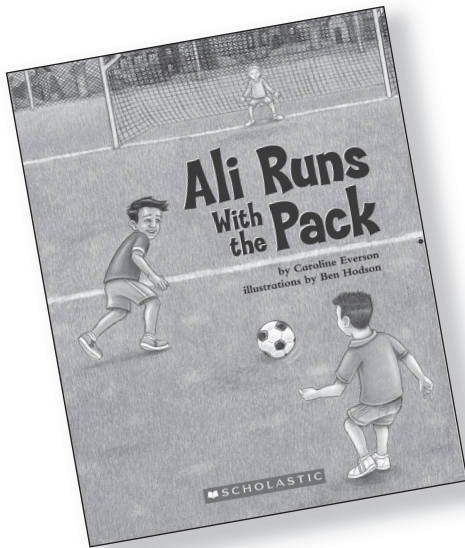


Ali Runs With the Pack



Word Count: 447

Written by Caroline Everson

Illustrated by Ben Hodson

Text Type: Fiction: Narrative — Realistic Story

Guided Reading Level: J

Summary: Ali likes to play soccer with his friends but doesn't want to leave his friends to join a team with people he doesn't know. He thinks about how wolves stay together just like his friends stay with him. Something happens at recess to make him change his mind about joining the team.

Text Features

Visual Literacy

- ▶ thought bubbles with picture support
- ▶ italicized words

Text Supports

- ▶ illustrations support the text

Possible Text Challenges

- ▶ quotation marks
- ▶ multiple speakers on some pages
- ▶ some difficult vocabulary, e.g., *recess, soccer, awesome, challenge, wolves, guarding, territory, supervisor*

Reading Strategies

Comprehension

- ▶ predicting
- ▶ evaluating

Working with Words

- ▶ using context cues and illustrations to read unfamiliar words and determine meaning

Assessment Opportunities

Note each student's ability to:

- ▶ make predictions using content clues
- ▶ evaluate: give personal opinions
- ▶ use context and picture cues to read unfamiliar words

Oral Language Opportunities

- ▶ discussing with a group and a partner
- ▶ offering an opinion



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Read the title, and the names of the author and illustrator. Talk about the pictures on the front and back covers, and the title page. Ask, *What game are the children playing? How do you know?* Invite students to talk, in pairs, about their experiences playing soccer, or other team sports.

Predicting

Overcoming Text Challenges

Say, *What do you think the story is about? What does it mean to “run with the pack”?* Read the back cover text. Ask, *What do you think happens to make Ali join a team?*

Visual literacy/infering

Guide students through a picture-walk of the book. Talk about what is happening in the story based on the pictures. Have students turn to page 2 and point out the thought bubble. Say, *How can you tell what the character is thinking by looking at the picture above his head?* Elicit from students that they must interpret the picture to realize that the boy visualizes himself playing in a real game. Ask, *Has this ever happened to you?*

Point out the wolf pictured in the thought bubble on page 7. Ask, *What do you know about wolves?* Lead a discussion to find out what students know about wolves, such as where they live, etc.

ESL Note: ESL and other students may need to discuss what *prowling* means. A good strategy is to act it out and physically have students prowl around the room, looking for specific things.

Print concepts

Draw students’ attention to page 2. Explain that an author gives readers clues when a character is speaking by enclosing the words using quotation marks. At other times, when the character isn’t speaking out loud but is just thinking, the author lets us know this by putting the text in italics. Say, *Try to find clues to show that a new person is speaking or thinking.* Discuss students’ findings.

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

Evaluating

Setting a Purpose

Tell students that as they read this book, they are to think about how Ali is feeling. Provide sticky notes for each student to place where they found words or a picture that describes Ali’s feelings. After the reading, all words will be written on a chart.



DURING READING

Ask students to read the story independently, thinking about the purpose for their reading.

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

such as, *How does Ali feel when he plays soccer with his friend, Tony? Is Ali looking forward to joining a soccer team? How do you know what Ali is feeling?*

Note students' successful use of reading strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to reread the story independently or with a partner.



AFTER READING

Predicting

When all students have finished reading the text, discuss what the story is about. Check the predictions students made earlier to see if they were correct.

Evaluating

Ask students to locate the sticky notes in their books. Say, *How did Ali feel at the beginning of the story? Why do you think so? Did the picture or the words help you figure it out? When did Ali's feelings change? Show me the page where you put your sticky note. Did you place your note beside the picture or beside words in the text? How do you know he is saying that, or is he just thinking it?*

Analyzing

Create a 3-column chart with headings: "Text—Speaking," "Text—Thinking," and "Picture Cues." Have students place their sticky notes in the correct column. Talk about the clues the author provides that help students understand the story, for example, dialogue, thought bubbles, italic type, and illustrations.

Word solving and building/ visual literacy

Select a few of the challenging words (e.g., *recess, soccer, awesome, challenge, wolves, guarding*) or other words that were challenging for students. Ask them to share the strategies they used to figure out the words, or tell if the strategy involved visual cues.

Word solving and building

Point out positive reading strategies you observed during the lesson. For example, *I noticed Cara checking the letters in the middle of the word and then reading ahead to find out what would make sense. I liked the way she read to the end of the sentence to help her figure out that word.*

Rereadings

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

Focused Follow-up

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

Inferring

What Is Ali Thinking?

Give students copies of the BLM and ask them to interpret each thought bubble and write what Ali is thinking in the space provided. Encourage students to refer to the text, if necessary.

Find the Verbs

Word solving and building

Have students hunt through the story to find words like *prowling* that create an action in their minds.

What Is Ali Thinking?

Name: _____

