

Lesson Plan

Benjamin-Bob Can Do The Job

By Carolyn MacDiarmid

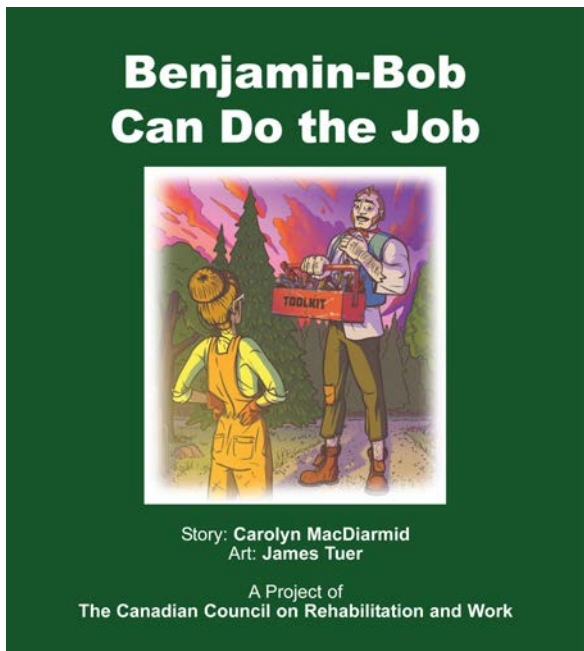
Illustrated by James Tuer

Lesson: How limitations are set upon people due to assumptions and stereotypes.

Curriculum Connection: Language Arts

Grade Level: Grades 3 - 5

Time: Approximately 50 minutes



About the Book

Benjamin-Bob is in many ways the same as everyone else in his community, except much taller. As a local giant, he has been given the job of watching over hills around his town and to scare away bears and other potential predators. He feels stuck and decides it's time to break out of the role that has been set for him. In doing so, he ends up exceeding expectations and challenging stereotypes.

Success Criteria

Use any co-created success criteria that would be relevant during your guided reading lessons. Or you can generate new criteria based on your Learning Goals for the lesson as guided by your Course Outlines or Long-Range Plans.

Curriculum Expectations

See side-by-side Selected Reading Expectations Chart for each grade level.

Materials

- 5 copies of *Benjamin-Bob Can Do The Job*
- iPad or laptop
- Chart paper, markers, sticky notes, pencils

Lesson Snapshot

The lesson will invite students to read the narrative poem using rhyming couplets and ultimately celebrate differences rather than focusing negatively on them. This book is part of a series of storybooks done as a project with The Canadian Council on Rehabilitation and Work and the Accessibility Directorate of Ontario (now called The Ministry for Seniors and Accessibility.)

Lesson Details

BEFORE READING

1. Share the Learning Goal for today's lesson and develop Success Criteria.
2. Have students examine the picture on the front cover. What do you notice about the man holding the tool box? Have students guess where the story takes place just by looking at the cover.

DURING READING

1. The **Watch For New Vocabulary** section in the Student Workbook is a place for students to record new terms before or during reading. Students can record unfamiliar words on sticky notes or write them directly into the space provided.

Assign routine 'Word Work' activities your students are familiar with using the new terms from the text as you cycle through your literacy centres or reading program schedule.

Possible new vocabulary from the text: Collingwood, gigantic, suit, sighed, certainly, gleam, pitch, actively, seeking, stooped, squeaking, impressive, interview, pleasant, amazingly, appall, protector, ambled, blustery, express, shingle, admired, appreciate, recognized.

2. Using your selected reading strategy(s) or explicit reading instruction for each group, read through the book with students, making anecdotal notes on a document for tracking and assessment purposes.

The Student Workbook has **Decoding, Comprehension** or **Expanding Meaning** charts. During your lesson, have students record what strategies they are using to help them become more strategic and effective readers.

AFTER READING

1. Assign students to write a summary using the pages of the 'Summary Section' in the Student Workbook. (See examples provided for both fiction and non-fiction, or use anchor charts your students are currently using for this skill.) Sticker "Badges" can be given after students complete their summary. Your classroom kit provided a sheet of sticker badges/student (each book has a specific badge.)

2. The illustration on page 5 gives a hint to the setting of the story. How many students recognize or know of this location in? What would visitors typically do there in the winter? What becomes more obvious about Benjamin-Bob? What can you use as a point of reference? (Hopefully students will notice him standing in close proximity to the tree.)

3. Based on the illustrations on pages 15 and 17, how do you think Benjamin-Bob is feeling? Have you ever been denied a chance to do something you thought you were capable of doing?

4. Based on the illustrations on pages 18 and 19, what type of

storm could have passed through the town? What experience do students have with this type of damage to the community?

5. Take a closer look at the picture on page 19. What is Benjamin-Bob using to talk to his neighbours? Do you think he would need this device? Does it seem strange that a giant would need this? Are we making an assumption that because he is so big in size, his voice would match? How can making assumptions be dangerous or harmful?

FOLLOW-UP ACTIVITIES

1. Have students draft a response to ReadAble's Twitter campaign #CanYouImagine for each book. You can choose to collect student responses and make posts yourself, or if students have access to your class Twitter account, can make the post according to your classroom policy. Feel free to take pictures of your students engaging with each title.

2. Visit the "Other Stories" hub and have students make connections about challenging stereotypes and making false assumptions about what is possible.

THE READABLEFEST WEBSITE LINKS TO "OTHER STORIES"



Born Without Limbs



Beauty Ad Featuring Girl in Wheelchair



We Carry Kevan



Special Olympian, Devon Adelman



Kids Interview Devon Adelman: Down Syndrome