

# The Desk

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**Text Type:** Fiction: Narrative — Realistic Story

**Guided Reading Level:** P

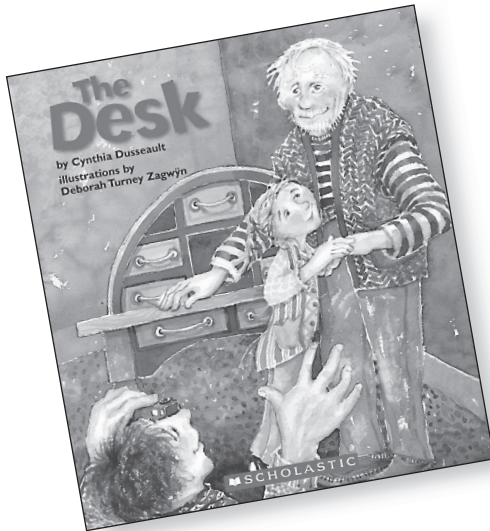
**Summary:** Cassie enjoyed spending Saturdays with her grandparents, Gido and Baba. Cassie learns about the effects of Alzheimer's disease as she and her grandfather work together to build a desk.

## Text Supports

- ▶ illustrations support the text

## Possible Text Challenges

- ▶ quotation marks
- ▶ contractions
- ▶ compound words
- ▶ some difficult vocabulary: *gymnastics, special crochet, Alzheimer's*



## First Session (pages 3-17)

### Reading Strategies

#### Comprehension

- ▶ predicting
- ▶ inferring

#### Working with Words

- ▶ using word parts to solve unfamiliar words
- ▶ recognizing contractions

### Assessment Opportunities

Note each student's ability to:

- ▶ make predictions about characters and plot
- ▶ make inferences
- ▶ use known word parts to read unfamiliar words

### Oral Language Opportunities

- ▶ discussing with a group and a partner



## BEFORE READING

### Predicting

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

Show students the front and back covers of the book. Read aloud the title and the text on the back cover. Ask, *What do you think this book will be about?* Discuss the ideas with students and jot some of their ideas on chart paper or the board to refer to later.

### Language predictability/ making connections: text to self

Hand out copies of the book. Read the text on the back cover of the book. Say, *Does anyone know what Gido means?* If no one knows the meaning, explain that *Gido* is Ukrainian for grandfather and *Baba* is the word in Ukrainian for grandmother. Ask, *What do you call your grandparents?* Provide students with the opportunity to discuss the relationships they have with their grandparents or extended families.

**ESL Note:** Make a chart of languages students speak at home, writing the terms for grandparents (*grandmother, grandfather*) in various languages.

### Word solving and building/ tracking print

#### **Overcoming Text Challenges**

Direct students to page 3 and have them place their fingers on the word *breakfast*. Help students recognize that *breakfast* is made up of two words, and point out that this kind of word is called a compound word. Encourage them to use known word parts to solve unfamiliar words.

### Language predictability

Have students turn to page 4 and point out the words *Dobriy deny*. Ask students to read ahead to find out what the word means. Explain that there will be other Ukrainian words in the story.

### Print concepts

Direct students to page 4 and have them find the spoken words. Ask them to read the dialogue to themselves and then ask, *Which character is speaking? Which character is being spoken to?* Tell them that when authors want to show someone's exact words, they put the words in quotation marks. Explain that there will be times in the story that the speaker is not identified immediately and students may have to read ahead to discover the speaker's identity.

### Word solving and building

Have students find the word *you're* near the top of page 6. Write *you're* and *you are* on the board. Say, *You're is a contraction. A contraction is two words that have been shortened. How has the author shortened you're?* Ask students to read the sentence with *you're* in it, substituting *you are* for *you're*. Have students look near the bottom of page 16 and ask what the word *won't* means. Tell students that, as well as featuring an apostrophe, a contraction sometimes changes its letters. The word *won't* represents *will not*.

### Predicting

#### **Setting a Purpose**

Remind students of their predictions based on the title and cover illustrations. Direct students to keep their predictions in mind as they read.

**Teaching Tip:** Remind students to check the Word Wall to help them recognize any words in the book they may find challenging.



## 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 to think about the relationship between Cassie and her grandfather.

Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts, such as, *You paused at that word (I'll). What surprised you? What two words make up this contraction? Read the sentence on page 8 with those words in it. (I'll use my saw to cut them.)* After reading page 8, check students' understanding of inferring by asking, *How do you think Cassie feels about helping Gido pick out things at the hardware store?*

Note students' success in using reading strategies and any difficulties they encounter.

Encourage students who finish early to reread pages 3–17 independently or with a partner.

**ESL Note:** Partner ESL students in the earlier stages of English acquisition with more advanced students who can read to them.



## AFTER READING

### Predicting

When all students have completed their reading, ask them what the story is about. Encourage students to check the predictions they made earlier to see if they were correct.

### Inferring/analyzing

Have students look at Cassie's expression on the cover and compare it with her expression on page 17. Ask, *How does Cassie look on the cover? What words would you use to describe her? Look at page 17. How does Cassie look now? How is she feeling? How do you know? Now look at the text. What words does the author use to let us know how she is feeling? What made Cassie feel this way?*

### Word solving and building

Revisit any challenging words students encountered and discuss the strategies they used to figure out the words. Point out positive reading strategies you observed during the lesson. For example, say, *Tara, I noticed you sounded out "x-ed ly." Then you looked at the middle letters, "ite," and sounded out excitedly. That's what good readers do.*

Tell students they will be finishing the story in the next Guided Reading session to find out what happens to Cassie and her grandfather.

# Second Session (pages 18-32)

## Reading Strategies

### Comprehension

- ▶ inferring
- ▶ synthesizing

### Working with Words

- ▶ using word parts to read unfamiliar words

## Assessment Opportunities

Note each student's ability to:

- ▶ synthesize events in the story
- ▶ infer from the text and illustrations
- ▶ use word parts to solve unfamiliar words
- ▶ make text-to-self connections

## Oral Language Opportunities

- ▶ discussing with a group and a partner



## BEFORE READING

### Synthesizing

Ask, *What has happened in the story so far? What have we learned about Cassie? What have we learned about her grandfather?* Allow students time to share their thoughts.

### Predicting

Ask, *What do you think will happen next? Do you think Cassie's grandfather will finish building the desk?* Have students provide examples from the text to back up their predictions. Record students' predictions as a tally, yes or no, on the board or on chart paper. Talk about other ways the desk may get finished and add these ideas below the tally chart.

### Teaching Tip:

Explain to students that Alzheimer's is a disease that affects people's memory, usually when they are older. People with Alzheimer's disease eventually need special care doing everyday tasks, such as dressing and feeding themselves, because they do not remember people, places, and things.

### Word solving and building

#### Overcoming Text Challenges

Have students look at the word *lunchtime* at the end of page 18. Ask, *Can you see another word inside this big word? How can that help you read the word?* Remind students of strategies they have used to figure out unknown words: looking for a known word inside a bigger word; breaking a word into two parts.

### Synthesizing

#### Setting a Purpose

Say, *You are going to read from page 18 to the end of the book to find out what happens in the story and how the desk gets finished.*



## DURING READING

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, say, *Can you take apart the word? Does the word sound right in the sentence?* Note students' successful use of reading strategies and any difficulties they encounter.

Check students' understanding of synthesizing by asking, *What is the main problem in this story? What are the main events?*

If students finish before others have completed their reading, ask them to retell the events of the text to a friend.



## AFTER READING

### Inferring

When all students have completed their reading, ask, *Why was the desk important to Cassie? Why was it important to her grandfather? Why do you think Cassie's father helped finish the desk?* Encourage students to support their answers with examples from the text.

### Synthesizing/making connections: text to self

Talk about what happened in the text. Ask, *What fond memories will Cassie have of the Saturdays she spent with her grandfather?* Encourage students to describe Cassie's treasured memories. Ask students to think of memories they have of their grandparents or other memories of their families.

### Sequencing

Have students retell the events of the story, allowing them to refer to the book as necessary. Record a sentence on a strip of paper for each of the six main events. Invite students to join you in chorally reading the sentence strips. If the events are not in the same order as they occur in the book, ask students to help you arrange them until they are. Reread all generated sentences when they are in the correct order.

### 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.

#### ***Story Timeline***

### Sequencing/synthesizing

Provide students with a copy of the Story Timeline BLM and ask them to record the six main events from the book in order, using words and pictures. Students are to print the appropriate sentences below the pictures, either supplying their own sentences or copying the modelled sentences from the After Reading activity.

**Inferring/making connections: text to self**

### ***Something Special***

Discuss with students how they think Cassie's grandfather felt when he received the photograph from Cassie. Say, *Why was this photograph a special gift?* Talk about special gifts students have been given or have received. Invite students to use the Something Special BLM to write and/or draw about how they felt when they gave or received a special gift. Encourage students to explain the reasons why they felt the gift was special.

If students have photographs of special gifts at home or photographs that mean a lot to them, have them bring them in and arrange them left to right in order of their favourites, then write short captions beneath each picture to explain why the photograph is special.

### ***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.

**Word solving and building**

# Story Timeline

Name: \_\_\_\_\_

3	6
2	5
1	4

# Something Special

Name: \_\_\_\_\_

**I felt**

**when**

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