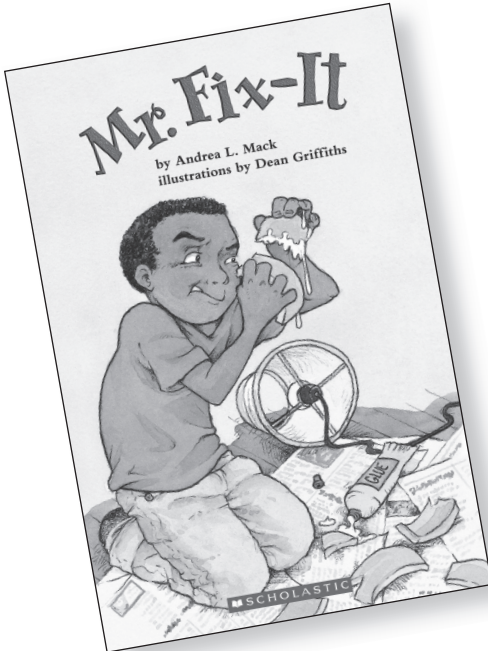


Mr. Fix-It



Written by Andrea L. Mack

Illustrated by Dean Griffiths

Text Type: Fiction: Narrative — Humorous Story

Guided Reading Level: K

Summary: Cal and Lucy break a lamp playing catch in the house. After trying unsuccessfully to fix the lamp, Cal calls his friend for help. Nat arrives with an older boy named Mr. Fix-It who repairs the lamp. Cal admits to his mother that he broke the lamp. Since the lamp looks as good as new, she doesn't take him seriously. As Nat leaves, he reveals that Mr. Fix-It is really his brother who has experience fixing many broken items.

Word Count: 1593

Text Features

- ▶ table of contents

Text Supports

- ▶ supportive illustrations

Possible Text Challenges

- ▶ challenging vocabulary (*mantel, cellphone, science experiment, jagged, screeched, ruin, spread, porcelain, electrical, obviously, allowance, accidentally, shrieked, whispered, various, screwdriver, chisels*)
- ▶ compound words
- ▶ contractions

First Session (pages 4-17)

Reading Strategies

Comprehension

- ▶ predicting
- ▶ evaluating

Working with Words

- ▶ using known word parts to read unfamiliar words
- ▶ using letter and picture cues to read unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make predictions based on background knowledge
- ▶ evaluate: give personal opinions
- ▶ use known word parts to read unfamiliar words
- ▶ use letter and picture cues to read unfamiliar words

Oral Language Opportunities

- ▶ discussing with a group



BEFORE READING

Predicting

Activating and Building Prior Knowledge

Show students the front cover of the book and read the title aloud. Say, *Look at the expression on the boy's face. What might he be doing?* Choral read the back cover of the text. Discuss with students the question on the back cover: *Can they fix it before Mom gets home?* Have students predict whether or not Cal and Lucy get the lamp fixed in time.

Making connections: text to self

Ask students to share any experiences where they have broken something and tried to fix it before their parents or other family members found out. Discuss how they felt, what they thought, and the decisions they made. Ask, *What did you do to fix the problem?* Encourage them to share how their family members reacted.

Teaching Tip:

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

Text features

Overcoming Text Challenges

Hand out copies of the book. Have students turn to page 3, then introduce the Table of Contents. Ask, *What do you notice about this page?* Read aloud the chapter titles. Ask, *What clues do the chapter titles give you about the story? Do the clues help you predict what will happen? What do you think now?* Allow students the opportunity of revising their predictions about the story, if desired.

Word solving and building

Point out the word *fireplace* on page 4 and explain that it is an example of a compound word. Remind students that a compound word is made up of two words. Tell students they will encounter other compound words in the text. Encourage them to look for known word parts to solve unfamiliar words.

Have students turn to page 12, noting the hyphen in *sixty-five*. Say, *This is another way of writing a compound word. You will notice it written other times the same way in the story.*

Predicting

Setting a Purpose

Remind students of their predictions of whether or not Cal and Lucy get the lamp fixed before their mother gets home. Tell them that as they read to the end of page 17, they are to find ways Cal and Lucy try to fix the broken lamp.

ESL Note:

Have ESL students copy a graphic organizer that is divided into three sections. In the first 2 sections, have them copy the illustration that identifies the two ways Cal and Lucy try to fix the broken lamp. They should then write a sentence that relates to the illustrations.



DURING READING

Ask students to read the text 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, *Do you think Cal and Lucy will be able to get the lamp fixed in time? Why do you think they will or won't?*

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 pages 4–17 independently or with a partner.



AFTER READING

Predicting/analyzing

When all students have finished reading, discuss the story. Confirm students' predictions. Ask, *Did they get the lamp fixed? What ways did Cal and Lucy try to fix the lamp?*

Word solving and building

Ask students to share any words they found challenging and what strategies they used to figure out the words.

Model positive reading strategies you observed during the lesson. For example, *Brett looked at the word babysitter and recognized baby and sitter. He blended the two words together and read babysitter.*

Second Session (pages 18–32)

Reading Strategies

Comprehension

- ▶ predicting
- ▶ inferring

Working with Words

- ▶ using word parts to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make predictions based on background knowledge
- ▶ infer based on the text and illustrations
- ▶ use word parts to read unfamiliar words

Oral Language Opportunities

- ▶ discussing with a group
- ▶ offering an opinion



BEFORE READING

Predicting/sequencing

Activating and Building Prior Knowledge

Invite students to reflect on their reading and predictions from the previous session. Lead students as they retell the events that occurred on pages 4–17. They need to remember: that Cal and Lucy broke a lamp while playing in the living room; Cal and Lucy’s two attempts to fix the lamp; Lucy’s willingness to ignore it and Cal’s recurring guilt.

Word solving and building

Overcoming Text Challenges

Have students find the word *He’s* on page 21. Have students identify the contraction and the missing letter that is replaced by the apostrophe. Ask students what the word *he’ll* means. Tell students they will be coming across many other contractions in the story.

Predicting

Setting a Purpose

Discuss with students the title of Chapter 4, “Running Out of Time,” and what they think the chapter will be about. Have students predict whether the lamp will be fixed in time.



DURING READING

Ask students to read the text independently. Encourage students to stop every couple of pages to reflect on their reading, and to think about what Cal is doing to solve the problem of fixing the lamp before his mother gets home.

Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts, such as, *Who do you think Mr. Fix-It is? Are there any clues in the text that might hint at his identity?*

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 pages 18–32 independently or with a partner.



AFTER READING

Predicting

Review students’ predictions. Say, *Were Cal and Lucy able to get the lamp repaired before their mother returned home? How did the lamp get fixed?* Clarify the identify of Mr. Fix-It and, if necessary, return to the text to find clues that confirm his identify.

Inferring

Invite students to share their thoughts about how Cal feels at various times during the story. Draw attention to Cal’s facial expression in the illustrations throughout the book. Direct students to look at the illustrations on pages 10 and 13. Say, *By looking at the picture, how do you think Cal feels? Look at page 17. How does Cal feel now? How about on page 20, then page 24?*

Evaluating

Ask, *Do you think Cal should tell the truth again to his mother?* Generate a discussion that looks at both sides of the argument. It may be necessary to provide input, such as, *Why should Cal tell his mother he broke the lamp if she doesn't notice anything? How will Cal feel if he does or does not tell his mother the truth? Why do you think so? What would you do?* Encourage students to explain their reasoning.

ESL Note: Have ESL students refer to their graphic organizers from the previous session and recall the two attempts so far to fix the lamp. Then have students complete the third section of the organizer by identifying how Cal and Lucy got the lamp fixed.

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.

Cal's Feelings

Sequencing/infering

Discuss with students how Cal feels at the end of the story. Introduce the word *relieved* when discussing Cal's emotions. Say, *Do you think he feels guilty that he still hasn't convinced his mother he broke the lamp? Do you think Cal only feels relieved? How else might he be feeling? Why do you think so?* Provide students with a copy of the BLM "Cal's Feelings." Invite them to write about the events in the story, in sequence, in the left-hand column. Explain that students are to write how Cal felt at the beginning, middle, and end of the story in the right-hand column.

Teaching Tip: To help students complete the BLM "Cal's Feelings," ask them to identify the beginning and end of the story. Ask, *What happened first? What happened last?* After they have filled out the first and last frames along the left-hand side, students can then fill in the intermediate event, using the first and final frames as guides.

Who Is Cal?

Analyzing

Have students think about Cal's character. Say, *What words would you use to describe Cal?* Discuss students' suggestions and provide them with a copy of the "Character Map" BLM. Direct students to Cal's name in the centre circle, then write words in the ovals that describe Cal. After students have completed the task, have them share their ideas with the class.

Inferring

Cal's Letter

Ask students to take on the role of Cal. Have students write a letter telling Cal's mother what really happened while she was away. Alternatively, students could write a letter to Cal, explaining why he should or should not tell his mother again about how he broke the lamp.

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.

ESL Note: Have ESL students focus on two specific examples of contractions used in the book that are on the class Word Wall, for example, the contraction formed from the words "is" and "not."

Cal's Feelings

Name: _____

Story Events	Cal's feelings
<p>At the beginning of the story, _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____.</p>	<p>Cal felt _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____.</p>
<p>In the middle of the story, _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____.</p>	<p>Cal felt _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____.</p>
<p>At the end of the story, _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____.</p>	<p>Cal felt _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____.</p>

Character Map

Name: _____

