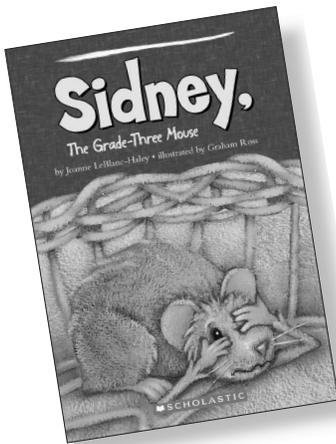


# Sidney, The Grade Three Mouse



Written by Joanne LeBlanc-Haley

Illustrated by Graham Ross

**Text Type:** Fiction: Narrative — Fantasy story

**Guided Reading Level:** N

**Summary:** A young mouse is forced to leave his family to become a class pet. Timid at first, he helps solve a class mystery and in the process learns that not only can he change, but children can change as well.

## Text Features

- ▶ table of contents

## Visual Literacy

- ▶ environmental print
- ▶ italic font

## Text Supports

- ▶ black and white illustrations support the text
- ▶ information in chapter titles
- ▶ speaker usually identified in dialogue

## Possible Text Challenges

- ▶ inclusion of an excerpt from a more difficult text
- ▶ use of italics to convey main character's thoughts
- ▶ time lapse between chapters
- ▶ multi-syllable words

## Reading Strategies

### Comprehension

- ▶ inferring
- ▶ synthesizing
- ▶ predicting

### Working with Words

- ▶ solving multi-syllable words using a variety of strategies, including using context, visual cues, and chunking

## Assessment Opportunities

Note each student's ability to:

- ▶ make inferences about characters and to identify problems in the story
- ▶ synthesize the main idea, identify and connect key events, and summarize to provide a brief account
- ▶ predict story events
- ▶ solve multi-syllable words using a variety of strategies

## Oral Language Opportunities

- ▶ state opinions
- ▶ discuss with group
- ▶ retell main events

# First Session (pages 3–6)



## BEFORE READING

### Inferring

#### **Activating and Building Prior Knowledge**

Display the front and back covers and read the back cover text. Discuss with students what they can learn about Sidney from the illustrations, title, and back cover text.

### Text features/predicting

#### **Overcoming Text Challenges**

Read the Table of Contents together. Using chapter names, ask students what might happen in some of the chapters.

### Text features

Scan the chapter with students to locate words set in an italic font (p. 5 and 6). Say, *The author of this book uses this special print called italics to give us different kinds of information.* Ask, *Why is the word himself in italics (p. 5)? (e.g., emphasis)* Read the title, *The Voyage of the Dawn Treader* (p. 6) to the students and identify it as a book title. If possible, display a copy of *The Voyage of the Dawn Treader*. Explain that this is the book the librarian is reading to the children in the illustration on p. 4. Locate the excerpt on p. 6.

### Language predictability

Read the excerpt from *The Voyage of the Dawn Treader* on page 6 to students and ask them to make a picture in their minds as you read. Ask, *What do you see in your mind when you picture Reepicheep? What do you think the word valiant means?*

#### **Teaching Tip :**

Draw students' attention to the text excerpt from *The Voyage of the Dawn Treader*. Encourage them to pay special attention and suggest that they may want to read this text more slowly. Tell students that if they find anything challenging, you will discuss it after reading.

### Inferring

#### **Setting a Purpose**

Read the title of Chapter 1 to students. Ask, *What is a "mouse of substance"? Do you have any ideas? Read this chapter for some clues to what that means.*



## DURING READING

Ask students to read the text independently, thinking about their purpose for reading. Encourage students to pause during their reading to picture the mouse in their minds, and to think about what he imagines himself doing as a hero.

Observe and listen to students as they read the text, noting their ability to decode unfamiliar words and any difficulties they encounter. Remind students that words have to make sense and sound right.

Encourage students who finish early to reread pages 3–6 and identify challenging words they were able to solve.



## AFTER READING

### Inferring

Ask, *Do you think the mouse in the library is Sidney? Is he called Sidney in this chapter?* (Students should realize the mouse doesn't have a name in this chapter.) *What makes you think this is probably going to be Sidney?*

### Inferring

Ask, *What clues did you find to the meaning of the title, "A Mouse of Substance?"* Locate the phrase on page 6 (2nd and 3rd paragraphs). Ask, *What other words in these sentences give us clues to the meaning of the word substance?* Direct students' attention to words such as *hero*, *honour*, and *loyal*. Remind students of the picture they had in their minds of Reepicheep. Ask, *Is Reepicheep a mouse of substance? Why do you think the mouse in the library wants to be a mouse of substance?*

### Synthesizing

Ask students what this mouse enjoyed about living in the library (played tag and hide-and-seek, ran on the shelves, Story Hour.) Ask, *What was his favourite thing to do at the Library?* Ask students how they know this.

### 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, *I noticed that when Amy came to the word magical, she looked for the part of the word she knew and added the ending.*

## Optional Approach

You may wish to have students read the rest of the text independently. Set a purpose for reading, and choose a date to come back together to discuss and work with the text using the Optional After Reading session (see page 8). You may choose to do some diagnostic work with students or to hold a book discussion halfway through to check their comprehension of the text.

### Inferring/synthesizing

#### **Setting a Purpose**

Tell students to read to find out if Sidney becomes a mouse of substance.

## Second Session (pages 7-22)



## BEFORE READING

### Synthesizing

#### **Activating and Building Prior Knowledge**

Ask, *If you could say one thing about Sidney that you have learned so far, what would it be?*

### Inferring

#### **Overcoming Text Challenges**

Locate the first page of each chapter and read the chapter title and first paragraph to students as they follow along. Also, direct students' attention to the small illustrations after each chapter title. Ask the following questions to ensure students understand the setting changes and time lapses between

chapters: *Where is this chapter taking place? What has happened since the end of the last chapter? Are there any new characters in this chapter?*

### Text features

Return to Chapter 2. Locate the dialogue on page 7. Identify the four speakers and have students read the words in quotation marks out loud. Explain that this is usually how we tell a character is talking. Ask students to turn to page 15 and locate the sections written in italics. Read together. Ask, *Is Sidney talking out loud? What are the words in this special italic print telling us? (i.e., They are the words Sidney is thinking.)*

### Word solving and building/ language predictability

With students, look at several words from the story in context. Have students find *scattering* on page 20. Together, use chunking to work out the word (*scatter-ing*). Work out *quivering* on page 22 (*quiv-er-ing*). Read the sentence for *quivering* together. Ask, *Is there anything to help you work out the meaning?*

### Inferring

#### **Setting a Purpose**

Remind students that they expect to learn about Sidney's new home in these chapters. Pose the following question: *How does Sidney feel about his new home? How do you know?* Provide students with three small sticky notes. Direct them to find three places in these chapters that give them a picture of how Sidney feels in his new home, and attach a sticky note to each spot.

#### **ESL Note:**

Make the task more specific for ESL students by telling them what page to look on and what emotion to find. Students can then find appropriate examples.



## **DURING READING**

Ask students to read Chapters 2, 3, and 4 independently. (You may wish to provide students with a simple "STOP" sign drawn on a sticky note and direct them to attach it to page 22 as a signal to stop reading.)

Observe and listen to students as they read the text, noting their ability to follow the narrative's setting and time changes. Encourage students to stop occasionally to think about how Sidney feels about his new home and what is making him feel this way. Remind them to mark examples with sticky notes.

Encourage students who finish early to reread Chapters 2, 3, and 4, and look for challenging words they were able to solve.



## **AFTER READING**

### Inferring

Review the title of Chapter 2, "Discovered!" Ask students why it is called this. Students should note that Sidney was found (and also named) in this chapter.

### Synthesizing

Ask, *How does Sidney's love of books get him into trouble?*

### Inferring

Ask students how Sidney feels about his new home, and to read the sections they marked with their sticky notes.

# Third Session (pages 23-34)



## BEFORE READING

### Synthesizing

#### **Activating and Building Prior Knowledge**

Ask students if they have any new feelings about Sidney after reading Chapters 2, 3, and 4. Remind students that Sidney wants to be a “mouse of substance.” Ask, *Do you think Sidney is acting like a mouse of substance yet? Why or why not?*

### Inferring

#### **Setting a Purpose**

Pose the following question: *What does Sidney think about the girl (Jessica), the boy (Robert), and Miss Tobin?* Provide students with three sticky notes (one labelled “girl,” one labelled “boy,” and one labelled “Miss Tobin”) and direct them to mark a section in the text that helps them answer the question for each character.



## DURING READING

Ask students to read Chapters 5, 6, and 7 independently. Encourage students to stop at the end of each page and consider how Sidney feels about the others in the classroom.

Observe and listen to students as they read the text, noting their ability to solve challenging words by looking at them in context.

Encourage students who finish early to reread the chapters, looking for additional clues that show how Sidney feels about the girl, the boy, and Miss Tobin.



## AFTER READING

### Inferring

Ask students how Sidney feels about the girl, the boy, and Miss Tobin, and to read the sections they marked with sticky notes. Help students identify the girl as Jessica and the boy as Robert.

### Inferring

Ask, *Who is the man with the vacuum cleaner? How does he feel about Sidney?*

### Synthesizing

Remind students of the work they did in the last session to identify how Sidney felt about his new home. Ask students, *Why is Sidney still scared?* (Students might comment on the vacuum cleaner, Robert, or that he is shy.)

### Synthesizing

Say, *Chapter 7 ends with the line ...that was the beginning of Sidney’s full membership in the grade-three class. How is Sidney becoming a member of the class?*

# Fourth Session (pages 35-47)



## BEFORE READING

Predicting/text features

### **Activating and Building Prior Knowledge**

Read the chapter titles for Chapters 8, 9, and 10. Ask, *What do you think will happen in these chapters?*

Word solving and building

### **Overcoming Text Challenges**

With students, look at the following phrases in context: *listened intently* (page 35) and *worked furiously* (page 37). Solve the words together. Remind students to look closely at the ending to see if sounds right. Ask students to dramatize the actions.

Predicting

### **Setting a Purpose**

Say, *You have an idea about what will happen in these chapters. Read and find out if you're correct.*



## DURING READING

Ask students to read Chapters 8, 9, and 10 independently. Encourage students to pause at the end of each page and make a picture in their minds about what is happening in the classroom. What do they think might happen next?

Observe and listen to students as they read the text, noting their ability to solve challenging words.

Encourage students who finish early to reread the chapters, looking for additional clues that show how Sidney feels about Jessica, Robert, and Miss Tobin.



## AFTER READING

Predicting

Ask students if their ideas about the events in these chapters were correct. Ask, *What was the trouble in Chapter 8? Why do you think the author titled Chapter 8 "Trouble?"*

Inferring

Direct students to page 36 and locate the sentence, "He had heard Miss Tobin telling the principal that Robert was not a mean boy inside, but Sidney decided he would have to watch for signs of that." Read the sentence to students and ask them to explain Miss Tobin's thinking and Sidney's thinking. Ask, *What do you think Sidney thinks about Robert at the end of this chapter? What has he seen him do?* (i.e., poke a boy, put gum in the cage, take Alisha's toonie)

Inferring

Ask, *Why did Robert put the toonie in Jessica's desk?*

Synthesizing

Say, *Chapter 10 is called "A Dangerous Mission." What is Sidney's mission? What does he have to do?* (Encourage students to explain his mission in a sentence, rather than retell everything that happens in detail.)

# Fifth Session (pages 48-64)



## BEFORE READING

### Predicting

#### **Activating and Building Prior Knowledge**

Ask students to tell where the author left us at the end of Chapter 10. Review the last paragraph on page 47 if necessary. Ask, *Do you think Sidney will accomplish his mission? What makes you think that way?*

### Making connections: text to self

#### **Overcoming Text Challenges**

Ask students to turn to page 48 and read the title of Chapter 11 together. Ask students if they know the meaning of the word “justice.” Clarify any misunderstanding by asking students to relate the consequences faced in their school/classroom by someone who takes something belonging to someone else. Explain that justice is when the person who has taken something is discovered and has to make the situation right again.

### Language predictability

Have students read page 48 to find the word *hoisted*. Ask if there is anything to help them figure out what this word means. Reread the paragraph together and discuss what gives clues to the meaning, for example, the context.

### Synthesizing

#### **Setting a Purpose**

Say, *We left Sidney in a bad situation at the end of Chapter 10. Read these chapters to see if he is able to accomplish his mission, and if so, how he does it.*



## DURING READING

Ask students to read the rest of the book independently. Encourage students to pause at the end of every page and think about what Sidney is doing. Does it match what they expected to happen?

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, and comprehension.

Encourage students who finish early to reread their favourite part of the book independently or with a partner.



## AFTER READING

### Synthesizing

Ask students if Sidney accomplished his mission and to explain what he did.

### **ESL Note:**

On sentence strips, write the different steps Sidney took to accomplish his mission. Display the sentences randomly in a pocket chart. Ask ESL students to read the sentences and put them in the proper sequence.

### Inferring

Ask, *What do you think Robert thought when he saw the toonie in his desk instead of Jessica’s desk?*

<b>Synthesizing</b>	Ask, <i>Why did Robert say, "I-it shouldn't be here, it should be in Jessica's desk"?</i> Ask students to explain how this let everyone know he had taken the coin.
<b>Synthesizing</b>	Read the last sentence of the book together. Ask students why they think Sidney felt everything was perfect.
<b>Evaluating</b>	Remind students of the work they did in Chapter 5, deciding what Sidney thought about Jessica and Robert. Ask students if they think Robert was mean. Ask, <i>How does the author show that children can change?</i>

## Optional After Reading

### Inferring/synthesizing

If students have completed the text independently, use the following After Reading discussion and activity suggestions to support comprehension, word solving, and good reader strategies.

Ask students if Sidney changed between the beginning and the end of the book. Ask, *Do you think Sidney became a mouse of substance? Why or why not?*

### Evaluating

Review the Table of Contents. Ask students to explain how the chapter headings helped with reading the book. Ask if there were any chapter headings that surprised them.

### Word solving and building

Ask students if they found any words challenging during their reading and how they figured them out. Discuss effective reading strategies.

## Readings

Provide opportunities for each student to reread a favourite chapter of 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.

### **How to...**

### Synthesizing

Discuss with students what the children in Sidney's class have to do to take care of him. Have students create a list that might be posted by Sidney's cage.

### **Writing a letter**

### Synthesizing

Ask students to imagine that Sidney is writing a letter to his family back in the library. What will he tell them about his new home, and what has happened to him? Have students complete this as an independent writing activity.

### **What Were They thinking?**

### Inferring

Ask students to choose a favourite illustration from the story. Have students tell, in their own words, what each character in the illustration might be thinking.