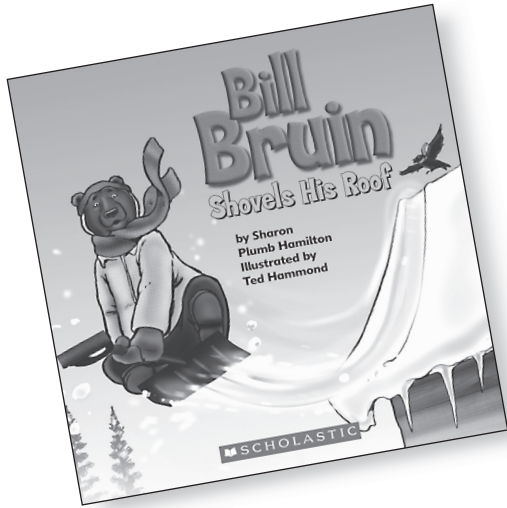


Bill Bruin Shovels His Roof



Written by Sharon Plumb-Hamilton

Illustrated by Ted Hammond

Text Type: Fiction: Narrative — Fantasy Story

Guided Reading Level: M

Summary: The snow that covers Bill Bruin's roof is so heavy that his ceiling sags and he can't open his bathroom door. If he wants a hot bubbly bath, he has to shovel the snow off his roof first. Bill's hard work and Sammy Raven's antics turn the venture into a satisfying day of fun-filled winter games.

Text Features

Visual Literacy

- ▶ environmental print

Text Supports

- ▶ illustrations are highly supportive of the text

Possible Text Challenges

- ▶ dialogue with quotation marks
- ▶ some challenging words: *drowsy, quilts, feather, shoved, shovelled, shoulder, ceiling, trudged, swirled, eaves, crooked, billowed, flurry, hurled, squinted, buried, cackled, stomachs*

First Session (pages 4-19)

Reading Strategies

Comprehension

- ▶ predicting
- ▶ analyzing

Working with Words

- ▶ using picture cues, clusters, and context cues to aid in reading unfamiliar and multi-syllabic words

Assessment Opportunities

Note each student's ability to:

- ▶ make predictions using text, illustrations, and prior knowledge
- ▶ analyze text and illustrations to find facts
- ▶ use letter clusters, and picture and context cues to read unfamiliar words

Oral Language Opportunities

- ▶ discuss with a group and a partner

Note: Prior to the lesson, place sticky notes or other bookmarks on page 19 of the books. This will indicate the end of the first guided session.



BEFORE READING

Making connections: text-to-self

Activating and Building Prior Knowledge

Show students the front and back covers of the book. Read aloud the title of the book, as well as the names of the author and illustrator. Talk about the pictures on the front and back covers, and the title page, and ask, *What time of year does this story take place? Yes, it's winter. How do we know that? Right, you noticed snow on the roof and on the ground, and that Bill Bruin is wearing winter clothes and he's sliding on his shovel.* Invite students to talk in pairs about the kinds of things they do outside when it is winter, then have them share their thoughts with the rest of the group.

ESL Note: Ask ESL students whether or not they had seen snow before they came to Canada. If they answer yes, ask them what they liked to do outside during winter. If they answer no, ask them to describe how they felt the first time they saw snow and to tell about what they did the first time they played in it. It would be appropriate to read this story in the winter, so that any newly arrived students could relate to the snow and cold weather.

Predicting

Ask students to predict what the story might be about. Encourage students to share their predictions with a partner and then with the whole group. Record students' predictions on a board or chart paper.

Print concepts

Overcoming Text Challenges

Hand out copies of the book and direct students to pages 4 and 5. Direct their attention to the quotation marks on page 4, reminding them that they are a signal that someone is speaking. Say, *Read pages 4 and 5 silently to yourselves. Think about how the author uses words that makes a picture in your mind about what Bill Bruin is seeing, thinking, and feeling.*

When students have finished reading, ask them to name words, groups of words, and sentences that make pictures in their minds. As students share their ideas, focus on the meaning and visual imagery of words. Such words or groups of words might include: *drowsy, his mountain of quilts, a frost feather, and Stars shivered.* Sentences might include: "Icicles hung from the roof like giant, upside-down Popsicles." Say, *Let's think about the author saying (pointing to the text) "Icicles hung from the roof like giant, upside-down Popsicles." Can you say that in your own words? Right, Emma. The icicles are shaped like upside-down Popsicles. That's a good way to describe them, isn't it? As you carry on reading, watch out for how the author describes other things.*

Teaching Tip: Alerting students to the visual imagery created by the author's vivid word choices, at this early stage, will encourage them to notice and think about the author's sustained use of strong visual images as they continue reading.

Analyzing

Setting a Purpose

Remind students to check picture cues to support word recognition, and to reread words they're unsure of in the context of a complete sentence. Say, *I want you to read silently from the beginning of the story, until page 19 where you will find a sticky note. As you're reading, I want you to find out why Bill Bruin needed to shovel his roof, and what happened while he was shovelling.*



DURING READING

Ask each student to read the book independently, thinking about the purpose that has been set.

Observe and listen to students as they read the text, assisting them with word solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts to help students problem-solve as they read. For example, point to the word *shoved* on page 6. Say, *I noticed that you read shoved, Jenna. Does it make sense? You're on the right track.* Print *shoved* on the board. Read each letter aloud. Say, *I'll give you a clue. Read the title of the story. Yes, it's Bill Bruin Shovels His Roof.* Print "shovels" on the board. Say, *Look at both words. How are they the same? Yes, both of them say "shove" at the beginning. It's just the endings that are different. Did my clue help you work out this word? Right, it's shoved, and you're not sure what shoved means? Reread from "He pushed with both paws," and see if you can figure out what shoved means. That's right! He's trying to push the door open with his shoulder. Well done!*

If students finish before others, ask them to discuss with a partner why Bill Bruin needed to shovel his roof, and what happened while he was doing it.

ESL Note: When working with ESL students, be encouraging and praise them for trying. Say, *I'm really happy to see that you are attempting to read every word.* If it is too challenging, tell them to read half the amount as the rest of the class, or ask a non-ESL student who has finished reading to buddy up with an ESL student. Use pictures from the story to illustrate the meanings of words wherever possible.



AFTER READING

Analyzing

When all students have finished reading the text, have students explain why Bill Bruin needed to shovel his roof. Ask, *What happened while Bill was shovelling his roof?* Have students describe the events that took place.

ESL Note: When inviting each student to verbalize one key point, prompt ESL students to answer by referring them to the book. Say, *Look at the picture on page 7 and tell us what is happening now. Why is Bill trying to get into the bathroom?*

Sequencing

Take a small section of the story and use sentence strips to describe the events that take place in that section. Have students put those sentences in the correct sequence. For example:

1. *Bill put on his winter clothes and went outside to shovel his roof.*
2. *Bill Bruin couldn't sleep.*
3. *He couldn't open his bathroom door.*
4. *He looked out the window and decided to have a bath.*

Predicting

Return to the chart outlining students' predictions made before reading. Say, *Let's look at our predictions about the story. Were we right?* Ask students to confirm or change each prediction based on their knowledge of the story so far.

Word solving and building/ making connections: text to self

Revisit the words *drowsy, quilts, feather, shoved, shovelled, shoulder, ceiling, trudged, swirled, eaves, crooked, billowed, flurry, hurled, squinted, buried, cackled, stomachs*, or other challenging words. Point out positive reading strategies you observed during the lesson. For example, say, *I noticed that when Rob looked at Bill Bruin trying to open his bathroom door, he noticed the books and started reading the titles. When he reached the third book, he said, "I know that word ... it's Famous ... I got a book called Famous People for my birthday. This one says, Famous Bears." Rob connected what he already knew with this new title. Well done, Rob!*

Second Session (pages 20-32)

Reading Strategies

Comprehension

- ▶ predicting
- ▶ inferring

Working with Words

- ▶ some challenging words
- ▶ using picture cues, clusters, and context clues to aid in reading unfamiliar and multi-syllabic words

Assessment Opportunities

Note each student's ability to:

- ▶ make predictions using text, illustrations, and prior knowledge
- ▶ analyze text and illustrations to find facts
- ▶ use picture cues, clusters, and context cues to read unfamiliar and multi-syllabic words

Oral Language Opportunities

- ▶ discussing with a partner
- ▶ offering an opinion



BEFORE READING

Predicting

Activating and Building Prior Knowledge

Ask students to state what has happened so far in the story. Then ask, *Will Bill Bruin finish clearing his roof and have a bubble bath? Do you think Sammy will help out now?* Make a tally of students' predictions for each question.

After students have completed reading, they will be referred to this tally chart to compare their findings.

Word solving and building

Overcoming Text Challenges

Hand out copies of the book. Take a picture walk through pages 20–32. Stop at page 22. Say, *What do you think this fort is going to look like when it is finished? Right, there'll be a way to get in, and maybe a doorway and windows. I'll print those words at the bottom of our predictions chart.* Ask, *What might the top of the walls look like? Maybe like a castle or a palace?* Print both *castle* and *palace* on the chart. At this point, ask, for example, *Joanne, do you mean like a row of teeth with gaps in between them? Right. They're called battlements.* Print *battlements* on the chart and read the listed words chorally. Say, *It'll be interesting to see what Sammy's idea of a fort looks like when he's finished.*

Remind students to use strategies, such as picture cues, clusters, and context cues to solve unfamiliar and multi-syllabic words.

Inferring

Setting a Purpose

Tell students they are going to read from page 20 to the end of the book to find out why Sammy's fort building makes Bill Bruin's roof shovelling job a lot slower than it should have been.



DURING READING

Tell each student to read independently, thinking about the purpose that has been set.

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts to help students problem-solve as they read. For example, while pointing at the word *emperors* on page 28, say, *Read ahead to the end of the sentence. Did that give you any clues about what the word means, Sarah? Let's look at emperor in small chunks.* Go over each part of the word by syllable to encourage students' understanding. Then say, *Read that whole sentence again. So, what do you think Bill Bruin means when he says, "We'll be the emperors of Ice World?" Yes, they'll be like kings of that world. Nice going, Sarah!*

If students finish before others have completed the reading, ask them to discuss these questions with a partner: *Did Bill Bruin enjoy his day of shovelling snow? Was Sammy a helpful raven?*

Teaching Tip: Teaching students how to break a word into small portions (chunking) adds to their word-processing abilities. Note the strategies students engaged in automatically, and those that required prompting, keeping in mind that you may wish to use them as examples to reinforce the strategic processing of other students before their Guided Reading session ends.



AFTER READING

Predicting

When all students have finished reading the text, look back at the predictions previously recorded in this session on a tally chart. Discuss what happened in the story and ask, *Did Bill Bruin finish clearing his roof and have a bubble bath? Did Sammy help out?*

Inferring/synthesizing

Ask students to explain why Sammy's fort building made Bill Bruin's roof shovelling job much slower than it should have been. Ask students to provide examples from the story that back up their opinions.

Discuss the problem and solution in the story. Ask, *Did Bill Bruin enjoy his day shovelling snow? How do you know? Was Sammy a helpful raven? How do you know?* Encourage students to find evidence in the story, both in the text and in the illustrations.

Analyzing/synthesizing/ sequencing

Invite students to think about the key points of the story. Remind them of the reason Bill Bruin needed to shovel his roof, and what happened when he was shovelling. Have students talk, in pairs, about the main events that unfolded as they finished reading the book. Following a sequential "beginning to end of story" format, invite students to verbalize one key point at a time until the entire story has been retold in their own words.

Word solving and building

Select a few of the challenging words: *icicle(s)*, *awesome*, *windows*, *straight*, *battlements*, *palace*, *emperors*, or other words that were challenging for students. Ask them to describe the strategies they used to work out these words. Point out positive reading strategies you observed. For example, say, *I noticed that Arif paused and worked out that word by saying it in chunks. He ran the chunks together and read grump – i – ly.*

Rereadings

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

Focused Follow-up

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

What Happened?

Sequencing

Provide students with a copy of the BLM and invite them to write about the events in the story, in sequence. Encourage students to use labels and captions to add or highlight details.

What Will Bill Do?

Inferring/predicting

Have students turn to page 32. Ask them to discuss in pairs why Bill Bruin was going to read a book titled *How to Make Snow Sculptures*. Have them predict what he might do after reading that book. Have each student draw a picture about what they think Bill might do, and then have them write a few sentences about their picture.

Inferring

Sammy Raven's Diary

Invite students to take on the character of Sammy Raven. Have them write Sammy's Journal entry about why he fell asleep in Bill Bruin's fuzzy bunny slippers the night before, without eating his supper. Ask them who they think might be interested in their journal entry. Ask, *Who might be the audience for Sammy Raven's journal entry? Who do you think would like to read about his adventures with Bill Bruin?*

**Making connections:
text to self/evaluating**

Building Snow Forts

Invite students to draw a fort, castle, or palace they would like to build. Encourage them to write about their drawings, using vivid descriptive words that evoke strong visual images.

Word solving and building

Building Words

Have students use magnetic, plastic, or card letters to build some of the challenging words from the text, e.g., *drowsy, quilts, ceiling, trudged, icicle, straight, battlements, palace, emperors.*

What Happened?

Name: _____

3					6				
2					5				
1					4				