

I Am Blind

PM Level 11/12

Blue

Text Type Report/Explanation

Running Words 162



Preparing for Guided Reading

Prior Knowledge

- Talk about some of the challenges faced by people with vision impairments.
- Talk about Braille, and the machines that assist people with vision impairments.

Orientation to the Text

- In this book, a vision-impaired girl tells the reader about her blindness, and shares details of the equipment and strategies she uses to live a full life.

Key Language Structures

- First-person present-tense text imparts a personal tone.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

around, push, read, say, talk, tell, that, things, right

Content Words

blind, fingers, dots, teacher, computer, watch, button, cane, ground, guide, dog

Decoding

- Recall most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks, e.g. the different pause for a full stop compared to a comma.

Focusing on the Book – Guided Reading

- Ask students to imagine what it's like to be the girl on the book cover. Ask, *What do you think the girl's machine is helping her to do?*
- Discuss the meaning of: *But I can read with my fingers*, on p. 4.

- Have students look closely at the way the dots match the same letters in the writing. Ask why this would be very helpful for people who cannot see words on paper.
- Discuss the different ways the girl is able to write using the dots on pp. 6–7. Ask, *Which way of writing do you think would be quicker and easier?*
- Talk about how the girl types the words on her computer. Ask students if they think she would need a special keyboard to do this.
- Talk about the girl's watch, and how it can speak the time out loud when she presses the button.
- Turn to p. 13. Ask students how they think the cane helps the girl to stay safe when she walks outside.
- Discuss the fact that the girl's dad is blind too, and that he has a guide dog to help him walk around. Discuss the temperament a guide dog would need to have.
- Emphasise the importance of scanning across words. Have students find words in the book ending with the sound *-er*.

Comprehension

- How do you think the cane would help the blind girl? (*Inferential*)
- How do you think the guide dog would help the girl's father? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: choosing nouns to complete sentences from the story; choosing verbs to complete sentences from the book and drawing a picture to match; choosing from pairs of verbs to complete sentences from the book; indicating whether statements are true or false.
- Bring samples of Braille into the classroom and have students close their eyes and feel them. Ask students if they are able to differentiate between the different letters.
- Talk about the guide dog on p. 15. Ask students to list all the senses and skills that a guide dog would need to have to be good at its job.

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Date _____

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Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to self-correct our reading when we make a mistake.

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Success Criteria

- I can retell what I have read in sequence.
- I can stop reading and reread a word/sentence again to problem solve or confirm the text.

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Guided Reading Notes

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