

Rag Doll Rescue

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Text Type: Fiction: Narrative — Realistic Story

Guided Reading Level: M

Summary: While shopping with her dad, Karin discovers a lost rag doll in a thrift shop. She takes it home with the owner's blessing, but discovers a charm inside, showing it was a special gift. After spending a sleepless night, Karin goes to the thrift shop and returns the doll to its owner.

Text Supports

- ▶ familiar topic and vocabulary
- ▶ supportive illustrations

Possible Text Challenges

- ▶ compound words
- ▶ words with “-ed” endings
- ▶ vocabulary: *thrift shop, cross-stitched, upturned, plaid, uncomfortable*

First Session (pages 1-7)

Reading Strategies

Comprehension

- ▶ predicting
- ▶ inferring

Working with Words

- ▶ using root words and word parts to read unfamiliar words with “-ed” endings
- ▶ using picture and context cues to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ predict story events
- ▶ make inferences and support them using text references
- ▶ solve unfamiliar words using known word parts
- ▶ use strategies and look at word parts to solve words with “-ed” endings

Oral Language Opportunities

- ▶ responding to questions
- ▶ oral re-enacting



BEFORE READING

Predicting

Activating and Building Prior Knowledge

Hand out copies of the book or show one copy to all students as you hold it. Show the front cover and read the title, then the author's and illustrator's names. Talk about what the word "rescue" means. Ask, *Who do you think is in the pictures on the front and back covers? What do the sentences on the back cover tell you? What do you think this story will be about?* Record students' predictions.

Teaching Tip:

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

Print concepts

Overcoming Text Challenges

Have students look at page 2 and ask if they can tell you the exact words the characters are saying on that page. Ask them how they know. If they have any difficulty, point out the quotation marks, and tell them that any words inside these marks are the exact words a character says.

Inferring

Ask students to read pages 2 and 3 together. Discuss what students have found out about Karin and her dad. Talk about a thrift store and lead students to understand the reasons Karin's dad took her there. Demonstrate how the pictures and text help us understand how Karin feels about shopping at a thrift store.

Ask students to look at the illustration on page 3 and ask, *Why do you think a rag doll might be found on a pile of jeans? How do you think it got there?*

Word solving and building

On the board or chart paper, print the following words from the book: *smiled, lifted, touched, upturned, and smoothed*. Have students identify the common "-ed" endings. Explain to students that words ending in "-ed" tell the reader an action has taken place. Ask students what they might do to help them read these words. Elicit from students that they can break the words into chunks by covering up the "-ed" endings and read the root word. Encourage students to use this strategy when reading the numerous action words in the story.

Word solving and building

On chart paper or the board, print the following compound words: *scarecrow, upturned, something, and inside*. Inform students that they will find these words in the story. Ask, *What two words can you find in each of these words?* Point out that a word made up of two words is called a compound word. Demonstrate how they can break compound words into chunks by covering up one of the smaller words.

ESL Note:

Introduce challenging vocabulary (*rag doll, sale, scarecrow, thrift shop, owner*, etc.). The meaning of the words should be discussed.

Setting a Purpose

Tell students they are going to read to the end of page 7. Remind students of their predictions based on the title, cover illustrations, and back cover text. Have students read the story to the end of page 7.

Teaching Tip: Write the purpose question (*What is this story about?*) on the board so students can refer to it as they read. This will help them maintain their focus on the purpose of the reading.



DURING READING

Ask students to read the text to page 7, 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, *Is there any part of this word that you know?* Check students' understanding of inferences by asking, *How do you think Karin felt when she found the heart-shaped charm? Why did she feel that way?*

Note students' success in using reading strategies and any difficulties they encounter. Encourage students who finish early to reread pages 2–7 independently or with a partner.



AFTER READING

Predicting

When all students have finished reading the text, look back at the predictions made before reading. Say, *Let's look at our predictions about the story. Were we right?*

ESL Note:

Have students brainstorm favourite toys they might have had in their native countries and special things they left behind when they moved to Canada.

Analyzing

Discuss what happened in the story. Ask, *What events led up to Karin getting the rag doll? Why did Karin call the rag doll "Sadie Two"? What did Karin find inside the rag doll's pocket?* Ensure students understand what a charm is and what the engraving on it says.

Synthesizing/infering

Refer students to page 7 and, if necessary, explain that these sentences reflect Karin's thoughts. *What problem does Karin face?*

Word solving and building

Ask students to share any words they found challenging and any strategies they used to figure out the words. Using text and picture cues, ask students to explain words, such as *cross-stitched* or *ponytail*, and phrases, such as *her smile turned upside down* and *almost-new clothes*. Mention effective reading strategies observed as you listened to students read.

Second Session (pages 8-16)

Reading Strategies

Comprehension

- ▶ predicting
- ▶ synthesizing

Working with Words

- ▶ word solving and building: using word parts to read unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make predictions
- ▶ find the main idea
- ▶ use word parts to read unfamiliar words

Oral Language Opportunities

- ▶ responding to questions
- ▶ oral re-enacting



BEFORE READING

Synthesizing

Activating and Building Prior Knowledge

Ask, *What has happened in the story? What have we learned about Karin and the rag doll?* Assist students to recall the main ideas: Karin and her dad go shopping, Karin finds a rag doll, the clerk gives Karin the rag doll, Karin finds a charm in the doll's pocket, and Karin wonders if she should keep the doll or return it.

Predicting

Ask students to predict whether Karin will return the doll or keep it. Tally students' responses on a chart under the heading "Yes" for Karin returning the doll and "No" for Karin keeping the doll. After students have completed reading, they will be referred to this tally chart to compare their findings.

Word solving and building

Overcoming Text Challenges

Ask students to share any words they found challenging from the previous session and what strategy they used to figure out the word(s). Review the list of "-ed" verbs and demonstrate how these words can be chunked to decode them.

Teaching Tip: By writing the purpose for the reading on the board or chart paper, students can refer to it as they reread the text. By making the purpose for reading visible, students can maintain their focus.

Predicting

Setting a Purpose

Ask, *What do you think Karin will do? Will she keep the doll or return it?*



DURING READING

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

Observe and listen to students as they read the text, noting their ability to chunk words that end in “-ed,” and identifying known words in compound words and blending the two together.

Check students’ understanding of synthesizing by asking, *What’s the most important thing you learned from this story?*



AFTER READING

Predicting

When all students have finished reading the text, look back at the predictions previously recorded on the tally chart. Discuss what happened in the story and ask, *What did Karin decide to do about the doll? Did we think she would return the doll?*

Evaluating/making connections: text to self

Invite students to share their thoughts about Karin’s decision. Ask, *Do you think Karin did the right thing by returning the doll?* Encourage students to explain what they would have done in a similar situation.

Inferring/making connections: text to self

On page 15, Karin’s dad says, “You sure grew up fast today, Karin. I’m very proud of you for returning that little girl’s treasure.” Talk about the feelings Karin’s dad has for Karin. Ensure students understand how parents hope their children are honest and how Karin decided on her own to return the doll. Talk with students about similar situations they may have found themselves in, and how they solved the problem. Praise children for their honesty and decision making.

Print concepts

Direct students to page 9. Discuss why the author uses an ellipsis after the word *be*.

Word solving and building

Ask students if they found any words challenging during their reading and how they figured them out. Point out positive reading strategies you observed during the lesson. For example, *I noticed that when Amanda came to the word goodnight, she covered up the second part, read good, and put the two parts 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.

Synthesizing

Rag Doll Rescue

Discuss with students why the book is called *Rag Doll Rescue*. Ask, *How do you think Karin must have felt when she fell asleep that night? How do you think the little girl felt when she got her doll back?* Provide students with a copy of the first BLM and have them record their explanation and draw a picture to accompany it.

Synthesizing

Main Idea Map

Provide each student with a copy of the second BLM and have them write in the squares three words having to do with the main ideas of the story. In the large circle, ask them to write several sentences that discuss the main idea using the three words they chose. Encourage students to share and discuss their Main Idea Maps with each other.

Reader's Theatre

This book can be read as a Reader's Theatre to practise fluency and expression. Have pairs of students alternate reading pages. After practice, students may perform for other groups, reading partners, or buddies.

Word solving and building

Compound Words

This story has many compound words: *snowplow*, *somewhere*, *anyone*, *breakfast*, *around*, and *upturned*. Review the rule for compound words with students, then have them search for the compound words in the story. Students can build, take apart, and rebuild the words using magnetic, plastic, or card letters.

Rag Doll Rescue

Name: _____

This book is called Rag Doll Rescue because

Main Idea Map

Name: _____

