

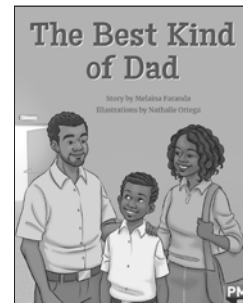
# The Best Kind of Dad

PM Level 23

Silver

**Text Type** Narrative

**Running Words** 1126



## Preparing for Guided Reading

### Prior Knowledge

- Discuss the five senses with students, and what it is called to be without hearing or without sight. Allow students to share their knowledge and experience of people who are deaf or hearing impaired.
- Students should know that sign language is a way for people who are hearing impaired to communicate.

### Orientation to the Text

- Sam is used to being at a school for deaf students, so he is understandably nervous when he starts at a new school. His classmates quickly realise he is good at sport, but he still feels different, especially when his class starts practising to sing at the school concert. It takes a special kind of dad to find a way to make Sam feel included.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*champion, deaf, deafness, differently, embarrassed, instructions, language, signed*

#### Content Words

*announced, apologise, audience, celebrating, concert, dreaded, melody, performing, practising, vibrations, volunteered, worried*

### Decoding

- Draw students' attention to the hyphen in *lip-reader*. Discuss what it is called and why it is there.
- Encourage students to scan ahead as they read to help them anticipate what is coming up.
- Look at the word *language* together. Ask, *What cues in the text can help you to know that you have read the word correctly?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *What do you think the title means? Who do you think the book is going to be about?*
- Read page 2 together. Ask, *What sort of text is this? How do you know?*
- Continue to page 7. Talk about the main purposes an author might have in writing a text – to entertain, explain, inform or persuade.

Ask, *Which of these do you think is the purpose of this text? What parts of the text make you say that?*

- Point out the word *differently* on page 10. Explain that it is an adverb and adds more meaning to the verb. Ask, *Which verb does this adverb relate to?*
- Read to page 10 together. Ask, *How do you think the author wants you to feel reading this? Why?*
- Continue to page 18 and find the two words ending in 'ly'. Ask, *Which of the two words is an adverb? How do you know?* Ensure students understand the difference between an adverb and an adjective.
- Find the word *hardly* on page 22 together. Ask, *Is this word an adverb? How do you know? What extra information does it give us?*
- Read to the end of the text. Ask, *What do you think the author wanted you to learn from this story?* Discuss how narratives are primarily written to entertain, but can have other messages, too.

### Comprehension

- Why was Sam nervous about starting at his new school? (*Literal*)
- Why do you think Dad volunteered to help out in the kitchen garden at Sam's new school? (*Inferential*)
- What made Sam's father the best kind of dad? What makes a good dad? (*Applied Knowledge*)

### Follow-up Activities

- Use the Auslan Signbank (or another online sign language resource) to learn some sign language together. Invite students to suggest useful words to know, and explore how the gestures relate to the meanings of the words.
- List the five senses and ask students to share their knowledge of them. Guide them to practise focusing on one sense at a time. For example, go outside and have students concentrate on the sounds they can hear. Allow them to share their observations in small groups. Then, ask them to spend time focusing on seeing things that they usually don't notice. Discuss how important our senses are in helping us to understand the world around us.
- Revisit the author's purpose in writing the text and invite students to share their thoughts on whether or not the book was successful in achieving this purpose. Ask students to use this information to write a brief review of the book, including a summary of the story and their opinion of the text.

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## Learning Intentions

- We are learning to identify why the author wrote the book.
- We are learning to understand how authors add detail to what they write.

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## Success Criteria

- I can explain whether the author wanted to entertain, inform, explain or persuade with the story.
- I can describe the message of the story.
- I can find adverbs in the book and describe how they provide more detail.

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## Guided Reading Notes

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