the Balanced Reader

Vocabulary

Key Vocabulary

amazing, beat, caught, colourful, cousin, crowded, dance, friendly, frowning, listened, miserable, piece, promised, replied, returning, searched, shocked

Content Words

African, beads, bracelet, braid, costumes, disappointed, drums, Ghana, Ouch, thread

Decoding

- Prompt students to go back and reread if what they read doesn't sound right. Point out the difficult part if they have not managed to self-correct.
- Make connections for students between related words in the text, such as *promise* and *promised* and *dance* and *dancing*.
- Look at the word *thread* together. Ask, *What is the three-letter blend at the start of this word? What other words do you know that start with the same letter-sound combination?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *How do you think the title of the book is going to relate to the story? What do you think might happen?*
- Read pages 2–3 together. Ask, *When have you gotten dressed up for a special event? Where were you going? How did you feel?*

- Point out the word *colourful* on page 4. Ask, *What sound does 'ou' make in this word? What other 'ou' word can you find on the page?*
- Continue to page 8 together. Ask, *Does the 'ou' in group make the same sound as the 'ou' in colourful or as the 'ou' in you? What sound does the 'ou' in would make?*
- Read to page 12 together. Ask, *Have you ever lost something important? What was it? How did you feel?*
- Continue to page 19 and discuss how Bethanie might be feeling about telling her mother she lost her bracelet. Ask, *When have you had to tell someone something difficult? What did you do?*
- Read about the bracelet being found on pages 22–23. Ask, *Why do you think the girl returned the bracelet? What would you have done if you found it?*
- Re-read the book together and find all the 'ou' words. Talk about the sound that the letters make in each of the words.

Comprehension

- Where did Bethanie's mum's bracelet come from? (*Literal*)
- Why did Bethanie say she would take good care of the bracelet? (*Inferential*)
- What kinds of people would like to go to the African Festival? Why? (*Applied Knowledge*)

Follow-up Activities

- Conduct some online research about dances from Ghana and practise some of the moves with students. Invite them to describe what the music is like and how it makes them feel. You could even invite a guest to come and teach students about dances and other traditions from a country in Africa such as Ghana.
- With students, re-write the text together from the point of view of Bethanie's mother. Guide students to think about why she let Bethanie wear her bracelet and to consider what she said when she found out Bethanie had lost it.
- Talk about the concept of honesty with students, and discuss how Bethanie and the girl who found the bracelet were honest in the story. Make a list of other personal qualities that you value as a class, and record examples of when students exhibit them.

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Learning Intentions

- We are learning to make connections with what we read.
- We are learning to identify vowel sounds in words.

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Success Criteria

- I can compare events and feelings in the text with my own life.
- I can read words that have the same letters but different vowel sounds, such as *you*, *ground* and *cousin*.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up