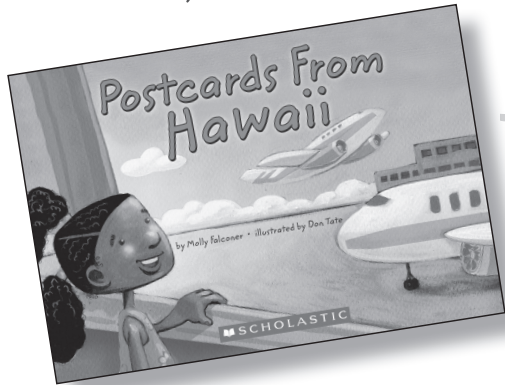


Postcards From Hawaii



Written by Molly Falconer

Illustrated by Don Tate

Text Type: Fiction: Narrative — Postcards

Guided Reading Level: H

Word Count: 240

Text Features

- ▶ postcard layout: date, greeting, message, farewell, postscript, address

Visual Literacy

- ▶ postcard images
- ▶ cancelled stamps
- ▶ child's drawings

Summary: This series of postcards tells us about Kim's trip to Hawaii with her family. In each postcard, Kim tells about her family's activities while sharing some true facts about Hawaii.

Text Supports

- ▶ detailed images supporting each postcard message
- ▶ clear, well-spaced text
- ▶ map of Hawaiian Islands (Big Island is clearly labelled)

Possible Text Challenges

- ▶ postcard layout may be new to some students
- ▶ postscript (P.S.)
- ▶ specialized vocabulary: *island, volcanoes, snorkelling, protect, coconut, traditional*
- ▶ detailed informal farewells: *A friend of the dolphins; Your very full friend*

Reading Strategies

Comprehension

- ▶ self-monitoring
- ▶ evaluating

Working with Words

- ▶ use a variety of strategies to solve unfamiliar words
- ▶ identify multi-syllabic words

Assessment Opportunities

Note each student's ability to:

- ▶ self-monitor by asking himself or herself questions
- ▶ evaluate to give an opinion
- ▶ use a variety of strategies to solve unfamiliar words

Oral Language Opportunities

- ▶ discussing in groups and pairs

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at www.lpey.ca and in the Grade Two Reading Guide.



BEFORE READING

Making connections/ analyzing

Activating and Building Background Knowledge

- ▶ Share a postcard with students. Tell where the postcard came from, who sent it, and any interesting facts or activities you learned about as you read the postcard. Show both sides of the postcard and point out the placement of the date, greeting, message, and farewell with the sender's name. Then highlight where the address of the recipient is placed. Invite students to share their own postcard experiences with a partner. Remind them to tell where the postcard was from and who sent it.

Who has received a postcard from a friend or relative? Tell us about your postcard and where it came from.

Teaching Tip: If no actual postcard is available, make a mock-up of a postcard or fill in a purchased postcard before the lesson.

ELL Note: You may choose to hold up a typical story page beside a postcard and visually show the differences between it and other forms of writing.

Making connections

- ▶ Tell the students that they will be reading a text about a girl named Kim who goes on a vacation with her family to Hawaii. Have a simple T-chart available with the headings "What We Know" and "What We Learned" and ask students to share anything they know about Hawaii. Record the information shared. If it is not suggested, be sure to note that Hawaii is an island.

Today we are reading a text which is a series of postcards written by Kim who is on vacation in Hawaii with her family. What do you already know about Hawaii?

Teaching Tip: Place the students' initials beside the information they shared.

Self-monitoring/analyzing

- ▶ Hand out copies of the text. Ask students to look carefully at the front image. Model asking yourself questions about the image.

I see airplanes on the cover. I wonder if Kim is going to be flying on a plane.

Evaluating/infering

- ▶ Have students examine the front and back covers and prompt them to discuss the images and information provided. Prompts may include:
 - How do you think Kim is feeling about her vacation?
 - Why do you think there is a palm tree on the back cover?
 - Why do you think the title is *Postcards From Hawaii*? Be ready to support your opinions with evidence found on just the covers.

Discussing Supports and Challenges

Analyzing/word solving and building

- ▶ Have students turn to the map of Hawaii on page 3 and find the word "Hawaii" in both the larger and smaller type size. Ask students why this word is capitalized. Explain that the state of Hawaii is made up of a number

of islands but the actual island of Hawaii is the one that has the words “Big Island” under the smaller word “Hawaii.” Name all the islands for the students while matching to the text. You might invite students to say the names a second time with you, matching as each name is said.

Visual literacy/ tracking print

- ▶ Ask students to turn to page 4 (first postcard message). Have students locate the date, greeting, message, and the farewell. Explain that this is the order we use to read a postcard. Point out the address and ask why this is included.

Turn to page 4. Locate the date on the postcard. Now show me the greeting. Where is the message? Find the farewell where Kim has signed her name. Put your finger on the name of the person Kim is sending the card to. Let's read this address together.

Self-monitoring

Setting a Purpose

- ▶ Focus the readers on the comprehension purpose.

Let's read the postcards and decide if Kim enjoyed her vacation in Hawaii and let's see what new information we learn about Hawaii. Remember to ask yourself questions as you look at the postcard images and read the messages.

Teaching Tip: You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson plan to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at www.lpey.ca.



DURING READING

Self-monitoring

- ▶ Ask each student to read the text independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read quietly, assisting them as needed. Respond to questions and offer prompts to help them problem solve. Possible prompts:
 - Why did you stop? What did you notice?
 - That part is tricky. Reread that sentence, go slower, and check that it makes sense and looks right.
 - Think about where they are and what they are doing right now.

Word solving and building

- ▶ Help students who have difficulty with specialized vocabulary (e.g., *volcanoes, snorkelling, coconut, something, everyone*). Possible prompts:
 - Can the illustration help you to solve that word?
 - Do you see a chunk you know?
- ▶ If students finish early, ask them to reread looking for words with two or more syllables. Words found can be recorded on a sticky note.
- ▶ Note successful reading strategies and any remaining reading challenges.



AFTER READING

Self-monitoring

- ▶ Revisit the purpose for reading: What questions did you ask yourself as you read the postcards to find out if Kim enjoyed her vacation in Hawaii? What questions did you ask as you learned new facts about Hawaii? Fill in the other side of the T-chart from Before Reading as new facts are shared.

Now that you have finished reading all the postcards, do you feel that Kim enjoyed her vacation in Hawaii? How do you know? What new facts did you learn about Hawaii? Let's add them to our chart.

Evaluating/analyzing

- ▶ Extend the understanding by offering prompts to continue the discussion:
 - What do you think was Kim's most exciting experience? Why do you think that was the one?
 - What was her father's favourite activity? How do you know?
 - What do you think Kim means when she says she is "A friend of the dolphins"?

Self-monitoring

- ▶ Comment on any effective reading strategies you observed.

I saw many of you pause to think about your reading and check that you were right. Some of you knew to slow down when you came to a tricky part. Good for you!

Rereadings

- ▶ Provide opportunities for each student to reread the text, independently or with a partner.

Focused Follow-Up

The following activities are optional. Choose those that best meet your students' needs.

Create a Postcard

- ▶ Invite students to make a postcard using the models in the text as a guide. Provide each with a selection of art materials for the front. Encourage students to tell of a class activity and/or a personal experience. Try to ensure that each postcard goes to a "special" someone (e.g., a Reading Buddy, class volunteer, relative, school friend) so each student is writing for a real purpose.

Multi-Syllabic Words

Word solving and building

- ▶ Select multi-syllabic words from the text (e.g. *Hawaii, postcards, volcanoes, snorkelling, picture, dolphin, protect, coconut, traditional, Hawaiian*). Make a word card for each and cut each card into syllables. Have students rebuild the words saying each syllable quietly as they are rebuilt. Students can also sort the words into columns based on the number of syllables.

ELL Note:

Provide word cards or the text as a reference.