

Ben's Quiz Game

GOALS

Comprehension

Making text to self connections: Ask students if they have played a quiz and what they know about weight.

Vocabulary

High-frequency Words: could, our, them, think, were, with, yes, you

Content Words: game, heavier, homework, ice cream, quiz, same, stones, strawberries, tonne, weigh

Phonemic Awareness

Recognise and produce words that begin with the same sound: /st/

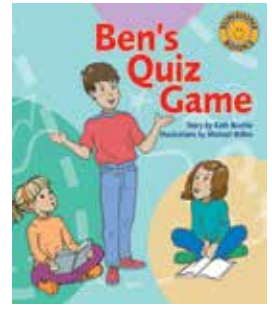
Phonics

Letters and Sounds: /st/

Words to Blend and Segment: stay, stem, step, stick, stop

Fluency

Model fluent reading of a section of the text differentiating between questions and answers for students to repeat.



Big brother Ben quizzes the girls about comparing weight.

Before Reading

- Read the title. Discuss the meaning of the word *quiz* and why there is an apostrophe in *Ben's*. Ask students if they have done a quiz and what they know about weight.
- Together look at the cover picture. Discuss what they see. Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. What is the same or different compared to the cover? Notice the background in the picture. Ask: What is the significance of question marks, light bulbs and stars? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening with the girls and Ben on each page and what the quiz questions might be from looking at the pictures. Look for question marks and discuss how you read a question. Bring words like *game*, *heavier*, *homework*, *quiz*, *stones*, *tonne* and *weigh* into the conversation. On page 15, have students predict the ending.

Reading the Text

- Ask students: What are some of the things good readers do? Model how to use print cues, e.g. look for chunks or small words in words or compound words – *home/work*.
- Read the title. On page 2, ask: What is the setting for the text? (Ben and Maddie's house)
- Read page 2 together. Look for the word *heav/i/er* on page 3. Discuss the meaning. Ask: What is the opposite of *heavy*? (*light*) Notice that the quiz question is followed by an answer.
- Read page 4 together. Have students notice the different way we use our voice when we ask a question and when we answer it.
- Follow this pattern for each page up to page 15, discussing the illustration, looking for key words and chunks of words and reading the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why?

After Reading

Invite students to discuss the story. Prompt if needed.

- What genre is this story? (question and answer/investigation)
- Who is telling the story? (the other girl) Which girl is the sister of Ben? (Maddie) How do you know? (page 2) What name would you give the other girl?
- Discuss the ending. Could the two girls eat a tonne of ice-cream and strawberries? Is this what students predicted? Ask: Do you like strawberries and ice-cream? How much could you eat?
- Retell the story using the pictures as a guide. What was the first quiz question, the next and so on? Was Ben good at asking questions? Were the girls good at answering them?
- Reread the story together focusing on questions and answers.
- Discuss the meaning of *light* and *heavy*. Make a light/heavy chart to summarise the main points in the story. Illustrate and label things in the story that were light or heavy. Use the chart to retell the story to a partner.
- Reread pages 4–5, focusing on the punctuation. Review the purpose of the full stop, comma, question mark, speech marks and exclamation marks.

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /st/ Students listen for the /st/ sound as you read the words: *stay, stem, step, stick, stop*. They repeat the words, emphasising the /st/ sound. They think of other words with the /st/ sound to repeat.

Phonics

- Discuss the sound of the letter blend st-. Write the words *stay, stem, step, stick, stop* on the board to practise blending and segmenting the sounds together as a group. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. They brainstorm other st- words to add to the list on the board.

Word Study

- Talk about the words *could, our, them, think, were, with, yes, you*. Read them together. Ask students to locate the words in the text and discuss their meaning in context. Photocopy sets of the flash cards from the inside front cover and use them to play a spelling game in pairs.
- On a piece of paper students draw a picture from the story. They find the words in the story, write them and read their sentence to a partner.

Fluency

- Model fluent reading of a section of the text differentiating between questions and answers for students to repeat.

Writing

- Students draw a picture of themselves eating their favourite food and write a sentence or question for a caption.

Home/School Link

Take the book home and any related activity done in class to share with family.