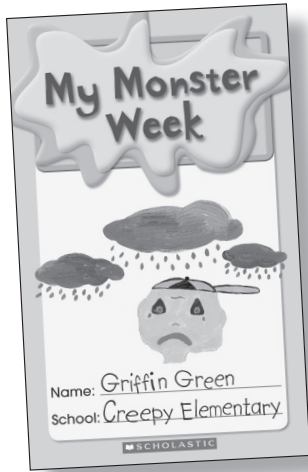


My Monster Week



Word Count: 437

Text Type: Fiction: Narrative — Journal

Guided Reading Level: J

Summary: A monster boy, who has moved schools, provides many surprises in his journal entries during his first week at a new school.

Text Supports

- ▶ illustrations support the text
- ▶ days of the week

Possible Text Challenges

- ▶ contractions and compound words
- ▶ length of sentences
- ▶ past tense of verbs
- ▶ difficult vocabulary, e.g., *writer's, notebook, important, thought, horrible, toenails, scariest, screamed, growled, howled, Frankenbeans, scary, worried, tremble, fear, grossed, sandwich, believe, embarrassed, lima, chewy, granola, favourite, haunted, lightning, bolts, watery, burp, excuse, monstrously*
- ▶ environmental print

First Session (pages 2 - 7)

Reading Strategies

Comprehension

- ▶ evaluating

Working with Words

- ▶ using beginning sounds and word parts to read unfamiliar words
- ▶ using picture and context cues to solve unfamiliar words
- ▶ identifying contractions and compound words

Assessment Opportunities

Note each student's ability to:

- ▶ form an opinion and evaluate to gain meaning from text
- ▶ use picture cues, beginning sounds, and word parts to read unfamiliar words
- ▶ identify contractions and compound words

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at www.lpey.ca and in the Grade One Reading Guide.



BEFORE READING

Making connections/
predicting

Activating and Building Background Knowledge

- ▶ Hand out a copy of the journal to each student. Have students look at the front cover and read together the title and accompanying text.

What do you think the title means? Who do you think the 'My' refers to? Have you ever heard of a school called 'Creepy Elementary?' Why do you think it might be called that? What does the illustration make you think of? How do you think the monster boy feels? What do the rain clouds represent?

Text features

Discussing Supports and Challenges

- ▶ Hold up your copy of the journal, look through the pages with the students and talk about its format.

What do you notice that is the same when I turn the pages? What does the heading say? How do you think it relates to the title, 'My Monster Week?' This is a journal and it is written in a notebook like yours.

Word solving and building

- ▶ Have students find the word 'don't' on page 3. Explain that this contraction is made from two words with a letter missing.

There are many contractions in this journal. One is 'don't.' What does it mean? What are the two words put together to make 'don't?' When do we use a contraction? Let's look for other contractions on the page.

Visual literacy

- ▶ Explain that there are hand-drawn illustrations on each page and that many of them have captions.

Look at the top illustration on page 2. There is an arrow pointing to the head. Let's read the second sentence and find out why this arrow is there. What do you think about the name, Mr. Slimer, and his illustration? What is written on the bottom illustration on page 2? Why do you think that is there?

Word solving and building

- ▶ Help students to use word parts and compound words to help read unfamiliar words. Look at the word 'notebook' and discuss what two words make up this compound word.

You can look for a part of a word that you know, like 'book,' to help you read a bigger word.

- ▶ Pause before reading the word 'toenails' at the bottom of page 3. Help students recognize this unfamiliar word as they look for clues in the illustration and the initial letter to guide them.

At the end of page 3 it says 'black and green something,' I was unsure of the word so I looked at the picture and saw the black and green toenails. 'Toenails' starts with the letter 't' so I knew it had to be 'toenails' as they were painted black and green.

Word solving and building

- ▶ Point out some verbs from the text that are in the past tense, e.g., ‘talked,’ ‘screamed,’ ‘growled,’ ‘clapped,’ ‘jumped’ and ‘howled.’ Have students identify what is common in all these words. Explain that words ending in -ed tell the reader that an action has taken place.

When we write in our journal, we talk about what has happened. In this journal you will be reading verbs that are in the past tense as the action has already happened.

ELL Note:

To practise using words in the past tense, ask students questions about their morning or weekend, such as “Who wrote in their journal? Who painted a picture? Who played soccer?” Encourage students to answer, “I painted a picture.”

Evaluating

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

As you are reading, think about what surprises you in this journal and why you were surprised.

Teaching Tip:

You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at www.lpey.ca.



DURING READING

Analyzing
Evaluating
Making connections
Evaluating
Evaluating/infering
Inferring

- ▶ Ask each student to read pages 2 to 7 independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read quietly, assisting them with word solving, interpreting illustrations, and vocabulary. Respond to comprehension queries and offer occasional prompts to help them to problem solve. Possible prompts:
 - What do you see in this picture? What is written there?
 - Why did Griffin have to move to a new school?
 - How does he depict himself at his old school?
 - Have you ever moved schools? How did you feel about the move? Why?
 - How does that illustration help you understand what you have just read?
 - How do you think Griffin is feeling on page 5? What makes you say that?
 - What changes do you notice in how Griffin is feeling on pages 6 and 7? Why do you think that?

ELL Note:

Ask students to talk about their first day at a new school. Ask them if the day was happy, sad, fun, or scary.

Analyzing/making connections/evaluating

- ▶ If students finish early, ask them to reread independently or with a partner. Ask them to discuss the types of lunches described, which they would prefer to have and why.
- ▶ Note successful reading strategies and any remaining reading challenges.



AFTER READING

Evaluating/making connections

- ▶ Revisit the purpose for reading: What has surprised you so far in the story? Why?

As you read the first three days of Griffin's journal, what surprised you? Why were these surprises? Did you think that it would be a journal like this?

Analyzing/infering

- ▶ Extend comprehension by offering prompts to initiate discussion:
 - On page 3, how does Griffin draw himself to show how he is feeling? At his old school, how did he make himself scary?
 - What kind of lunch did his dad pack for him? What did someone leave for him to eat?
 - Why do you think the granola bar is illustrated as it is?
 - What is the main thing you found out about Griffin so far?

As Ranjan was reading page 6, he stopped at the word 'sandwich' and put his finger under the word 'and' at the beginning. Then he said, "At lunch we often have sandwiches and there is the word 'sand' to start this word so it must be sandwich!"

Analyzing

Infering

Synthesizing

Self-monitoring

- ▶ Comment on any effective reading strategies you observed.

Second Session (pages 8 - 11)

Reading Strategies

Comprehension

- ▶ evaluating

Working with Words

- ▶ using beginning sounds or word parts to read unfamiliar words
- ▶ using picture cues and context to solve unfamiliar words
- ▶ identifying contractions and compound words

Assessment Opportunities

Note each student's ability to:

- ▶ form an opinion and evaluate to gain meaning from text
- ▶ use picture cues and context to work out unfamiliar words
- ▶ identify contractions and compound words

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at www.lpey.ca and in the Grade One Reading Guide.



BEFORE READING

Making connections/
evaluating

Activating and Building Background Knowledge

- ▶ Walk through the first few pages to help students recall the main ideas of the journal.

What have we found out about Griffin so far? What has surprised us so far?

Evaluating

Setting a Purpose

- ▶ Remind the readers of the comprehension purpose: What surprises you in this journal?

We have just talked about some of the surprises that you found in the first seven pages. As you read the rest of the journal, think about what other surprises you are finding.



DURING READING

Analyzing

Making connections

Inferring

Evaluating

Evaluating/synthesizing

Analyzing/evaluating/
making connections

- ▶ Ask each student to read pages 8 to the end of the journal independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read quietly, assisting them with word solving, interpreting illustrations, and vocabulary as needed. Respond to comprehension queries and offer occasional comprehension prompts to help them problem solve. Possible prompts:
 - What did Griffin like about school?
 - What did he paint? What did Frankenbeans paint? What did Usha paint?
 - Has anything like this happened to you? What was it? What did you do or feel?
 - Why would someone paint dead flowers?
 - Why do you think Griffin painted his friends from his last school?
 - What kind of a person do you think Griffin is? Why?
 - What change do you see in his illustration on the front cover and the back cover? Why do you think that has changed?
 - How do you think the class changed over the week?
 - How do you think Griffin changed over the week, or did he?
- ▶ Make note of how students use illustrations, word parts, and initial sounds to solve unknown words.
- ▶ If students finish early, ask them to reread independently or with a partner. Ask them to discuss the students and which they liked the best and why.
- ▶ Note successful reading strategies and any remaining reading challenges.



AFTER READING

Evaluating/making
connections

- ▶ Revisit the purpose for reading: What has surprised you in the journal? Why?

When reading the rest of Griffin's journal, what surprised you? Why were you surprised?

Analyzing

Evaluating/making connections

Synthesizing

Self-monitoring

- ▶ Extend comprehension by offering prompts to initiate discussion:
 - What did Griffin do instead of growling?
 - How did the illustration of Griffin's burp relate to the words about the burp in the sentence?
 - Have you ever done something that you did not expect to do like Griffin? What was it?
 - How effective did you find Griffin's illustrations? Why?
 - What surprised you the most in the journal?
 - How did Griffin's illustrations of himself change over the week?
 - What is the main thing you found out about Griffin?

- ▶ Comment on any effective reading strategies you observed.

As Kesler was reading on page 11, he stopped at the word 'excuse' and thought about what Griffin had done. Then he said, "If I burp, I am supposed to say 'excuse me.' This word starts with 'ex' like 'exit,' so this must be 'excuse me' as the second word is 'me.'"

Rereadings

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

Focused Follow-Up

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

Evaluating/making connections

What I Liked

- ▶ Have students discuss what they liked most or least about the journal entries.

Write a Journal Page

- ▶ Have students create a journal page using illustrations to complement each entry for a day of the week. Use BLM on page 8. Then have students share their journal entries with a partner.

Using My Monster Week as an example, write a journal page for yesterday. Include some illustrations with print to show one or two of the activities that you chose to write about.

High-Frequency words

Word Building

- ▶ Provide students with some of the high-frequency words from the journal and have them write two or three sentences using as many high-frequency words as possible (e.g., 'my,' 'name,' 'school,' 'have,' 'day,' 'that,' 'first,' 'want,' 'green,' 'they,' 'when,' 'make,' 'people,' 'with,' 'love,' 'us,' 'made,' 'were,' 'where,' 'friend'). Students can read each other's sentences.

Word solving and building

- ▶ Ask students to find the contractions in the text. Record these in a list and ask students to think of the two words that make up the contractions and record these words beside each contraction.

High-frequency words

- ▶ Have students find all of the compound words in the journal (e.g., 'notebook,' 'something,' 'today,' 'someone,' 'toenails,' 'anybody,' 'everybody,' 'lunchtime,' 'nobody,' 'everyone'). Use one of the compound words such as 'something,' discuss and list other compound words that can be made using the word part 'some' (e.g., 'sometime,' 'somebody,' 'something,' 'someday,' 'somehow,' 'someone,' 'someplace,' 'somewhat,' 'somewhere') or 'thing' (e.g., 'anything,' 'something,' 'everything,' 'nothing'). You may wish to have students use these new compound words in oral sentences.

Act it Out

- ▶ In groups of four, have students take on the roles of Griffin, Frankenbeans, Usha, and Mr. Slimer and act out each day in the journal.

Conduct an Interview

- ▶ In pairs, have students think of questions they'd like to ask Griffin or Frankenbeans. Then have students take on the role of Griffin or Frankenbeans and an interviewer and act out an interview.

My Journal Page

Name: _____

