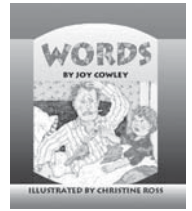


# Words

by Joy Cowley

illustrated by Christine Ross



## Book Summary

Five-year-old Ron is intellectually challenged and finds it very difficult to remember the words he wants to use. However, he eventually gets his message across.

## Features of the Book

- The humor in the illustrations.
- The theme of intellectual disability.
- The frequent use of direct speech.
- Blocks of text that encourage sustained reading.
- The use of the singular and plural possessive.
- The range of past-tense verbs.

## Purpose

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

- S** understanding the punctuation cues and their meanings;
- S** identifying the themes of the book;
- S** using diagrams, charts, and other illustrations to support writing.

## Introducing the text

Talk very generally about children who have a disability. Focus on the things that children can do for themselves and the things they sometimes need help with. Tell the children the book they are going to read is about a boy, Ron, who has a disability and is still learning to talk.

Discuss the cover. Read the title and the names of the author and illustrator.

- *What is happening to Dad? Why is he brushing his teeth in bed?*

## Reading the text

- S** Understanding the punctuation cues and their meanings.
- S** Identifying the themes of the book.

Title page – Discuss the illustration.

- *What is Ron doing?*

Pages 2 and 3

- *What is Ron trying to do?*

Find the word in italics that shows what Dad wants Ron to do.

Pages 4 and 5 – Ron can't find the words he wants to use.

- *What is he doing on page 5? Have you ever felt like that? What words tell you what he did? (got angry, kicked, banged)*

Pages 6 and 7

- *How has Ron shown Mom and Dad where he wants to go? How can you tell from the illustrations that he is excited about going to the beach?*

Pages 8 and 9

- *Why can't they go to the beach now? What is Ron doing?*

Pages 10 to 13 – Discuss the illustrations and what Ron is trying to do in each one.

- *Why is he trying to wash Dad's face/clean Dad's teeth?*

Pages 14 to 16

- *How do you think Dad feels?*


Children now read the book independently.

## Revisiting the text

Ask the children to identify some of the compound words in the text, for example, “eyelash,” “bedroom,” “bathroom,” “toothpaste,” and “hairbrush.” Make a list of other examples the children know.

## Following Up

- S** Using diagrams, charts, and other illustrations to support writing.

 The children could write a list of things for Ron to take to the beach. They can draw a picture of each item for Ron to point to if he has difficulty remembering the words.

- B** Complete the blackline master opposite.