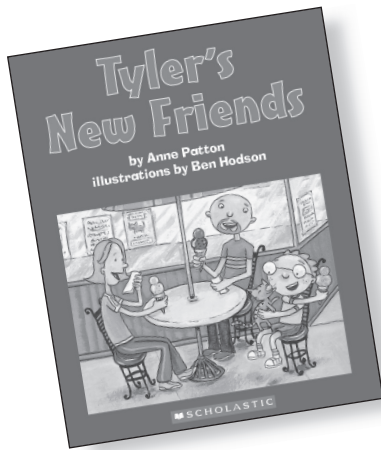


Tyler's New Friends



Written by Anne Patton

Illustrated by Ben Hodson

Text Type: Fiction: Narrative — Realistic Story

Guided Reading Level: J

Word Count: 446

Summary: Tyler is unhappy when his family moves because he doesn't have any friends in the new neighbourhood. His parents take him over to the schoolyard but the kids there aren't the right age. At the schoolyard, a lost kitten befriends Tyler. He wants to keep it, but after seeing a "lost" sign the family returns the kitten to its owners. Tyler discovers that one of the kitten's owners is a boy his age.

Text Features

Visual Literacy

- ▶ environmental print

Text Supports

- ▶ supportive illustrations

Possible Text Challenges

- ▶ quotation marks
- ▶ variations in how dialogue is attributed
- ▶ other words for "said" (*mumbled, exclaimed, grumbled, sighed, asked, and called*)

First Session (pages 3-9)

Reading Strategies

Comprehension

- ▶ inferring
- ▶ evaluating

Working with Words

- ▶ word solving and building: associating meaning to words (vocabulary)
- ▶ using strategies such as reading ahead and checking letter cues to read unfamiliar words

Assessment Opportunities:

Note each student's ability to:

- ▶ make inferences about characters' emotions by examining the text and illustrations
- ▶ evaluate characters' emotions and explain changes in emotions
- ▶ solve unfamiliar words using multiple strategies



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Begin by brainstorming a list of words that describe emotions (e.g., *happy, sad, upset, angry*) with students. Ask, *What is it like to have friends and to not have friends?* Talk about how they would feel in both of these types of situations. Ask, *Have you ever lost something that was important to you? What does it feel like to lose something? What do people do to show they are feeling different emotions?* Tell students that in the story they are going to read, the characters will show different emotions.

ESL Note:

To assist students' understanding of various emotion words, ask them to make facial expressions to match each word listed. Discuss events that might cause a person to have a specific emotion. Keep in mind your students' backgrounds. Students (ESL or not) who have experienced trauma and/or loss of family members may not be comfortable or willing to share stories and feelings. Sharing should be optional.

Print concepts/ word solving and building

Overcoming Text Challenges

Point out to students that when characters speak in a story the author uses a special type of punctuation called quotation marks. The words the character says have quotation marks around them. Often the author uses the word "said" with the character's name so the reader knows who is speaking. Sometimes the author uses other words for the word "said" to make the story more interesting and to help the reader understand how the character feels. On chart paper, write the words for "said" that students will come across as they read the text. Discuss how these words for "said" show the characters' emotions, and then demonstrate how the characters would sound if they were speaking by reading page 5 aloud.

After reading page 5, point out the variation in how dialogue is attributed. Sometimes the author tells the reader who is speaking *after* they speak ("These maple trees..." *Dad exclaimed*) and sometimes the author does it *in the middle* of the dialogue ("Right," *grumbled Tyler*, "and the..."). The author can also tell us who is going to speak *before* they speak.

Teaching Tip:

When assessing student learning, make sure you observe students throughout the Guided Reading session and not just at the end.

Inferring

Show the front cover of the book and discuss what the story might be about based on students' observations. Identify the boy as Tyler, the main character in the story, and identify his mom and dad. Next, have students look at the illustration on the back of the book and have them note that Tyler's expression is different from his expression on the front cover. Read the back cover text to students and have them infer why Tyler is pictured showing two different emotions. Ask students what they think is meant by the statement: "But soon, one new friend leads Tyler to another."

Evaluating

Setting a Purpose

Tell students that as they read they should think about Tyler's feelings and how they change throughout the story. You could put the following questions on chart paper or the board for students to refer to as they read: *Why do you think Tyler is unhappy? Do his feelings change as the story goes on? What makes his feelings change?*



DURING READING

Ask students to read the text independently to page 9, thinking about the purpose for their reading. Encourage students to stop after every couple of pages to reflect on their reading and think about Tyler's emotions.

Teaching Tip: Good readers stop and think as they are reading to be sure that the text is making sense.

Observe and listen to students as they read the text, noting their ability to use context clues to make sense of what they are reading. Ask students how Tyler is feeling in this story and what evidence they have to support their inferences and evaluations. You could use prompts such as: *Why did that happen? What is the problem here? How does Tyler feel now? How do you know?*

Encourage students who finish early to reread pages 3–9 independently or with a partner.



AFTER READING

Evaluating

When students have finished reading, discuss their answers to the questions posted before reading. Prompt students to support their answers with evidence from the text and illustrations. Invite them to refer to specific pages in the book if necessary.

Ask, *How is Tyler feeling at the end of this part of the story? How did the author get us to believe that Tyler was now happy?*

Predicting

Revisit the statement from the back of the book (“But soon, one new friend leads Tyler to another.”) Ask students what they think this statement might mean now that they’ve read the first part of the book and what they think will happen in rest of the story. Record their predictions (you will refer back to them in the next guided reading session).

Word solving and building

Ask students to explain how they solved any of the unknown or challenging words they encountered during the reading. Point out and praise any positive reading strategies that you observed.

Model positive reading strategies you observed during the lesson. For example, *I noticed Tomas read ahead and looked at the letter cues to read the word coaxed.*

Second Session (pages 10–16)

Reading Strategies

Comprehension

- ▶ inferring
- ▶ evaluating

Working with Words

- ▶ tracking print visually

Assessment Opportunities:

Note each student's ability to:

- ▶ make inferences about characters' emotions by examining the text and illustrations
- ▶ evaluate characters' emotions and explain changes in emotions
- ▶ track print visually



BEFORE READING

Sequencing

Activating and Building Prior Knowledge

Invite students to reflect on their reading and predictions from the previous session. Have students do a quick picture walk/retelling of pages 3–9.

Evaluating

Setting a Purpose

Review the questions posed from the first session: *Why do you think Tyler is unhappy? Do his feelings change as the story goes on? What makes his feelings change?* Remind students to think about these questions and the reasoning behind their answers as they read.



DURING READING

Ask students to read pages 10 to 16 independently, thinking about the purpose for their reading. Encourage students to stop after every couple of pages to reflect on their reading and think about how Tyler feels.

Observe and listen to students as they read the text, noting their ability to track print visually. Prompt students to read with their eyes. Note students' ability to use context clues to make sense of what they are reading. If necessary, prompt students to think about how Tyler's feelings have changed from the first part of the story and what evidence they have to support their inferences.

Encourage students who finish early to reread the story independently or with a partner.



AFTER READING

Inferring

Ask students to describe how Tyler's emotions changed throughout the story and what caused these changes.

Predicting

Review students' predictions about the back cover text ("But soon, one new friend leads Tyler to another!"), and discuss how the second half of the book led Tyler to two new friends.

Evaluating

Ask students to decide if any other characters in the story changed their emotions from the beginning to the end. Create a Venn diagram of Tyler and his new friend, Brandon, discussing how they were both sad at the beginning of the story for different reasons but at the end are both happy. For an added challenge make a three-circle Venn diagram and include the cat, Butterscotch.

ESL Note: Using a Venn diagram to draw comparisons may be new to some ESL students. You may have to model the completion of a Venn diagram with a simpler, more familiar topic before creating one for this story, e.g., comparing two animals students have studied recently in class, comparing how two students are dressed. Complete the diagram using pictures as well as words.

Word solving and building

Review any challenging words students encountered and the strategies they used to solve them.

Teaching Tip: Words shared at this time could be placed on a chart for future review.

Rereadings

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

Focused Follow-up

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

Emotion Poster

Using the list of emotion words, have students create an emotion poster using words and illustrations. Alternatively, students could write their emotion word on individual word cards, accompanied by an illustration. These cards can be used for their personal writing.

Character Emotion Chart

Have students describe Tyler's emotions and how they change in the story. They should draw a picture to show how Tyler feels at the beginning, middle, and end of the story and write a sentence to explain why Tyler feels this way. They can do the same for any other character's feelings throughout the course of the story: Brandon, Butterscotch, Tyler's mom, Tyler's dad, Brandon's mom.

Mini-booklet

Distribute copies of the BLMs. Cut and staple the 4 pages together to create a 4-page mini-booklet that summarizes the story. Students fill in the conversation bubbles for each key event illustrated. Students can refer back to the book as necessary, to check the events and to use vocabulary from the story.

**Making connections:
text to self**

Evaluating

Sequencing/summarizing

Making connections:
text to self

Lost Sign

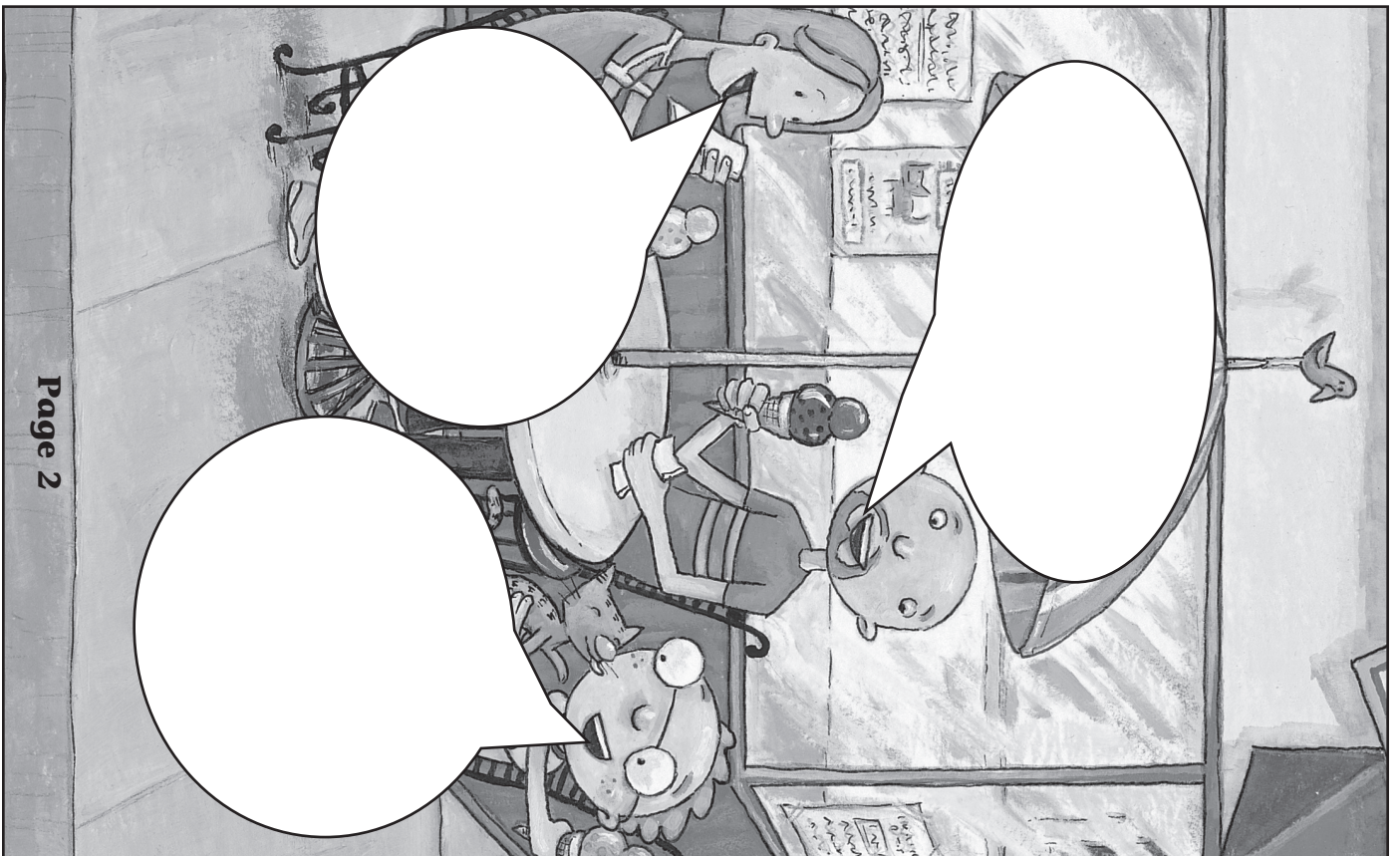
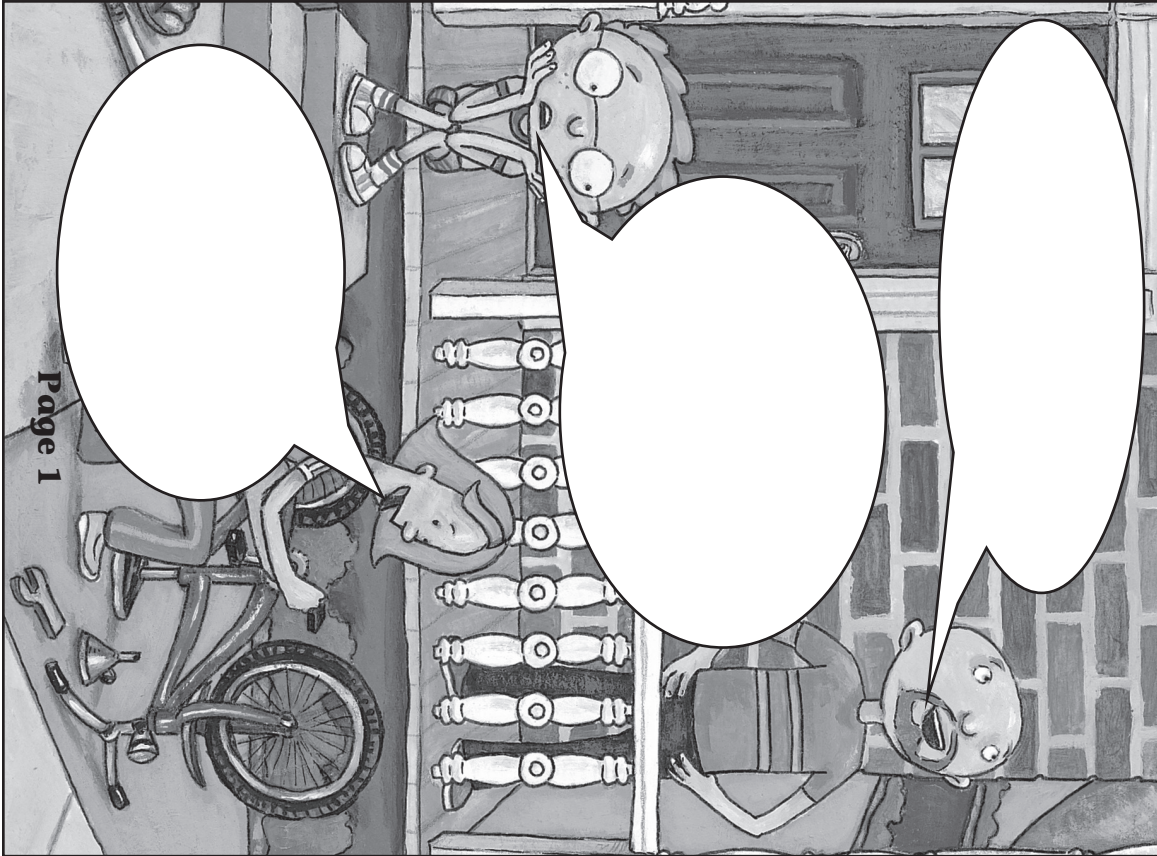
Using the LOST sign on page 12 as a model, have students create a LOST sign for a personal item (a pet, a toy, an article of clothing, etc.)

Making connections:
text to self

Favourite Activity

Students can draw a picture of themselves and a friend doing a favourite activity together. They can write a description of what they are doing below the picture.

Tyler's New Friends
Retold by _____



Mini-booklet (continued)

