

# BEN AND THE COLD

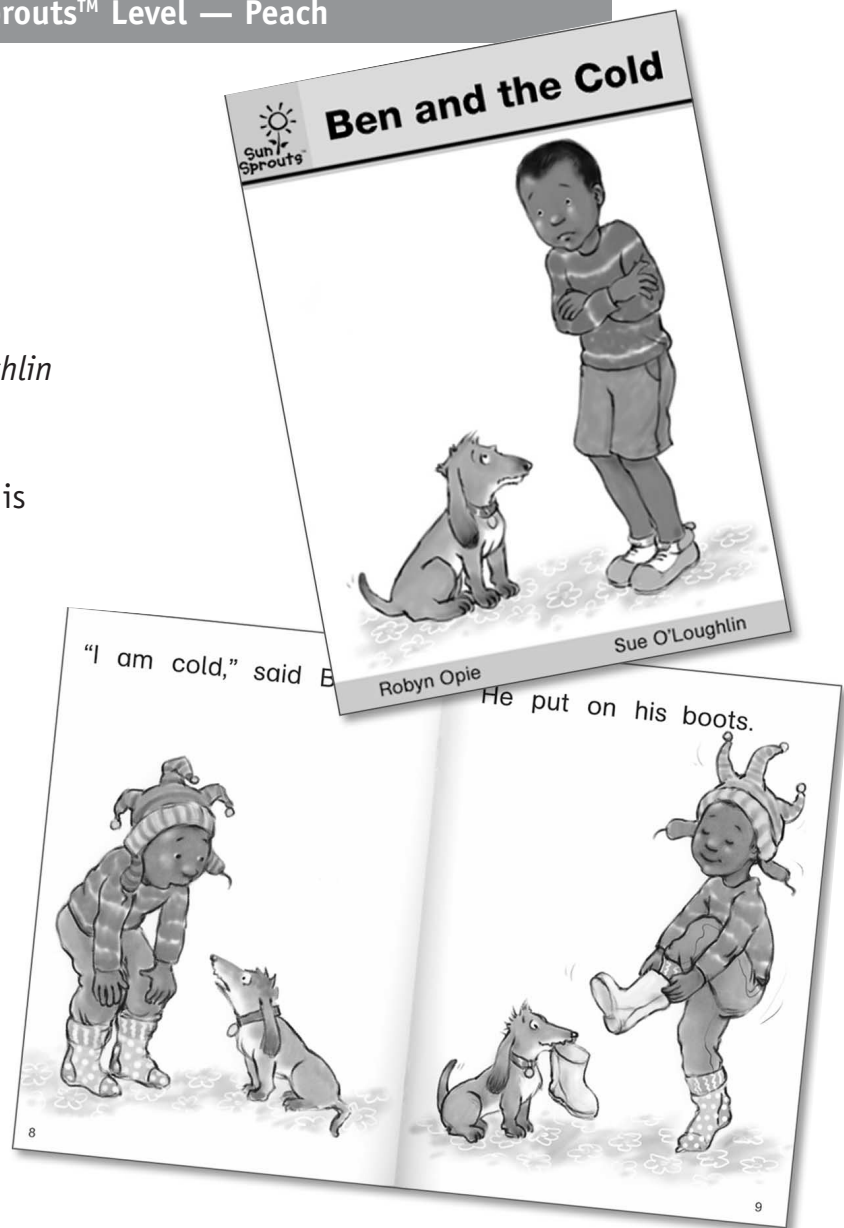
SunSprouts™ Level — Peach



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## Summary

Recurring character Ben is cold. He puts on clothes to get warm.



Use *Ben and the Cold* to introduce and practice the following skills and strategies:

- Comprehension:** Make Connections
- Phonemic Awareness:** Phoneme Identity /p/
- Phonics:** Initial Consonant *p*
- High-Frequency Words:** *am, he, his, I, now, on, put, said*

| GRL | DRA | EI | Word Count | Text Type                        |
|-----|-----|----|------------|----------------------------------|
| B   | 3   | 3  | 76         | 3 <sup>rd</sup> person narrative |

GRL = Guided Reading Level  
DRA = Developmental Reading Assessment Level  
EI = Early Intervention Level

ETA 202017  
ISBN 0-7406-2264-1

## BEFORE READING

### Build Background Knowledge

- Talk about clothes children wear that keep them warm. *What do you put on to keep warm? What would you put on first? Next?*

### Introduce the Book

- Read the title and the names of the author and illustrator. Use the introduction on the back of the book and the cover illustrations to predict what the story might be about. *Take a look at Ben. How do you think he feels? Why? Can you find Ben's name in the title?*
- Take a picture walk through the story. Have children identify the clothes Ben puts on. Stop at page 15. Ask children to predict what might happen next.

## DURING READING

### Guide the Reading

- Ask children to return to the beginning of the story. If necessary, provide support for the first reading. Use simple questions that will help children read words found in the text. *What do you think Ben is saying? What will he put on next to keep warm?*
- Guide children to use their knowledge of letters and sounds to monitor their reading. On page 6, for example, ask: *What did Ben put on next? [a hat] Can you find the word hat? What letter do you expect to see at the beginning of the word? What letter do you expect to see at the end of the word?*

## AFTER READING

### Discuss and Respond to the Book

- Allow time for children to talk about the meaning of the story. *Why do you think Ben was hot at the end?*

### Reinforce the Reading

- Allow time for children to reread the text on their own or with a partner.
- Place copies of the book and its audio recording in a listening center for children to listen to in small groups. After listening to the story, have them draw the last thing that Ben puts on.

## ASSESS UNDERSTANDING

### Informal Observations

- Note if children are able to use their knowledge of letter sounds to read unknown words.

### Record of Oral Language

- To gain insight about children's strategies and to identify next steps for instruction, you may wish to use the Record of Oral Reading form at the end of these notes. After administering this assessment, count the number of errors and use the following chart to determine whether this book is at an appropriate level for the student.

| Word Count | Error Tally |               |      |
|------------|-------------|---------------|------|
|            | 0-3         | 4-8           | 9+   |
| 76         | Easy        | Instructional | Hard |

Detailed directions for using this type of assessment can be found in a comprehensive *SunSprouts™ Teacher's Resource Guide*, at our website, or in professional resources such as *An Observation of Early Literacy Achievement* by Marie Clay.

**Download instructions for using the Record of Oral Reading at [www.etacuisenaire.com](http://www.etacuisenaire.com)**

# SKILLS AND STRATEGIES

## Comprehension Strategies

- Discuss the clothes Ben put on to keep warm. Encourage children to talk about similarities and differences.  
*When you are cold, do you put on the same clothes that Ben does? Which clothes are the same? Which clothes are different?*

**BLM** Use Worksheet 1 to help children make connections between the story and their own experiences.

## Fluency

- Read the text aloud to model fluency. Reread the story as a choral reading. Ask children to read aloud the repetitive sentence, *"I am cold," said Ben.*

## Sounds, Letters, and Words

### Focus on Sounds

- Focus on the /p/ sound. Say pairs of words, such as *pants* and *pencil*; *pants* and *hat*; and *pants* and *socks*. Ask children to clap if the words have the same beginning sound and snap their fingers if the word pairs do not begin the same.

### Focus on Letters

- Ask children to turn to page 3. Have them point to the word *put*. *Can you find the word that begins with the /p/ sound? What letter makes the /p/ sound?* Use letters from the Reading Rods® Alphabet and Phonemic Awareness Kit or magnetic letters to spell the word *put*. Draw children's attention to the letter *p*. Have them describe the shape of the letter and then use the letters to create other words that begin the same way. Challenge children to find another word in the story that begins the same as *put*. [*pants*]

### Focus on Words

- Write the following words on cards: *am, he, his, I, now, on, put, said*. Put the cards in a pocket chart. Ask volunteers to take a word, read it, and then find the word in the text.

**BLM** Use Worksheet 2 to practice using words to make sentences.

## Vocabulary

- Discuss the meanings of *cold* and *hot*. Give children a sheet of paper. Have them fold it in half. Have them draw a picture of something cold on one side. Have them draw something hot on the other side. Allow time for children to share their pictures.

## Writing

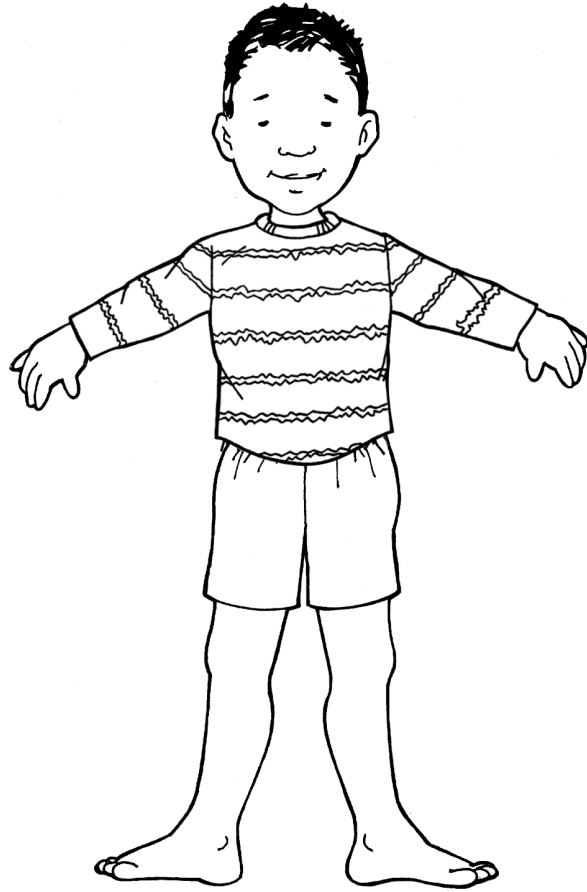
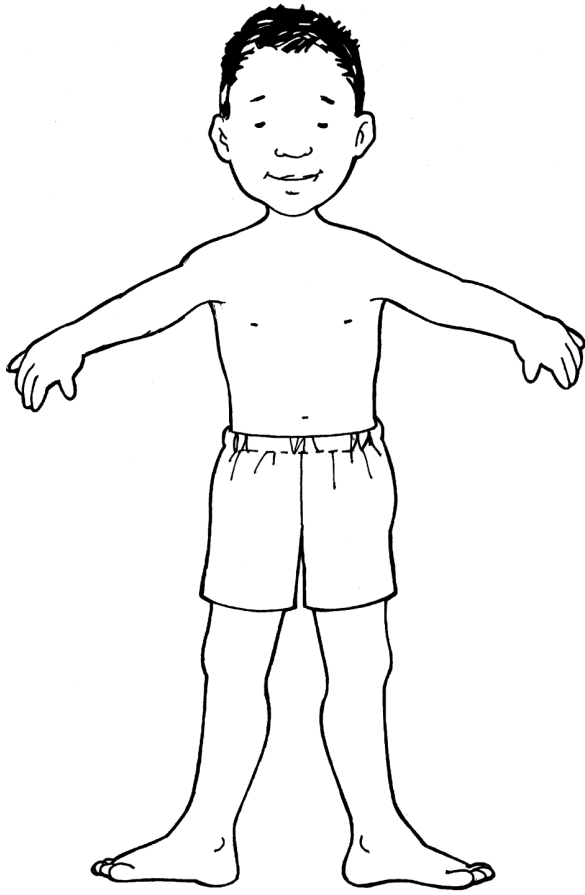
### Interactive Writing

- Write a whole class story about a cold day. Work with each child to complete the following sentence frame: *I am cold. I put on my \_\_\_\_.* Provide a variety of materials for children to illustrate their sentences. Bind the pages together to make a class book.

### Independent Writing

- Encourage children to write a sentence that tells about their favorite weather. Have them include details that tell about things they like to do and how they would dress.

Cut out the clothes. Dress Ben for a hot day. Dress Ben for a cold day.



Cut out these words and pictures.

In a group, mix and match the words to make sentences.

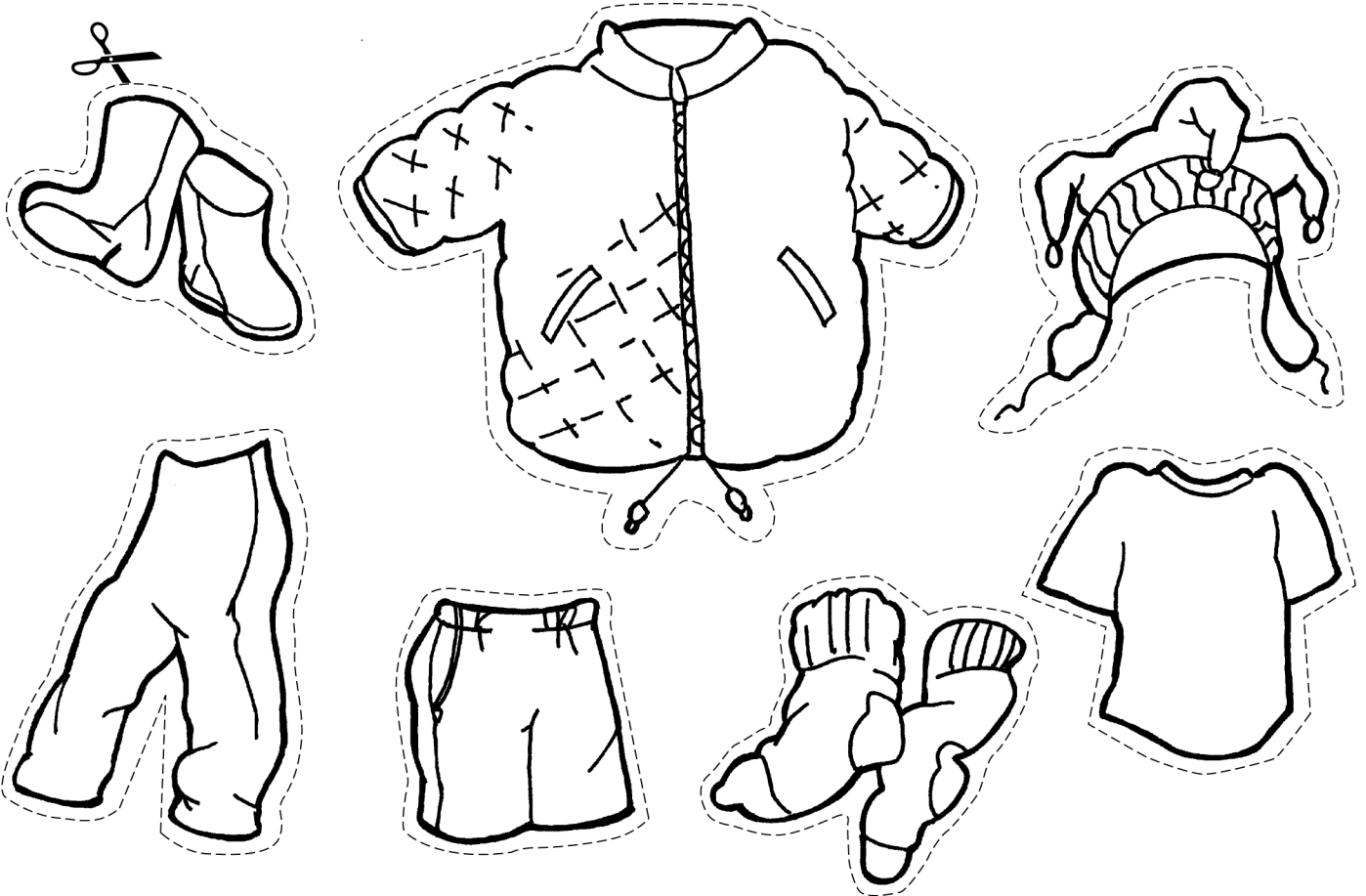
Write your sentences and paste a picture beside each sentence.



socks am hot cold I I .

put on my boots shorts

. hat t-shirt pants coat



**Ben and the Cold****Record of Oral Reading****Date:**

|                 |                 |                       |                |                                   |
|-----------------|-----------------|-----------------------|----------------|-----------------------------------|
| <b>GRL</b><br>B | <b>DRA</b><br>3 | <b>EI</b><br>3        | Word count: 76 | Student:                          |
| Accuracy:       | %               | Self-correction rate: | 1:             | Easy      Instructional      Hard |

Comment on the sources of information and reading strategies

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Fluency \_\_\_\_\_

For detailed directions on using this form, refer to a comprehensive *SunSprouts™ Teacher's Resource Guide* or download instructions from [www.etacuisenaire.com](http://www.etacuisenaire.com)

\* SC=Self-correction

| Page  | Text  | Error Tally | SC* Tally | Error Analysis | SC* Analysis |
|-------|---|-------------|-----------|----------------|--------------|
| 2-3   | "I am cold," said Ben. He put on his socks.   |             |           |                |              |
| 4-5   | "I am cold," said Ben. He put on his pants.   |             |           |                |              |
| 6-7   | "I am cold," said Ben. He put on his hat.     |             |           |                |              |
| 8-9   | "I am cold," said Ben. He put on his boots.   |             |           |                |              |
| 10-11 | "I am cold," said Ben. He put on his scarf.   |             |           |                |              |
| 12-13 | "I am cold," said Ben. He put on his coat.    |             |           |                |              |
| 14-15 | "I am cold," said Ben. He put on his mittens. |             |           |                |              |
| 16    | "Now I am hot," said Ben.                     |             |           |                |              |