

This Little Boy



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Level	14
Word Count	305
Text Type	Factual description
High Frequency Word/s Introduced	just, boy

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



This symbol relates to critical analysis (text critic or analyser)

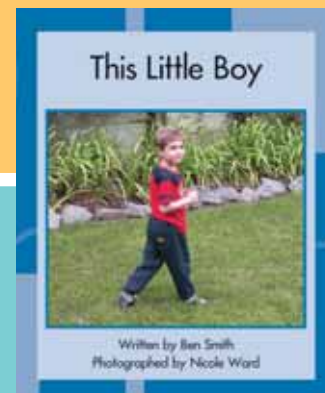


This symbol relates to use (text user)

BEFORE READING Cover & Title Page



Ask the children to look at the title and cover pages. Ask them who they think this story will be about. Do they think it will be a factual story or a fictional story?



Ask the children what the title page and the cover tells them about the story and about the little boy. Discuss what the visuals are because it is a factual story. Do the photos help them know more about the little boy? How?

Tell the children that the little boy in the photo cannot hear very well. Ask them if they could tell this. How could they tell? What is the little boy doing? Would the activity affect his hearing?

Ask the children to scan the text for the word *just*. Tell them there is another word that looks a little like *just* so they will have to be careful not to confuse the two. Ask them what the other word is. How are the words the same and different?

This little boy cannot hear very well.
But you would never know it.
He looks just like you do.
He does all the things that you do.
He runs, he jumps,
and he swims just like you.



Ask the children to think carefully about what they have just read. Why would they never know that this little boy cannot hear very well?

Encourage a discussion about what the boy is doing in this photo. Is his hearing a problem? Why or why not?

Discuss with the children the syllables in the word *computer*. Clap the three syllables. Explain how breaking the word into syllables will help them read new, longer words.

He has a computer.
He likes the computer.
He does a lot of things
on his computer.
He plays games.
He writes to his grandma.



Ask the children to answer the following questions. What does this little boy have? Who does he write letters to?

Ask the children what is happening in this photo. Encourage discussion about how much the little boy can hear.

This little boy can hear some things that you can hear. He can hear his father. He can hear his mother. He can hear his brothers. He can hear all of them, but they have to speak clearly. But there are some things that he cannot hear.



Go through the text with the children. Who can the little boy hear? Ask the children how people have to speak to the little boy so he can hear them. Encourage a discussion about what this means.

Write the vowels on the board. Write *ea* underneath. Ask the children to find words with *ea* in the middle. Compare the sound in *hear*, *clear* and *speak*. Discuss the difference.

Ask the children why these photos are here. What do they have to do with the little boy?

Have the children find the onomatopoeic words. Talk about what the words are linked to and why.

He can see a bird but he cannot hear it. He does not hear it go cheep, cheep, cheep.



He can see a truck but he cannot hear it. He cannot hear it go brrrr, brrrr, brrrr.



Ask the children what the boy can hear or not hear.

BEFORE READING 10/11

What is happening in these photos? What sorts of things does the boy do at school?



AFTER READING

Ask the children if this little boy goes to school like they do. What sorts of things does he do at school? Why does the little boy sit near the teacher? When can he not hear what the teacher is saying? Encourage a discussion about why he has problems hearing when there is a lot of noise.

BEFORE READING 12/13

Ask the children if the little boy would be able to work out what the teacher was saying from far away. Have the children look at the photo on page 13. What is the boy doing in this photo?



AFTER READING

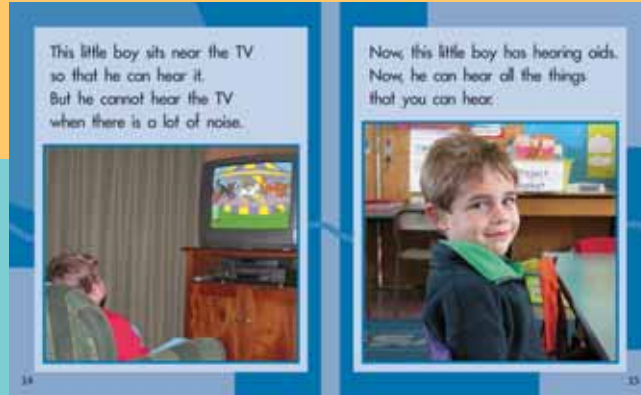
Ask the children how the little boy can tell what the teacher is saying when he is not near her. Apart from the teacher, who else's lips does he look at to see what they are saying? Tell the children this is called lip reading.

Write two columns on the board.

ea	ea
teacher	hear

Ask the children to find two more words with ea and decide which column they belong in.

Ask the children to look at these photographs. What is the little boy doing? Why is he so close to the TV? What does he have in his ear on page 15?



Tell the children this text can be used to learn a lot about someone who has hearing loss. Ask them what they have learnt about someone who can't hear as much as they can. What sort of things can he do? What can't he do? Can it be fixed at all? What helps him to hear everything you can hear?

Ask the children what this page is used for. Do they know what it is called? Have them point to the word that names this page.

When the children read the book independently have them think about all the facts that describe this little boy. Have the children discuss with their group how this little boy can do the same things they do.

Index	
computer	4
grandma	4
hearing aids	15
school	10
teacher	11, 12
truck	9

Ask the children to find information on what the boy does at school. Have them find information about hearing aids. Encourage a discussion about how and why this page could be useful.

14 c This Little Boy

Name _____

1. Things this little boy can do just like you.

Match the words to the picture.



He can jump just like you.



He plays games on his computer.



He goes to school just like you do.



He reads, writes and paints at school.



With a hearing aid, he can hear all the things that you can hear.

14 c This Little Boy

Name _____

1. Look at these pictures - which things can the little boy hear and which things can't he hear?



Answer the question under the picture.



How does the little boy know what people are saying when he can't hear them?