

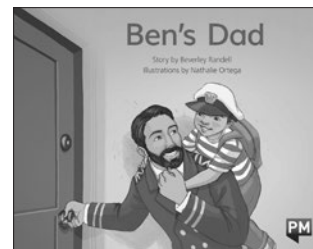
Ben's Dad

PM Level 7

Yellow

Text Type Recount

Running Words 103



Preparing for Guided Reading

Orientation to the Text

- Discuss the emotions experienced by the characters. Many students who are in similar situations may wish to discuss their own feelings.

Prior Knowledge

- This story features a situation that many families experience – a parent's work takes her/him away from home. Students will relate to Ben's emotions as he greets his Dad after long weeks of absence.
- Some longer sentences and longer lines challenge the young readers.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

after, coming, I'm, today, with

Content Words

shouted, school, teacher, boys, girls, paint, engines, ship

Decoding

- Locate and read most high-frequency 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.

Focusing on the Book – Guided Reading

- Study the illustration on the front cover. Read the title together. Predict the type of job Ben's dad might do. Ask students, *What was the clue?*
- Look closely at the illustrations on pp. 2 and 4. Students must be aware that Ben is very excited about his father's return. His anticipation builds throughout the book.
- Read the story together enjoying the shared happiness that is conveyed through the text.

Comprehension

- Where does Ben's dad work? (*Literal*)
- Why did Ben tell his teacher that his dad was coming home? (*Inferential*)

Follow-up Activities

- Arrange a visit to the school secretary, the school caretaker (janitor) or the school dental therapist. Before the visit, prepare questions to ask the person about their job. During the visit, encourage students to observe any equipment used so that they can draw and write about it later. A video of the visit or photographs would provide many opportunities for further discussion.
- Find magazine, newspaper or brochure photographs of adults at work and make a class scrapbook. Identify the work classification, the function and the equipment/tools used by each worker.
- The information from the above activities will generate many related activities.
- Classify adults' work into two categories: those who wear uniforms and those who don't. Talk about uniforms. Ask, *What is a uniform? Why do some people wear them?* Describe the uniform worn by Ben's dad.
- Role-play the emotions of happiness and sadness. Discuss the body language used to convey these feelings. Look at the illustrations in *Ben's Dad*. How do students know Ben is happy on p. 4 or on p. 15? Draw pictures for a chart.
- Make vocabulary extension lists with students. Write them on the board for students to read and refer to. Begin a class dictionary of interesting words.

Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to remember information to help us understand what we are reading.

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Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I can sequence the beginning, middle and end events to retell the story.

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Guided Reading Notes

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