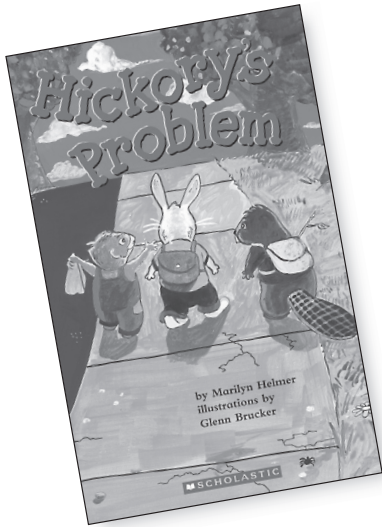


Hickory's Problem



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Illustrated by Glenn Brucker

Text Type: Fiction: Narrative — Fantasy Story

Guided Reading Level: J

Summary: Hickory has a problem—he loses everything. Then, one day, he gets a clever idea.

Word Count: 346

Text Features

Visual Literacy

- ▶ thought balloons

Text Supports

- ▶ illustrations support the text
- ▶ consistent placement of text below illustrations
- ▶ wide range of high-frequency words

Possible Text Challenges

- ▶ contractions—*he'd, doesn't, didn't*
- ▶ some sentences turn over 2–3 lines
- ▶ sentences do not always start on a new line

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ making connections: text to self

Working with Words

- ▶ reading ahead to solve unfamiliar words
- ▶ understanding contractions

Assessment Opportunities

Note each student's ability to:

- ▶ analyze the main character's problems and solutions at different stages of the story
- ▶ make connections to text by relating experiences similar to those of the main character
- ▶ read ahead to solve unfamiliar words
- ▶ understand contractions

Oral Language Opportunities

- ▶ asking/responding to questions
- ▶ discussing with partners and a small group

Teaching Tip: Good readers access their background knowledge to help them bring meaning to what they are reading.



BEFORE READING

Predicting

Activating and Building Prior Knowledge

Ask, *How do you think Hickory might solve his problem of losing things?*

Write some of the predictions on chart paper so students can refer to them after reading.

Making connections: text to self

Show students the front and back covers of the book. Read the title and back cover text. Ask, *Do you lose things? Do you have friends who lose things? What kinds of things can get lost?* Provide students with the opportunity to describe things they or their friends have lost. Have them turn to the person beside them and share that story. Then ask two or three students to briefly tell about things they have lost.

Visual literacy

Distribute copies of the book to students. Ask them to turn to pages 3, 6, and 8, and look at the balloons above the character's head. Ask, *What is inside the balloon? Is the character in the story talking about what he lost? Why did the illustrator use the balloons to show the items Hickory lost?*

Word solving and building

Overcoming Text Challenges

Ask students to turn to page 4 and look at the word *he'd*. Read the sentence in which it appears to students and ask them what *he'd* means. Lead them to see that it is a contraction of the two words *he had*. Have students turn to pages 14 and 15 to similarly discuss the contractions *didn't* and *doesn't*.

Turn to page 3 and read aloud the three-line sentence. Encourage students to read it to each other in pairs. Ask, *Did you read the sentence differently than if it had been all on one line?* Then ask students turn to page 5 and read the two sentences aloud. Do they stop after the word *happened*, or do they instead stop after *exciting* and then read the second line as one sentence? Encourage students to note the period after the word *happened*.

Analyzing

Setting a Purpose

Tell students that, as they read, they should think about ways Hickory could solve his problem of losing things.



DURING READING

Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension strategies. Encourage students to use word patterns to solve unfamiliar words. Ask, *Is part of this word like another word you know? Do you see a chunk you recognize?* When students encounter contractions, tell them that contractions are two words put together. Ask, *Does knowing this help you work out the contraction?* Check for students' understanding by using prompts such as, *How do you think Hickory feels about losing so many things?*

Note students' successful use of strategies and any difficulties they encounter. If students finish before others have completed the reading, ask them to reread the story, then share with a partner how they think Hickory solved his problem.



AFTER READING

Analyzing

When all students have finished reading the text, discuss Hickory's problems at various stages of the story and how he solved them. Ask, *Do you think Hickory's problem at the end of the story is better or worse than his problem at the beginning of the story? Why?*

Predicting

Refer students to the written predictions they made before reading the story in order to confirm or change them. Ask, *What do you think might happen next? How might Hickory solve his new problem?* Have students discuss this in pairs or groups.

Evaluating/visual literacy

In pairs, have students discuss and interpret the thought balloons on pages 3, 6, and 8. Make sure they understand that Hickory is thinking about what he's lost, but also what he can buy. Ask, *Did the thought balloons help you understand what Hickory was thinking?*

ESL Note: ESL students may want to illustrate Hickory's solution to his original problem, as well as create thought balloons of alternative solutions.

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 the needs of your students.

Story Organizer

Analyzing/making connections: text to self

Provide students with a copy of the BLM. Have them read over the categories and think about each one before filling in the spaces. Encourage them to share and discuss their answers with a partner. Ask, *Did your partner and you choose the same events? Were there other important events you could have chosen that you didn't? What were they?*

ESL Note: Reduce the organizer by eliminating some of the headings for ESL students. They may, for example, write, draw, or tell (in a recording) the beginning, middle, and end of the story. Alternatively, students can complete the chart using pictures with captions.

Word solving and building

Contractions

Write various contractions on the board, then ask individual students to tell you which two words make up each one. Remind students that the apostrophe shows where there are missing letters.

Story Organizer

Name: _____

Characters:

Setting:

Problem:

Events:

1.

2.

3.

Solution:
