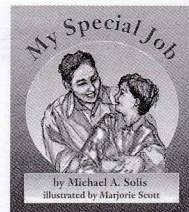


My Special Job

by Michael A. Solis

illustrated by Marjorie Scott



Book Summary

This is a young boy's simple recount of the daily routine of removing his father's boots.

Features of the Book

- Text running over spreads.
- The use of contractions – “don’t” and “you’ve”.
- Descriptive language – “like a bucking bronco”.
- The blends – “br”, “sp”, “ch”, and “sl”.
- The ellipses on pages 7, 9, and 10.
- The idea of a simple tradition.
- The use of the large text and exclamation mark for effect.
- The use of the past tense on the final page.
- The high-frequency words – “when”, “from”, “his”, “then”, “that”, and “for”.

Purpose

My Special Job can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** reading an increasing variety of high-frequency words in context;
- S** predicting outcomes from illustrations;
- S** developing the skill of writing instructions;
- S** comparing the story with events in own lives.

Introducing the text

Look at the cover and read the title and the names of the author and illustrator to the group.

- *Who do you think does the special job?*
- *Can you guess what the job might be?*

Explain that the story tells about a special job the boy does for his father, the same job his father used to do when he was little.

Reading the text

- S** Reading an increasing variety of high-frequency words in context.
- S** Predicting outcomes from illustrations.

Pages 2 and 3

- *Why are the children excited?*
- *Who do you think is telling this story?*
- *How can you tell?*

Pages 4 and 5

- *What is the boy going to do?*
- *Can you tell what his special job is?*

Note the expressions on the characters' faces.

Pages 6 and 7 – Explain that his father is giving him a “horse ride.”

- *Why is the boy holding his Dad's boots?*
- *Can you tell what his special job is yet?*

Pages 8 and 9

- *What is the boy doing?*
- *What would he have to do before he pulled the boot off?*
- *Can you find the word that tells you?*

Pages 10 and 11

- *What has happened to the boy?*
- *What does the word in big letters say?*
- *What will happen next?*

Page 12


- *Were you right?*
- *Do you think Dad is pleased?*

The children now read the book independently.

Revisiting the text

Discuss the contractions “don’t” and “you’ve”. Ask the children what two words each contraction stands for and what letters are replaced by the apostrophe. Write these on a chart. Add others that the children know about.

Following Up

- S** Developing the skill of writing instructions.
- S** Comparing the story with events in own lives.
-  Ask the children to think about the special jobs they do at home or school. Choose one and write out the steps involved.
- B** Complete the blackline master opposite.