

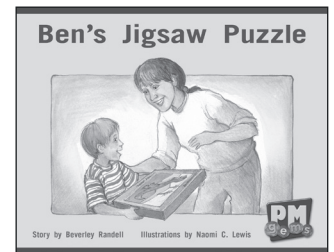
Ben's Jigsaw Puzzle

PM Level 5

Red

Text Type Narrative

Running Words 103



Preparing for Guided Reading

Prior Knowledge

- Ask students about their experiences of assembling jigsaw puzzles. Discuss with students the most challenging aspects of doing a jigsaw puzzle. Re-read *A birthday cake for Ben*, and discuss the parts of the dinosaur: head, tail, legs.

Orientation to the Text

- This is one of several stories about Ben. In this story, Ben attempts to do a jigsaw puzzle but is slowed down by a missing piece.

Building the Balanced Reader

Concepts About Print

- Recognise the following initial letters within the context of the story: *Bb* – Ben, box; *Hh* – Here, he.
- Verb endings: *ing*, *ed* – looking, looked.
- Possessive apostrophe: *Ben's*, *dinosaur's*.
- Reinforce first and last letters of a word.

Vocabulary

Key High-frequency Words

and, are, can, for, goes, good, he, see, thank, where, you

Content Words

jigsaw, puzzle, dinosaur, tail, legs, head, box

Decoding

- Locate some 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.
- Slow down to problem solve words and resume reading at a consistent steady rate.
- Locate and differentiate between the purpose of a full stop and a comma.
- Change voice to differentiate between the characters speaking.

Focusing on the Book – Guided Reading

- **Cover** Identify Ben and read his name in the title. Have students use the illustration to work out what kind of creature is pictured on the jigsaw puzzle. Turn to the title page to confirm if the correct creature has been identified.

- **pp. 2–3** Ask, *How do you think Ben feels about being given the jigsaw puzzle? Why do you think Ben emphasises the word dinosaur when he speaks to Mum?*
- **pp. 4–9** Talk with students about the way Ben goes about putting the pieces of the puzzle together. Ask, *Can you see what part of the puzzle Ben is trying to do first?*
- **pp. 10–11** Discuss with students the missing dinosaur head. Ask, *How do you think Ben feels when he realises that a piece of the puzzle is missing?*
- **pp. 12–13** Ask students where they think the missing piece could be. Encourage them to predict what might happen next.
- **pp. 14–15** Talk about the location of the missing piece. Ask students if they are surprised that it was found there.
- **p. 16** Direct students to compare the finished puzzle with the picture on the box. Ask, *Has Ben done a good job with the puzzle? How do you think Ben and Mum feel about the finished jigsaw puzzle?*

Comprehension

- How do you know that Ben likes dinosaurs? (*Inferential*)
- How did Ben feel when he found the missing piece? (*Inferential*)

Follow-up Activities

- Print out a simple jigsaw puzzle template for each student. Have students draw and colour their favourite animal, or dinosaur, on the template. Help students cut out the pieces and share their puzzles with each other.
- Recall the main events of the story. Make a sequenced wall chart for students to illustrate.
- Discuss alternative endings to the story. Ask students what they think Ben should do if the missing piece is not found.
- Make sequenced individual booklets for students to complete and decorate.
- Make a flip chart of dinosaur facts.

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.
- _____

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 change my voice to show that there are quotation marks and words printed in bold in the text.
- _____

Guided Reading Notes

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