

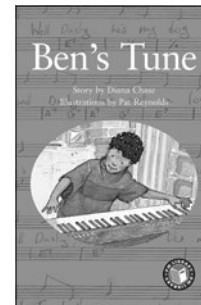
Ben's Tune

PM Level 28

Ruby

Text Type Narrative

Running Words 2241



Preparing for Guided Reading

Orientation to the text

- Ben was born with one hand smaller than the other, but as he grew up, he hardly noticed because it didn't stop him from enjoying music. But when Ben tried to have music lessons, his teachers didn't believe he'd be able to play properly. When Ben starts school, the other children notice Ben's small hand and some of them even make fun of him. So Ben spends a lot of his time on his own. When a new music teacher comes to Ben's school, Ben finally gets his chance to play the piano and he surprises everyone.

Prior knowledge

- Talk about the way some people treat others who are different. Ask students to suggest how they can be inclusive of all people, regardless of their disabilities.

Building the Balanced Reader

Grammatical conventions

- Revise the use of apostrophes in contractions and to indicate possession.
- Locate hyphens in compound adjectives. Explain that the hyphen is used to join words that cannot adequately describe a noun when used independently.
- Homophones – identify correct usage of *practice* (noun) and *practise* (verb).
- Locate the simile on p. 19 where one group of animals is likened to another, e.g. *Like twenty elephants stomping on fifty cats*.

Vocabulary

Key vocabulary

announced, bass, baton, charmer, chuckle, compositions, declared, glanced, impressive, instrument, interschool, melody, microphone, musician, orchestra, pianists, practised, professional, recital, rehearsal, soulful

Spelling

- Use the prefix *inter-* to create new words, e.g. *interact, interchange, interject*.

Visual Literacy

- Discuss the word *stereotyping* and how this may apply to the illustration of Mrs Fortunich on p. 16.

- Suggest why the word *BAM* is written in capital letters in Chapter 7.

Focusing on the story – guided reading

Preparing for reading

- Look at the cover and the details of the author. Discuss the line “*Story by ...*” and what this implies.
- Turn to pp. 4–6. Ask students to read silently and identify the concerns Mrs Lawson has for Ben.
- Turn to pp. 7–10 and discuss the use of *contractions* on those pages – *I'm, he'll, you're, he's, what's*. Discuss the contracted and expanded forms of these words.
- Direct students to read independently up to p. 14, then ask, *Why was the piano teacher concerned about Ben learning the piano? What made Ben lose his sense of fun at school?*
- Discuss the events on p. 14 where Ben appears to learn by listening. Discuss the idea of *playing by ear*. What does it involve?
- Ask, *Why did Ben feel comfortable about being in Mr Casson's orchestra?*
- Have students read the rest of the book independently, then ask, *The boys create a band. What is it called and what does it stand for? What do Aaron and Matt learn from playing music with Ben?*

Comprehension

- What problem did Ben have when he was born? (*Literal*)
- What signs were there that Ben could be a musician? (*Inferential*)
- How did Mr Casson encourage the students to play and enjoy music? (*Applied Knowledge*)

Follow-up activities

- Ben avoided playing sport because of his hand. Ask students to brainstorm sports that Ben could have joined in quite effectively.
- Encourage students to create some body percussion sounds and make their own ‘band’. Combine groups that use clapping, stamping, clicking and slapping to make different sounds.

Learning Intentions

- We are learning to relate our personal experiences to events that occur in the text.
- We are learning to understand more complex vocabulary as it relates to specific events in the text.

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Success Criteria

- I can identify and discuss themes in the text that I have personally experienced.
- I can understand and use more complex vocabulary when I discuss events that occurred in the text.

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Guided Reading Notes

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