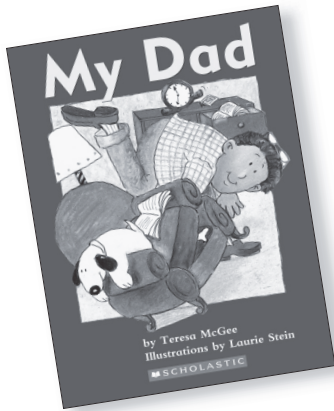


My Dad

Written by Teresa McGee

Illustrated by Laurie Stein



Text Type: Fiction: Narrative — Humorous Story

Guided Reading Level: E

Summary: A young boy identifies all the things that his father does that are funny and make him seem like a real clown. It is not until the end of the book that we learn that his father actually is a clown.

Word Count: 118

High-frequency Words:

a, and, are, at, be, because, but, dad, day, do, find, for, he, him, his, I, in, is, like, many, my, on, other, over, people, see, some, the, time, to, up, us, very, when, you

Text Supports

- ▶ illustrations offer some text support

Possible Text Challenges

- ▶ the words *real, behind, reaches,* and *briefcase*
- ▶ analysis of illustrations and blurb necessary to enable reader to make inferences about Dad's job
- ▶ variable lines of text (changes from one to two or three lines of text per page)

Reading Strategies

Comprehension

- ▶ predicting
- ▶ inferring

Working with Words

- ▶ predicting unfamiliar words from the story context
- ▶ confirming or changing predictions of unfamiliar words by checking letter-sound cues and context

Assessment Opportunities

Note each student's ability to:

- ▶ make predictions and either confirm or change them based on what is happening in the story
- ▶ make inferences and support them using picture cues
- ▶ predict unfamiliar words based on story context and sentence structure
- ▶ confirm or reject word predictions based on additional sources of information

Teaching Tip: When assessing students' learning, make sure you observe them throughout the Guided Reading session and not just at the end.



BEFORE READING

Predicting

Activating and Building Prior Knowledge

Show students the front cover of the book. Ask them to look carefully at the illustration and predict what Dad is looking for. Show the back cover of the book to them, and read the blurb, “Clown around with my dad!”

Making connections: text to self

Tell students that the little boy who is telling this story thinks his dad does many things that make him laugh (like losing his glasses when they are on his head). Ask them to think of someone they know who does funny things, then turn to one person beside them and share that story. Then ask two or three students to briefly share their funny story.

Teaching Tip :

Good readers think about personal experiences they have had that are similar to the ones they are reading about. This helps them to bring added meaning to what they are reading.

ESL Note:

Have students brainstorm jobs moms and dads have. Provide pictures of people doing jobs (e.g., teacher, nurse, firefighter).

Inferring

Overcoming Text Challenges

Hand out copies of the book. Ask, *What might this boy say his dad does when he is clowning around? Let’s look at a few pages together and see if we can tell why this dad is a real clown.* Look at pages 3 to 7 and discuss the illustrations. Say, *What might Dad be saying or doing?* Ensure that students do not look past page 9 until they are reading the book on their own or the surprise ending may be given away.

Predicting

Ask students to think about what Dad’s job might be. Record some of their responses so that they may be referred to after the reading.

Inferring

Setting a Purpose

Tell students that as they read the book they are to look for clues about Dad’s job. Discuss how the pictures in this book will give them some information that the words in the book do not. Tell students that when they think they know something about his job, it is important that they do not say anything until everyone has finished reading the text. Ensure that students are able to explain this purpose so they know what it is they are looking for as they read.



DURING READING

Ask each student to read the book independently, keeping in mind the purpose that was set for reading. Observe and listen to students as they read the text, assisting them with word solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts to help students problem solve as they read. For example, *Can you find something in the picture to tell you what is happening? What word would make sense here?*

Note students’ successful use of reading strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to go back and reread, then share with a partner what they think happened in the story.



AFTER READING

Predicting

Refer to the charted predictions students made about Dad's job. How close were students' predictions to what happened in the book?

Inferring

When all students have finished reading the text, initiate conversation about what happened. Ask them to discuss when they realized that when the boy's dad got ready for work, he was getting ready to be a clown. How did the pictures help them to infer the ending? What clues did the words provide?

Word solving and building

Revisit challenging words such as *real*, *behind*, *reaches*, and *briefcase*. Ask students to articulate what strategies they used to work out these words, e.g., It sounded right, I looked at the picture and then the word.

Point out positive reading strategies you observed during the reading. For example, *I noticed that Blayne looked at the picture on page 10 very carefully before she read that page. Then when she started reading, she was thinking that she would read about Dad finding money behind the boy's ear. That helped her to read the page.*

ESL Note: Some students may be unfamiliar with the idea of tricks or the concept of clowns and magic tricks (page 10) — “my dad finds some behind my ears.” Discussion, video clips, or demonstrations may be required to help them understand these concepts.

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

Drawing a Clown

Predicting/inferring

Talk with students about the different places people might see clowns and the costumes that clowns might wear. Provide them with a copy of the BLM and ask them to draw a picture of a clown at an event (e.g., Canada Day parade, fall fair, or winter carnival) and complete the sentence starter. Encourage them to share and discuss their drawings with each other.

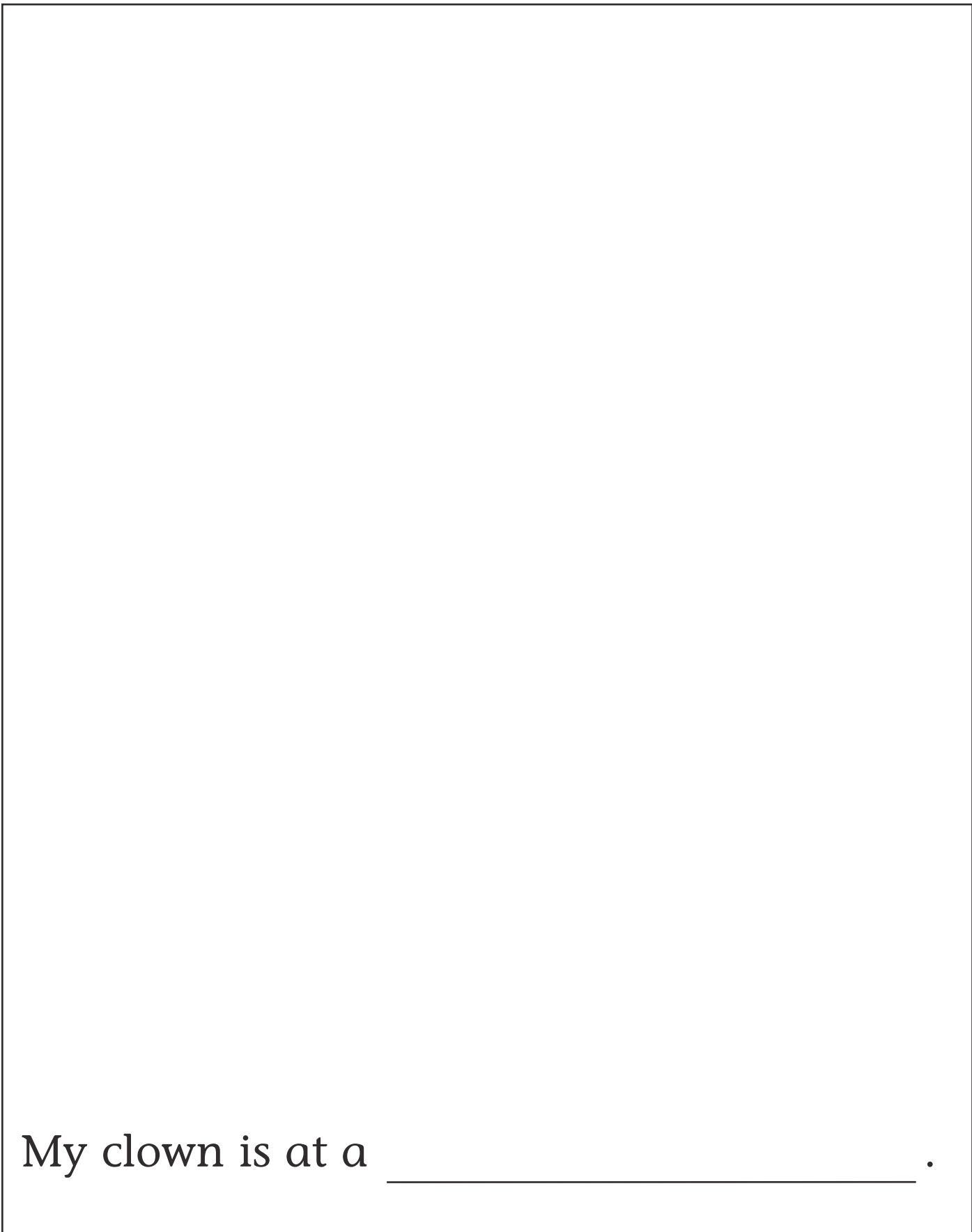
Onset and Rime

Word solving and building

The rime “ad” is one that students can build on to read new vocabulary through analogy or create new words when they are writing. Give students magnetic letters or letter cards for the letters “a,” “d,” “s,” “f,” “m,” “p,” “b,” and “h” and ask them to manipulate the letters to form new words. These words can be recorded and read out at sharing time.

Drawing a Clown

Name: _____



My clown is at a _____.