

Goal!

Guided Reading

Session One

Working Together

- Focus on the title. Tell the students this is a short story. Ask students what they think some of the features of a short story might be.
- Focus on the *prediction* Think Tank on page 2 and discuss.

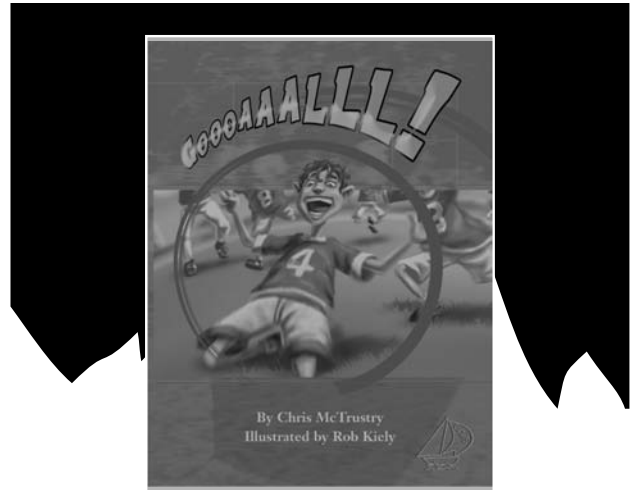
Working Independently

- Give each student a copy of BLM 1.
- Allow students time to read the story independently. As they are reading, the students record their responses to:
Action and Response Think Tank, page 7
Fact or Opinion Think Tank, page 11
Setting Think Tank, page 22

Session Two

Working Together

- Work through the text, focusing on the Think Tanks and using them for discussion. Leave the *character profile* on page 12 for later, in-depth discussion.
- Referring to their BLMs, discuss students' *action and response*, *fact or opinion*, and *setting responses* as they occur in working through the text.
- Discuss the *comprehension connections* on pages 28–29, *Think about the text*.
- Go back to page 12 and focus on the *character profile* Think Tank.



Working Independently

- Students work on BLM 2.

Session Three

Working Together

- Focus students' attention on the visual aspects of the text, e.g., illustrative text, design elements, illustrations, variety of fonts. Talk about how these contribute to the meaning of the story.

