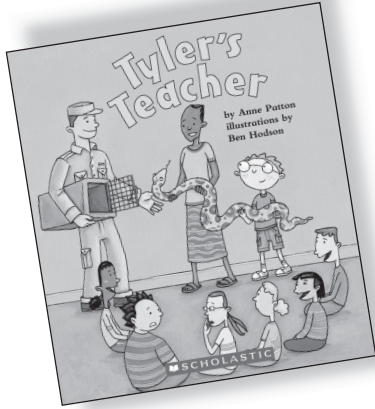


Tyler's Teacher

Written by Anne Patton

Illustrated by Ben Hodson



Text Type: Fiction: Narrative — Realistic Story

Guided Reading Level: I

Summary: When Tyler's parents tell him that they are going to move and that he will be attending a new school, he gets very angry and doesn't want to go because he loves his current school and his teacher.

Word Count: 459

Text Features

Visual Literacy

- ▶ environmental print

Text Supports:

- ▶ illustrations support the text
- ▶ repetitive first sentence on pages 4, 5, and 6

Possible Text Challenges

- ▶ quotation marks
- ▶ some difficult words: *greeted, beautiful, bought*
- ▶ compound words
- ▶ contractions

Reading Strategies

Comprehension

- ▶ inferring
- ▶ synthesizing

Working with Words

- ▶ using illustrations to assist with the recognition of unfamiliar words
- ▶ using beginning sounds and word parts to read unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make inferences and support them using picture cues and the text
- ▶ synthesize new information with prior knowledge to create understanding
- ▶ use illustrations to solve challenging words
- ▶ use beginning sounds and word parts to solve unfamiliar words

Teaching Tip: When assessing students' learning, make sure you observe them throughout the Guided Reading session and not just at the end.



BEFORE READING

Predicting/infering

Activating and Building Prior Knowledge

Show students the front and back covers of the book. Read aloud the title and back cover text. Invite students to tell why they think Tyler loved his teacher and school.

Word solving and building

Overcoming Text Challenges

Hand out copies of the book. Have students open the book to pages 2–3. Ask, *What does the illustration tell you about how Tyler feels about school?* Do a picture walk asking questions that implant the language of the text, e.g., *How do you feel when you get a sticker for writing a beautiful story?* If students have difficulty with words such as *beautiful* or *reached*, encourage them to use beginning sounds and picture cues to solve them.

Visual literacy

Direct students' attention to page 5 and ask, *What tells the reader that a special event is taking place?* Have them look at page 12 and ask, *What is Mrs. Garden doing? Who do you think has written the letter to her?*

Word solving and building

Have students place a finger on the word *zookeeper*. Say, *What are the two words that make up this word? Words that are made up of two words are called compound words. Watch for more compound words as you read the story.*

Have students find the word *we're* on page 8. Tell them that this is also a word made from two words but there is a letter missing. The apostrophe is used to show that a letter is missing. Ask students to tell you what *we're* means and to tell what letter is missing. Tell them that this kind of word is called a contraction. Sometimes the apostrophe stands for one missing letter and sometimes it stands for more than one missing letter. Have them turn to page 9 and ask what the word *won't* means. Tell students that occasionally, as well as an apostrophe, a contraction changes some of its letters. The word *won't* means *will not*. Say, *We use contractions when we talk, so authors use them to make their characters sound real and natural. You will see many contractions in this story.*

Print concepts

Direct students to page 8 and have them find the words that are spoken. Ask them to read the dialogue themselves and then ask, *Which character is speaking and which character is being spoken to?* Tell them that when authors want to show someone's exact words, they put the words in quotation marks.

Synthesizing

Setting a Purpose

Say, *As you're reading, think about all the things that Mrs. Garden does to make Tyler feel good about the things that he does, and why Tyler doesn't want to change schools.*



DURING READING

Ask each student to read the book independently, thinking about the purpose that has been set. Remind them that when they come to a word that they do not know, they should look at the word, get their mouths ready to say the beginning sound, and look at the letter clusters, e.g., *beau-ti-ful*, *a-part-ment*.

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts to help students problem solve as they read.

If students finish before others have completed the reading, ask them to go back and reread, then discuss with a partner why they think Tyler did not want to change schools.



AFTER READING

Synthesizing

When all students have finished reading the text, discuss what happened in the story. Invite students to tell why Tyler loved school, and why he did not want to move. Ask, *How did he feel at the end? What did Mrs. Garden say or do to make him feel better about the move?*

Word solving and building

Revisit any challenging words that students encountered and discuss the strategies they used to figure out the word. Point out positive reading strategies that you observed during the lesson. For example, *Keith, I noticed that first you used the word sing on page 10, then you looked more closely at the word and read sighed. That's what good readers do.*

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

Making connections: text to self/synthesizing

What I love about school...

Have students write and/or draw what they love about school or how they would feel if they were told that they were to go to a new school.

Inferring

Discussion

Discuss with students how they think Mrs. Garden felt about Tyler. Do they think she will be sorry or glad to see him leave? Why do they think so?

Synthesizing

Illustrated Story

Provide students with a copy of the BLM. Ask them to draw an appropriate picture for each of the four headings and complete the sentence. Ensure that students understand the headings “characters,” “setting,” “problem,” and “solution” before they begin.

ESL Note: Simplify the BLM for ESL students in the earlier stages of English acquisition by reducing the number of headings to 2 or 3 (e.g., Problem and Solution) or changing the headings to Beginning, Middle, and End. Add a final box and ask students to show Tyler at his new school.

Word solving and building

Contractions

Have students find and list all the contractions in the text. Beside each one, have them write the two words used to form the contraction.

Illustrated Story

Name: _____

<p>Characters</p> <p>The characters were _____</p>	<p>Setting</p> <p>The setting was _____</p>
<p>Problem</p> <p>The problem was _____</p>	<p>Solution</p> <p>This was resolved when _____</p>