



Running words: 298

Book Summary

This story looks at the anxiety some people feel when visiting the doctor. Ben needs to go to the doctor for an injection. He is worried about the injection hurting, despite his mother reassuring him that it will hurt only a little. His mother and the nurse tell Ben that the injection will feel like a “quick pinch”, and his mother urges him to be brave. In the end, Ben finds the injection is just as his mother and the nurse described, and he feels brave for having had it.

Themes

Character education, Health, Family

Features of the Book

- The information contained in the illustrations
- Content words for discussion: *brave, injection, nurse, worried*
- Phonics and phonemic awareness: consonant blends – *sm*; long vowel sounds – *don't/ go/going/home/know/won't*

Strategies

Brave Ben introduces and reinforces the following strategies:

- Making connections;
- Making predictions;
- Determining author's purpose.

Materials

- Copies of the Sentence Strips reproducible for this book, cut and ready for use
- Copies of the BM, pencils

Brave Ben

by Kitty Thomas

Introducing the Text

Begin by asking the students to think of the times they have been afraid to do something. Write their answers in a list.

- *What were you afraid to do?*
- *Did you feel brave when you were able to overcome your fear?*

Reading the Text

Hand one book to each student. Ensure that the content words (*brave, injection, nurse, worried*) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose and the decisions the characters in the story make. Encourage the students to use the information in the illustrations and text to make predictions, then to revise or confirm these as you work through the book.

Cover

Together, read the title and the name of the author on the cover and the title page. Look at the illustrations.

- *Who do you think these characters are?* (Ben and his mother)
- *Where do you think Ben and his mother might be going?* (to the doctor's)

Pages 2 to 3

- *Where are Ben and his mother and sister?* (at home)
- *What does Ben's expression tell you?* (He is worried about something.)

Read the text together. Confirm that Ben is talking with his mother about having an injection the next day. Also, ask a student to point out the speech marks on the page. Remind the students that these marks indicate who is speaking in the story.

- *Why is Ben worried?* (He thinks the injection will hurt.)

Page 4

- *What do you think Ben's mother is showing him?* (how the injection will feel)

Read the text together. Confirm that Ben's mother is reassuring him that the injection will hurt only a little, like a quick pinch.

- *Does Ben still look worried?* (yes)
- *Do you predict Ben will be brave enough to have the injection?*

Pages 5 to 6

- *Where are Ben and his mother?* (walking on the street)

Read the text together. Confirm that Ben is leaving school and heading for the doctor's.

- *Would you want to go home like Ben does?*
- *Would you feel brave if you were Ben?*

Brave Ben

Page 7

- *Where are Ben and his mother now?* (in the doctor’s waiting room)
- *What is Ben doing while he waits?* (reading a book)

Read the text together. Confirm that Ben is waiting to have his injection. Discuss how reading the cat book might help Ben keep calm.

- *What could you do to feel calm while waiting to see the doctor?*

Pages 8 to 9

- *What is happening on these pages?* (The nurse is talking to Ben about the injection.)

Read the text together. Confirm that John is making sure Ben knows what the injection will feel like.

- *Does it help to know beforehand what something will feel like?*

Pages 10 to 11

- *What is happening on these pages?* (John is giving Ben the injection.)

Read the text together. Confirm that Ben has his injection, and that it feels just the way his mother and the nurse described it.

Page 12

- *What is Ben’s reaction to the injection?* (He is smiling and must feel relieved.)

Read the text together. Confirm that Ben is no longer worried or afraid.

- *Why does Ben feel brave after the injection?* (He was able to overcome his fear and have the injection.)

Revisiting the Text

- Revisit the list the students made of the times they were afraid of doing something. Have them compare their feelings of worry and then relief with those of Ben. Ask if they are still afraid to do those things.
- Find and list the “sm” consonant blends in the story. With the students, add any other words they know that begin with this blend.
- Write the words *don’t/go/going/home/know/won’t* on the board, and, with the students, create a list of other words that contain the long “o” sound.

Following Up

- Encourage the students to discuss the author’s purpose in writing this story. Ask them if they think there is only one kind of bravery – the kind that is most often associated with heroes who face dangerous situations, such as wars or fires. Have them think of people whom they think are brave and ask them to share why these people are brave.
- Give the students copies of the BM for this story. They can add the punctuation marks to the sentences.