



Written by Libby Brereton

Illustrated by Onno Knuvers

Text Type: Fiction: Narrative — Science Fiction Story

Guided Reading Level: J

Summary: This science fiction story is about a brother and sister who have left their dog Cosmo in the space cab they had taken home after playing on another planet. Their older brother helps them chase after the space cab in the family shuttle in an effort to find their lost dog.

Word Count: 633

Text Features

- ▶ capital letters for emphasis

Visual Literacy

- ▶ supportive illustrations
- ▶ “No pets allowed!” sign

Text Supports

- ▶ detailed, coloured illustrations
- ▶ consistent placement of text and illustrations on each page

Possible Text Challenges

- ▶ magazine story layout
- ▶ dialogue with quotation marks
- ▶ wide variety of words to assign dialogue: *asked, said, cried, called, yelled, shouted*
- ▶ complex sentences

Reading Strategies

Comprehension

- ▶ sequencing
- ▶ making connections

Working with Words

- ▶ identify verb endings “ed” and “ing”
- ▶ using background knowledge and word-solving strategies to solve unfamiliar words

Assessment Opportunities

Note each student’s ability to:

- ▶ accurately sequence story events
- ▶ make connections to personal experiences
- ▶ identify verb tenses by identifying word endings
- ▶ solve unfamiliar words

Oral Language Opportunities

- ▶ discussing in pairs and in groups
- ▶ retelling the story
- ▶ presenting a Readers’ Theatre dramatization

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

Activating and Building Background Knowledge

- ▶ Ask students to think of a time when they might have lost something of importance and what they did to solve their problem. After providing students with some think time ask them to share their experience with the group.

Have you ever lost something of great value? How did you solve your problem?

Predicting

Discussing Supports and Challenges

- ▶ Provide students with a copy of the magazine story; ask students what they notice about this text. As students share their observations ask them if they think that these features will be a support or challenge for them as they read this story.

What parts of this text do you think will help your reading? What parts may be a challenge for you as you are reading?

Print concepts

- ▶ Explain to the students that this story is like a conversation between several characters. We can tell this because the author has used a great deal of dialogue and the quotation marks around what the characters are saying help us to see them talking.

Imagine as you are reading that you are the characters. What do their voices sound like? How would you read "WHERE'S COSMO?"? What was the clue to read this with extra emphasis?

Predicting

- ▶ Have students do a picture walk of the story and ask them to identify the setting of the story. Have a brief discussion about how this setting helps set the story apart from other stories that they have read, and how this type of setting may make the story unique.

Does this story happen in a place that we are really familiar with?

ELL Note:

Show pictures of spaceships and planets from other story books. Brainstorm with students to activate and build on their background knowledge about this topic. Incorporate vocabulary from the story if not mentioned by the students, such as "planet," "robot," and "blast off."

Sequencing

- ▶ Review the parts of a story with students— Beginning/Middle/End.

What happens if the parts of a story get mixed up?

Synthesizing/sequencing

- ▶ Divide a piece of chart paper into six parts, read page 1 together and then ask students to summarize what happened in the beginning of the story. In box 1 on the chart paper write the students' summary. Explain to students that as they are reading they will be making a mental picture of the sequence of events in the story.

Sequencing

Setting a Purpose

- ▶ Ask students to read the story independently and to stop after each page and think about the sequence of events.

As you are reading I would like you to stop after each page and take a few seconds to think about what is happening in the story. Can you create a picture in your mind of what is happening? Does what is happening in the story make sense to you?

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

- ▶ Remind students that as they are reading that they will need to stop and think about the story events after each page.
- ▶ Observe and listen to students as they read quietly, assisting them as needed. Some may require help word solving and with word meanings. Respond to questions and offer prompts to help them problem solve. Possible prompts:
 - Look at the word ending, and then think what would make sense and sound right.
 - Was there a clue in the text or the illustration?
 - Try rereading that part and see what would sound right and make sense.

Word solving and building

- ▶ If students finish early, ask them to reread and look for words that are action words. Have students record these words on sticky notes to be posted on a classroom anchor chart. Students can reread independently or with a partner.
- ▶ Note successful reading strategies and any remaining reading challenges.



AFTER READING

Sequencing

- ▶ Revisit the purpose for reading.

Sequencing

- ▶ Refer to the story chart you created in the Before Reading section and ask the students to provide you with details of the story as you or a student complete the remaining boxes on the chart with words and/or pictures. After the story chart is completed, challenge students to retell the story using only the chart as a reference.

What was the order of events in this story? Did the story make sense to you?

I think we have included all the details in the correct sequence on our chart. Let's try retelling the story using our story chart to see if it makes sense.

Visual literacy

- ▶ Have students look at the "No pets allowed!" sign on page 5 and have them share their ideas of where they might see other signs like this one.

Self-monitoring

- ▶ Comment on any effective reading strategies you observed.

Mary worked really hard today at sounding out the word “shuttle.” I noticed she broke the word into two parts and then blended those parts together.

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.

Picture Book

- ▶ Post the story chart and provide students with strips of paper so they can retell the story in words and pictures. When students have completed their story strips, staple them together to create a booklet and encourage students to retell the story to a partner.

Dramatization

- ▶ In groups of two or three students can act out the story as a Readers’ Theatre, using either simple costumes or puppets. Provide an opportunity for groups to present their dramatizations to their classmates or another classroom.

ELL Note:

Form small groups of students containing both ELLs and non-ELLs. Groups practice and present a Readers’ Theatre presentation of the story.

Comic Book

- ▶ Using a computer program such as Comic Life, have students retell the story in a comic book format. After students complete their comic strip have them share it with a partner who can verify that the story is in the correct sequence by comparing it to the story chart.

Action Words

- ▶ Provide students with copies of the text so they can find a variety of action words. If some students did this earlier, have them display their sticky notes for others to reference. Have students highlight the word endings and group the words according to their word endings. Challenge students to change the word endings to see if they can make different words and to find the root words, i.e., *dropped*, *dropping*, *drop*. Students might create pictures to accompany their words.

Word solving and building