

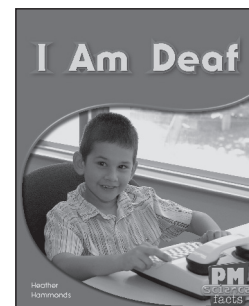
I Am Deaf

PM Level 11/12

Blue

Text Type Report/Explanation

Running Words 190



Preparing for Guided Reading

Prior Knowledge

- Explain the meaning of 'sign language'. Demonstrate some basic signs.
- Discuss why the sense of sight is important to hearing impaired people.

Orientation to the Text

- In this book, a boy tells the reader about his hearing impairment, and details some of the things he does at home and at school to communicate with other people.

Key Language Structures

- First-person present-tense explanation provides personal tone.
- Short, concise sentences.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

do, friend, light, read, things, well, who

Content Words

deaf, signs, letters, fingers, school, teachers, hearing, aids, doorbell, telephone, computer, television, e-mail

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.
- Self-correct by rereading a word/sentence.

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

- Talk about what it means to be deaf, and how it can make some activities more difficult.
- Talk about sign language. Have students practise the signs and letters in the photos.

- Discuss the fact that the boy goes to school with other children who cannot hear. Ask students if they think this stops them from having fun at school.
- Turn to p. 9 of the text. Ask students what they think the teacher and the boy on the right are doing with their fingers and hands. Ask, *Do you think this classroom looks similar to yours? Why/Why not?*
- Talk about the hearing aids the boy is wearing on p. 9. Discuss the fact that hearing aids help people with limited hearing to hear better.
- Discuss how the light on the doorbell on p. 12 helps the boy and his mum know when someone is knocking at the door. Talk about why they are typing messages into the phone on p. 13.
- Discuss what is special about the television that the boy is watching. Ask, *How does this television help someone who cannot hear? Why is e-mail a good way for people with hearing problems to communicate?*
- Change the onsets to make new words: *some, make, things, school, well.*

Comprehension

- How can the boy and his mother tell when their doorbell rings? (*Literal*)
- Why do you think the boys are looking at each other in the photo on pp. 10 and 11? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: using onsets to write rhyming words; circling statements that match the words in the left column; rewriting words to match photos from the book; using provided words to complete sentences from the book and drawing a picture to match.
- Provide students with a diagram of the entire deaf alphabet. Help them learn to spell out their own names.
- Have students think of things they could do to help the hearing-impaired people in their own lives. Ask, *How could you make your home safer for a deaf person? How could you make it easier for deaf people to communicate at school?*

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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.
- _____

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.
- _____

Guided Reading Notes

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