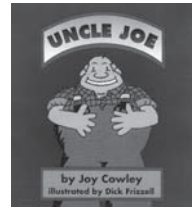


Uncle Joe

by Joy Cowley

illustrated by Dick Frizzell



Book Summary

Hugging Uncle Joe is like hugging a bed! An inquisitive group of children want to know why Uncle Joe is so big.

Features of the Book

- The contractions – “I’ll,” “don’t,” “that’s,” “can’t,” and “he’s.”
- Large blocks of text to encourage sustained reading.
- The style of the illustrations.
- Frequent examples of book language.
- The use of everyday language – “Hey, Uncle” and “You kids can’t tell good muscle.”
- The simile “Hugging Uncle Joe is like hugging a bed.”

Purpose

Uncle Joe can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** recognizing and reading one- and two-syllable words;
- S** identifying the plot and characters within the story;
- S** comparing the opinions of the author with those of the reader;
- S** developing the skill of writing using direct speech.

Introducing the text

Discuss uncles and aunts. Look at the cover of the book and read the title.

- *Who is this character? How would you describe him?*
Why do you think he is so big?

Discuss all the students’ suggestions.

Reading the text

- S** Recognizing and reading one- and two-syllable words.
- S** Identifying the plot and characters within the story.

- S** Comparing the opinions of the author with those of the reader.

Title page – Look at the illustration and ask the children to read the title and the names of the author and illustrator.

Pages 2 and 3 – Talk about the illustration.

- *Who is this? Who are the children with him?*
- *What do you think the boy is asking Uncle Joe?*

Pages 4 and 5

- *What is Uncle Joe saying? Can you find that in the text? Do you believe him?*

Pages 6 and 7

- *Why have the children gone to talk to Mom?*
- *What does she say?*
- *Can you find the next question the children ask?*

Pages 8 and 9

- *What happens when Uncle Joe laughs?*
- *Why do you think he asks the children to go “closer”?*
- *What will he do?*

Pages 10 and 11

- *Were you right?*

Children now read the book independently.

Revisiting the text

Ask the children to find the contractions in the text – “I’ll,” “don’t,” “that’s,” “can’t,” and “he’s.” List the contractions and write in the missing letters. Discuss why we use contractions instead of the two words they represent.


The children say “Hugging Uncle Joe is like hugging a bed.”

- *What do you think they mean?*

Encourage the children to think of other similes they could use for Uncle Joe.

Following Up

- S** Developing the skill of writing using direct speech.

 Read through the text again with the group and locate the questions the story is based on. Practice writing questions using direct speech with the correct punctuation.

- B** Complete the blackline master opposite.