

Don't Embarrass Me, Dad!

Before Reading

Text Type

Draw children's attention to the:

- author and illustrator
- illustrations
- chapter titles.

Ask "What type of book is this?" (Narrative)

Visual Literacy

Discuss the front cover. What do you think Dad does to make his son feel embarrassed?

Browse the illustrations. When and where do you think the story is set? What clues about the story can you infer from the illustrations?

Background Knowledge

Read the title. Ask the students to describe times when they may have felt embarrassed by their parents. What did they do in that situation?

Do you think parents mean to embarrass their children?

Phonological Awareness

Ensure students know the following phonological patterns:

- **Long e sound:** *easy* (p.8), *eating* (p.14), *family* (p.10), *lucky* (p.17), *reach* (p.18), *sleep* (p.4), *sorry* (p.21), *team* (p.14), *worry* (p.10)
- **Long o sound:** *home* (p.12), *know* (p.5), *over* (p.4), *show* (p.22), *throwing* (p.17), *tomorrow* (p.13)
- **Long i sound:** *five* (p.14), *higher* (p.20), *like* (p.22), *smiled* (p.24), *time* (p.6)

Ask students to name the vowels 'a', 'e', 'i', 'o', and 'u'. Identify their letter names as long sounds, e.g. 'e' as in 'easy' and 'o' as in 'know'. What short sounds do these letters represent? E.g. 'e' as in 'get' and 'a' as in 'and'. Say a list of words that contain short and long vowel sounds. If the word contains a long vowel sound, students make a 'thumbs up' sign. If the word contains a short vowel sound, students make a 'thumbs down' sign.

Write a short sentence with a word from the list omitted. Write two options for the correct spelling of the word with variation on the long vowel sound e.g. It wasn't as _____ as that. (easy / eesy) You _____

Vocabulary:

basketball, burgers, coach, dribble, family, fouls, friends, fries, game, homework, practice, rubbish, rules, sister, sleep over, team, whistle



the rules. (know/no) Students select the word with the correct spelling.

High Frequency Words

after, because, breath, easy, embarrass, forgets, forward, guess, live, Saturday, thinking, tomorrow, watch, why, worry, would, wrong,

Write the words on cards. Discuss strategies for scanning a text to locate words. Have the students scan the text to locate the words in the texts as quickly as they can. The first to say and locate the word wins a point.

Analyse the words by identifying sound letter patterns: sorry, worry, easy; words within words: forward (for, ward), forgets (for, get); difficult word parts: because, guess, wrong, would, watch, embarrass; syllables: Sat, ur / day, to / morr / ow.

Motivation / Purpose

The purpose of the text is to entertain with a story about Ben who is having sleep over with his friends but is embarrassed about his dad, who he feels doesn't know when to stop being a basketball coach.

During Reading

Vocabulary in Context

Discuss the meaning of each vocabulary word. Write *The problem was that he didn't know when to stop being a basketball coach.* (p.5) Ask the students why word 'didn't' has an apostrophe. What words are join together to make this contraction? What letter does the apostrophe replace? Repeat with 'wasn't', 'don't' 'won't', 'I've', 'you're', 'what's'. Have the students use the contractions in a sentence. Have them repeat the sentence saying the contraction in full. Remind students that 'it's' only has an apostrophe when it is used as contraction for 'it is' e.g. *it's Saturday tomorrow.* (p.

Checking for Meaning

Literal:

What is Ben worried about? (p.4)

What does Ben's dad do when his friends come over? (p.22)

What do Ben's friends think of his dad? (p.22)

Inferential:

Why does Ben feel better after talking to his mum?

How do you think Ben feels about his dad at the end of the sleepover?

Make sure students understand the difference between literal and inferential information.

Response:

If you were Ben, would you be worried about having friends over?

Can you understand how Ben feels?

Grammatical Patterns

Make sure students understand the following components of a narrative:

- **Orientation:** introduces the main characters and tells where and when the story takes place. (p.4)
- **Complication:** the sequence of events develops a problem for the main character: *When Ben's friends come over, he is worried his dad might embarrass him.* (pp.6-21)
- **Resolution:** the problem is solved and things return to normal: *Ben's dad shows them how to make a good shot. Ben's friends think his dad is cool.* (pp.22-24)
- Use of particular nouns to refer to particular people, animals and things: *Ben* (p.4), *sleep over* (p.4), *whistle* (p.6), *Callum* (p.13), *Greg* (p.13), *foul* (p.14)
- Use of adjectives to describe nouns or build noun groups: *a basketball coach* (p.5), *the family room* (p.10)
- Use of adverbs and phrases of time (when), manner (how) and place (where) to build story information: *all the time* (p.6), *after the game* (p.7), *when Ben did something wrong* (p.8), *as he landed a shot* (p.22)
- Use of action and thinking verbs and verb groups to indicate action and emotion: *thinking* (p.4), *forgets* (p.7), *blasted* (p.8), *set out* (p.10), *were eating* (p.14)

Fluency / Punctuation Patterns

Exclamation marks indicate emotion and a character's tone of voice: *"Good shot!" said Greg.* (p.17), *"Your dad's cool!" said Greg.* (p.22). Exclamation marks demonstrate how the characters would say these words and sentences with appropriate expression. Compare the tone of voice if exclamation marks are not used. How do exclamation marks help you to understand the story and add interest when reading aloud?

Ellipses are used to slow the pace of the text to convey characters' speech. *Just ... like ... that!* (p.22) Demonstrate how to read this sentence and have students echo your reading.

These punctuation patterns occur in the text:

- Use of a question mark when a character asks a question: *"But does he use a whistle?"* (p.17)
- Use of capital letters to name characters: *Ben, Callum, Greg, Dad, Mum*
- Use of apostrophes in contractions: *wasn't* (p.4), *won't* (p.10), *I've* (p.12), *it's* (p.13), *we're* (p.14), *Dad's* (p.16)
- Use of apostrophes of possession: *Ben's dad* (p.5) *Ben's friends* (p.12)

Critical Literacy

Read *Ben rolled his eyes, and took a deep breath.* (p.16). What does the action in this sentence tell you about how Ben is feeling or what he is thinking? Discuss the way authors describe an action to indicate how or what a character is thinking or feeling.

Linking Visual and Written

Describe what is happening in the thought bubbles on pages 5 and 7. What sentence on page 5 do these illustrations link with? (*The problem was that he didn't know when to stop being a basketball coach.*)

After Reading

Assist students in retelling the story in their own words, asking them to identify the orientation, complication and resolution.

Activities

Students will:

- recall the elements of the story characters, setting and plot in a story outline
- expand contractions and rewrite words as contractions
- complete missing letters in words that represent long vowel sounds
- identify and create phrases of time and place.

Comprehension (meaning) Phonics (visual) Vocabulary (structure) Writing (structure)

