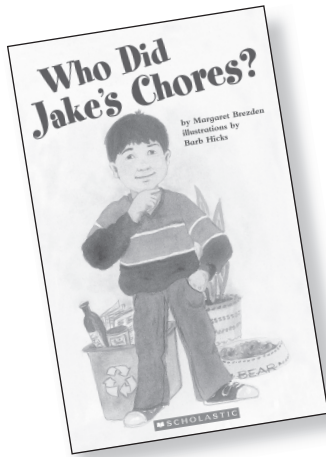


Who Did Jake's Chores?



Written by Margaret Brezden

Illustrated by Barb Hicks

Text Type: Fiction: Narrative — Realistic Story

Guided Reading Level: F

Summary: On his birthday, Jake finds that somebody is doing all his chores and leaving a note signed by the “B” Squad. A combination of illustrations and repeated text patterns assist students in checking their predictions.

Word Count: 155
 (192 with notes)

High-frequency Words: *a, and, are, brother, but, dad, did, dog, for, had, he, his, I, in, is, it, mom, my, on, out, said, saw, sister, the, there, they, to, up, was, we, went, who, your*

Text Features

Visual Literacy

- ▶ environmental print

Text Supports

- ▶ illustrations support the text
- ▶ repetitive sentence patterns on pages 6, 8, 10, 12, and 14

Possible Text Challenges

- ▶ quotation marks
- ▶ challenging vocabulary: *chores, tidy, and squad*
- ▶ environmental print
- ▶ sentence layout on pages 4 and 5

Reading Strategies

Comprehension

- ▶ predicting
- ▶ making connections: text to self

Working with Words

- ▶ using picture cues and known word parts to help read unfamiliar words
- ▶ use picture and context cues to solve challenging vocabulary

Assessment Opportunities

Note each student's ability to:

- ▶ make predictions and either confirm or change them based on new information from the text
- ▶ make text-to-self connections
- ▶ sequence: retell order
- ▶ use picture cues and known word parts to help read unfamiliar words
- ▶ use picture and context cues to solve challenging vocabulary



BEFORE READING

Predicting/making connections

Activating and Building Prior Knowledge

Show students the cover of the book and read the title and names of the author and illustrator. Show the back cover and read the text. Ask, *Who do you think the “B” Squad is? Why is it called the “B” Squad? What kinds of chores do you think Jake has? (note the clues in the illustrations on the front and back covers) What kinds of chores do you have at home?*

ESL Note:

When discussing chores, it would be helpful to have pictures or objects such as J cloths and cutlery on hand. Ask children what they do at home to help their family, e.g., *Put up your hand if you set the table (make your bed, wash dishes, etc.)*

Making connections: text to self

Tell students that today is Jake’s birthday, and invite them to share with a partner a special birthday experience.

Overcoming Text Challenges

Introduce the letter from Jake’s mom in the illustration on page 3. Explain to students that it gives them important information to help them understand the story. Ask, *Why do you think the illustrator added the letter to the page?*

Language predictability

Discuss unfamiliar vocabulary. Use the context and picture cues on pages 4 and 5 to assist with the recognition of unfamiliar words like *chores* and *tidy*.

Turn to potentially challenging words in the text (e.g., *recycling*, page 8; *wondered*, page 10) and have students problem solve them using known chunks and picture cues.

Print concepts

Direct students’ attention to the question mark and exclamation mark. Explain that the exclamation mark gives emphasis or surprise to a sentence. Explain that the question mark is asking a question.

Point out the question mark and exclamation mark on page 6, and review their meaning and purpose. Then direct students’ attention to the quotation marks. Explain that the author has used these marks throughout the book to show when a character is speaking. Have students read page 6 aloud with you.

Predicting

Setting a Purpose

Say, *Let’s read to find out who did Jake’s chores. Who do you think it will be? Let’s read the story to see if you’re right.* Remind students to look closely at the illustrations for hints about the “B” Squad, and to use know chunks and picture cues to solve challenging words.



DURING READING

Ask each student to read the book independently and to be ready to share something they learned about the “B” Squad.

Observe and listen to students as they read the text, noting their ability to problem solve. Observe reading strategies that students use effectively.

Notice whether they read the letter from Mom and notes from the “B” Squad. Observe students’ use of punctuation in oral reading to check for fluency and enhance meaning.

Ask early finishers to reread the book independently or with a partner and then discuss with a partner whether their predictions were correct.



AFTER READING

Predicting

Confirm students’ predictions. Ask, *Who is the “B” Squad? Did you figure out who they were before reading the story or before reading the last page of the story?*

Making connections: text to self/sequencing

Discuss chores and birthday surprises. Ask: *Do you have any of the same chores as Jake? Has your family ever surprised you on your birthday?*

Word solving and building

Revisit any words that were challenging for students. Ask them what strategies they used to work these out. Review any challenges you observed as students were reading.

Point out a good reading behaviour you observed while students were reading. For example, *I noticed that Lilly used the pictures cues to help her work out the word recycling.*

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.

My Chores

Making connections: text to self

Provide students with a copy of the BLM. Have them draw pictures of two chores or things they have to do at home, or of two things they could do to help someone. Encourage them to write a sentence to accompany their pictures.

Sequencing

Jake’s Chores

Using four sticky notes, have students draw a picture of each of Jake’s chores. Then have students place the pictures in sequence on a number line and practise ordering vocabulary (i.e., first, second, third, and fourth).

Writing a Thank-you Note

Ask students to pretend to be Jake and have them write a note to the “B” Squad thanking them for the birthday surprise. Have students share their letters with a partner.

Word Painting

High-frequency words

Have students paint high-frequency words from the text with water on scrap paper and read them with a partner before the words dry.

My Chores

Name: _____

