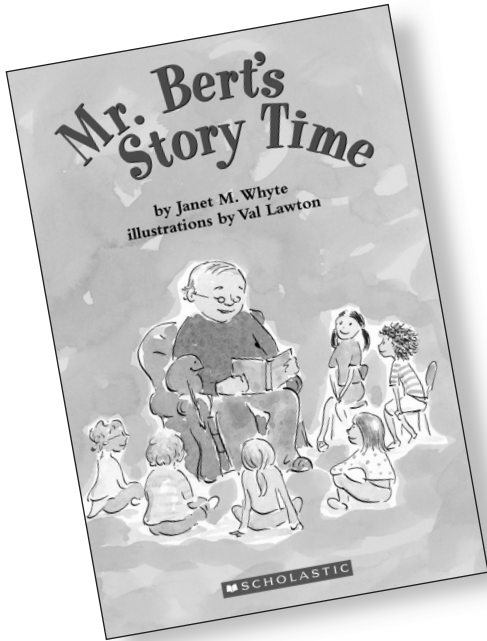


Mr. Bert's Story Time



Written by Janet M. Whyte

Illustrated by Val Lawton

Text Type: Fiction: Narrative — Realistic Story

Guided Reading Level: L

Summary: Every Saturday was story time at the Vancouver Public Library with Mr. Bert and Frog. One Saturday, story time was cancelled because Mr. Bert had a stroke and was in the hospital. Cleo and Jade think of a plan to help cheer up Mr. Bert, so with the help of the librarian, Mrs. Dewy, and their parents, Cleo and Jade's plan is put into action. Mr. Bert is surprised to find out how many of the people who he has read stories to have come to help him out in his time of need.

Text Features

Visual Literacy

- ▶ postcards support text
- ▶ italicized words

Text Supports

- ▶ illustrations support the text

Possible Text Challenges

- ▶ compound words
- ▶ ellipses
- ▶ hyphens

First Session (pages 2-10)

Reading Strategies

Comprehension

- ▶ inferring
- ▶ predicting

Working with Words

- ▶ using known words/and or chunks to solve unknown words
- ▶ using context to support word recognition

Assessment Opportunities

Note each student's ability to:

- ▶ make predictions
- ▶ make inferences about characters' motives
- ▶ synthesize: integrate new information with prior knowledge to create new understanding
- ▶ use known word parts and context to read unfamiliar words

Oral Language Opportunities

- ▶ discussing with a group
- ▶ discussing with a partner
- ▶ listening to others



BEFORE READING

Making connections: text to self

Activating Background Knowledge

Take a survey of how many students have been to a story time at their local library. Encourage students to share these experiences with their peers. Ask students if they enjoy listening to stories during read-aloud.

Making connections: text to self

Hand out copies of the text. Show the front cover and read the title aloud, then the author's and illustrator's names. Have students make connections between the title and the illustration. Be sure to point out Frog sitting on the chair, as well as the happy expressions on each of the characters' faces. Have students share their thinking about why the characters are happy.

ESL Note: Encourage ESL students to share stories about the different ways used in their cultures to help someone who has been sick. Discuss the similarities and differences before having students predict how Cleo, Jada, and Frog may help Mr. Bert. Record the information on chart paper.

Visual literacy/infering

Turn to the back cover. Read aloud the text and point out the postcards. Ask, *Have you ever helped someone who was sick? What did you do?* Have children predict how Cleo, Jada, and Frog may help Mr. Bert. Record students' predictions on chart paper or on the board.

Overcoming Text Challenges

Select a challenging word from the text, such as *giggling*. As you read aloud the first sentence on page 2, demonstrate how to use contextual cues to help solve the word *giggling*. For example, say, "*Cleo and Jada could not stop gig...*" *I don't know that word, so I will read ahead to see if I can guess what word would make sense. When I look at the picture, the girls look like they are having fun, so the word might be giggling. Let me reread that sentence to see if that word would make sense.* Reread the sentence and ask students how this strategy was helpful.

Visual literacy/infering

Point out the italicized words on page 2. Have a volunteer read them and then ask, *Why have these words been printed in italic type?*

Turn to pages 8 and 9 and point out the written postcards inserted on these pages. Inform students that when they come to this in their reading, they will need to read it as if it were a paragraph because the postcards also tell part of the story.

Evaluating

Point out the word *everything* on page 2 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.

Now have students turn to page 3, noting the hyphen in "super-funny." Say, *This is another way of writing a compound word. You will notice other words written the same way in the story.*

Predicting

Setting a Purpose

Remind students of their predictions based on the title and cover illustration. Inform students that as they read up to the end of page 10, they should be checking their predictions about how Cleo, Jada, and Frog might help Mr. Bert.



DURING READING

Ask students to read the text 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 what Cleo, Jada, and Frog are doing to help Mr. Bert.

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Encourage students to read ahead and reread any sentences they find challenging. As students read, you could ask comprehension questions, such as, *What might happen next? Did you change your mind about what was going to happen? What do you think now?*

For students who finish early, encourage them to reread their favourite part(s) with a partner.



AFTER READING

Predicting/infering

Review students' predictions. Compare their predictions to the clues provided in the text and confirm or eliminate predictions from the chart. If students don't include the following ideas in their predictions, say, *Who do you think sent the cards to Mr. Bert? Why did they send the cards? Why did the cards always pretend to come from Frog?*

Infering/synthesizing

Talk about the events in the story. Ask, *How did the cards help Mr. Bert? Why was Mr. Bert special to a lot of people? What adventures did he take the children on? What adventures did the children take Mr. Bert on?*

Word solving and building

Ask students to share any words they found challenging and the strategies they used to figure them out. Mention effective reading strategies you observed as you listened to students read.

ESL Note: Be sure to explicitly point out tricky words and concepts, such as *hoot, a stroke, droopy, dismal, postcard, bleachers, hawkers, and fly ball*. You may wish to direct ESL students' attention to these specific words by having them independently find word-solving strategies or by having them work with a partner to figure out the meaning of these words.

Second Session (pages 11-20)

Reading Strategies

Comprehension

- ▶ inferring
- ▶ synthesizing

Working with Words

- ▶ using a range of word-solving strategies to determine unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make inferences to identify problems and solutions in the story
- ▶ synthesize: summarize the main parts of the story
- ▶ use a range of word-solving strategies to work out unfamiliar words

Oral Language Opportunities

- ▶ discussing with a group
- ▶ discussing with a partner
- ▶ retelling



BEFORE READING

Sequencing

Activating Background Knowledge

Invite students to retell the sequence of events from Chapters 1 and 2. Ask, *What was the main problem in the story? How did Cleo, Jada, and Frog try to help Mr. Bert?*

ESL Note: You may wish to have ESL students either orally or through the use of a graphic organizer retell the sequence of events from Chapters 1 and 2. Be sure to provide them with prompts, such as *First, Then, Next, Finally*, or by using the Beginning, Middle, and End framework.

Predicting

Invite students to make predictions about what will happen now that Mr. Bert has received all these postcards. Say, *What else could the plan include?* Record any additional predictions on chart paper.

Language predictability

Overcoming Text Challenges

Before handing out the texts, use sticky notes and cover some of the words on page 11, such as *meeting*. Have students read the text and ask for volunteers to explain how they would figure out the covered words. Encourage students to share multiple ways to figure out the covered words. Uncover the words to see how close their predictions were to the actual words.

Print concepts

Have students turn to page 19 and explain the purpose of the ellipses. Ask, *What do the three dots mean? Why do we use them? What are they called?*

Inferring

Setting a Purpose

Tell students that, as they read the remainder of the story independently, they are to look for additional details of the plan to help Mr. Bert.



DURING READING

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

Observe and listen students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts, such as, *In what other ways did the children and grown-ups help Mr. Bert? Did you predict that they would build him a ramp?*

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



AFTER READING

Predicting

Have students refer to their list of predictions, noting those that were correct.

Discuss the events in the story. Talk about the problems Mr. Bert had after his stroke. Then ask, *Why did the postcards keep coming? Did they still help Mr. Bert? How did people help Mr. Bert? Did Mr. Bert like the help he was given? How do you know?*

Evaluating

Have students share the part of the story they liked best. Ask, *What part of the story did you like best? Why did that part of the story appeal to you? How did it make you feel?*

Word solving and building

Ask students if they found any words challenging during their reading, and how they were able to figure them out. Point out positive reading strategies you observed during the lesson. For example, say, *I noticed when Jan came to the word skateboard, he looked for the parts of the word he knew. He said both words one at a time and then blended them together.*

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.

Sequencing

Story Organizer

Provide students with a copy of the “Story Organizer” BLM. Ask them to write about each of the five headings. Ensure that students understand the headings “Characters,” “Setting,” “Problem,” “Events,” and “Solution” before they begin recording on their story organizer.

Inferring

Thank-you Note

Have students pretend to be Mr. Bert and write a thank-you note to Frog about how he felt about receiving the various postcards.

Synthesizing

Favourite Story

Have students select a favourite story they think Mr. Bert might have read to them at story time. Talk about the setting in the story and other features they might like to share with Mr. Bert in a postcard. Next, have students take a small piece of paper and create a postcard for Mr. Bert, like those found in the story.

Making connections: text to self

Storytelling

Discuss with students experiences they have had in story times at the public library, school library, or in the classroom. Encourage students to think of one of their favourite stories they would like to share in a story-time setting. Using the “Storytelling” BLM, have students block out their story. Have students practise storytelling with a partner. Students could use props, such as puppets, to help them with their storytelling. If your school has a librarian, invite them to your classroom to share their storytelling talents with your students.

Word solving and building

Multi-syllable Words

Have students divide a piece of paper in half, labelling one column “Two syllables” and the other “Three syllables.” Have students go through the text independently or with a partner and write all the two- and three-syllable words in the appropriate column. When students have completed reading the text, they compare their list of words, highlighting the words in common.

Story Organizer

Name: _____

Characters:

Setting:

Problem:

Events:

1.

2.

3.

Solution:

Storytelling

Name: _____

1. Beginning

Setting

Characters

Problem

2. Middle

3. Ending
