

Olivia Yun and the Horrible Historian



Text Type: Fiction: Narrative — Mystery Story

Guided Reading Level: M

Summary: This story describes Olivia Yun as nosy and a snoop, but these are useful qualities in solving a mystery. When a special visitor comes to speak to the class and requests donations to support the Museum of Recycling, Olivia pieces together clues that lead her to advise her classmates not to give the woman a penny.

Text Features

- ▶ one-page magazine story
- ▶ two columns of text
- ▶ clues upside down at bottom of text

Visual Literacy

- ▶ title
- ▶ illustration
- ▶ bold, red type
- ▶ italicized word (*too*)

Text Supports

- ▶ paragraph change for each identified speaker
- ▶ illustration supports understanding of the character

Possible Text Challenges

- ▶ dialogue conventions
- ▶ vocabulary: *nosy*, *snoop*
- ▶ phrase: *cranes her neck*
- ▶ cross-checking information the visitor provides (e.g., *Jeremiah vs. Jedediah*)

Reading Strategies

Comprehension

- ▶ inferring
- ▶ predicting

Working with Words

- ▶ identifying root words and past tense
- ▶ using context to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make inferences and support them using textual clues
- ▶ predict follow-up events
- ▶ 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

Activating and Building Background Knowledge

- ▶ Display the story and read the title and the text in red type: “Read carefully to solve this mystery.” Ask students if they are familiar with the term “mystery.” Use the Think-Pair-Share strategy and then have a few students share their experiences with the class.

What do you know about mysteries?

Text features/inferring

- ▶ Hand out copies of the text to students and explain that they are going to read a story with a mystery to solve. Discuss common features of mysteries (e.g., a “detective” character, clues, putting the clues together, asking questions).

Look over this story and look for clues that it is a mystery. That’s right. The picture shows a girl holding a magnifying glass. She also looks like she’s wondering about something. What other clues do you see?

Discussing Supports and Challenges

Word solving and building

- ▶ Draw students’ attention to the word “Historian” in the title. Discuss its meaning, identifying the root word “history.”

The root word of “historian” is “history,” so a historian must be someone who knows facts about the past.

Visual literacy/inferring

- ▶ Point out the different type sizes in the title. Explain that the title is designed in this way to capture the reader’s attention. The author is telling the reader to read carefully and pay attention to the title because it gives a clue about what the mystery is about.

The title of a mystery often gives us a clue about what it is about. What could this mystery be about? How can a historian be horrible?

Print concepts

- ▶ Remind students about quotation marks used to show someone’s exact words. Direct them to the second and third paragraphs and ask them to read the dialogue themselves. Highlight the way the author assigns dialogue to different people.

Who is speaking in the second paragraph? Who is speaking in the third paragraph?

Print concepts

- ▶ Discuss with students how to read the two-column format.

This text is in two columns. Read the first column, then the second column. You can read the upside down text at the bottom of the page after your first reading.

Visual literacy

- ▶ Encourage students to look for other text features. Point out the italicized word “too” in the fourth paragraph and the bold, red type used for the statement under the title and the question at the end of the text.

These two sentences are treated in this way to get our attention. What should you do when you come to bold, red type in your reading? What about a word in italic type?

ELL Note:

Work with students to compile a text features chart, including italic type, bold, red type, two-column format, and dialogue. Students can add other features to the chart as they notice them.

Inferring

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

As you read the story, look for the clues that will help you decide what the mystery is. Think about the importance of each clue and what it is telling 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

Teaching Tip:

For the first reading of this text, you could cover up the clues at the bottom of the page and for subsequent readings keep the clues uncovered.

Inferring

**Synthesizing
Self-monitoring**

Word solving and building

- ▶ 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. Some may require help word solving and with word meanings. Respond to questions and offer prompts to help them problem solve. Possible prompts:
 - Reread the clue and think about why it is important. What is the clue telling you?
 - What have you found out about Olivia?
 - Was there anything that surprised you about the historian?
- ▶ Have students use the context of the story (e.g., an explanation following a term or a description of the action or situation) to help them solve unfamiliar words.
- ▶ If students finish early, ask them to record on a sticky note what they think the mystery is in Olivia's classroom.
- ▶ Note successful reading strategies and any remaining reading challenges.

When there is a word you don't know, pay close attention. It may be explained in the next sentence or by what the character does.



AFTER READING

Inferring

- ▶ Revisit the purpose for reading: What is the mystery?

What is the mystery? What clues did Olivia notice that made her doubt Mrs. Jukes's story?

Inferring

- ▶ Ask students to revisit every clue they located in the story. Have them look at the context and decide what each clue told them. Ask students to choose one of the clues and turn to a partner to discuss their finding.

Share one of the clues with a partner. What did the clue tell you? Why is the clue important?

Inferring

- ▶ Extend the understanding by offering prompts to continue the discussion:
 - How do you think Mrs. Jukes, the Horrible Historian, was feeling?
 - How do you think Mrs. Washington was feeling?
 - Identify Olivia's actions in the story that show she is indeed a snoop.

Predicting/inferring

- ▶ As a group, predict what the characters will say or do based on the character traits revealed in the story.

What do you think will happen to Mrs. Jukes? What do you think Mrs. Washington will say to Mrs. Jukes? To Olivia?

Word solving and building

- ▶ Revisit any challenging words students encountered and discuss the strategies they used to figure out the words.

ELL Note:

This story contains many dynamic verbs such as *tossed*, *fidged*, *doodled*, *dabbed*, and *sniffed*. Students can demonstrate each verb with gestures for ELLs to ensure comprehension. ELLs can then pantomime the verbs themselves, and add them to their personal dictionaries, along with illustrations and explanations.

Self-monitoring

- ▶ Comment on any effective reading strategies you observed.

I noticed when Sam came to the word "too" in italics, he read to the end of the sentence and then read the sentence again, stressing "too." That's what good readers do.

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.

Word Building

- ▶ Invite students to identify words in the past tense, e.g., *whispered*, *loved*, *surprised*, *eyed*, *doodled*, *dabbed*, *fidged*, *invented*, *talked*, *peeked*, *tossed*, *picked*, *stacked*, *reached*, *gaped*. Record the words on index cards and have students sort them into sound patterns, e.g., "-ed" sounds like "d"; "-ed" sounds like "-ed"; and "-ed" sounds like "t." Invite students to continue collecting more words from their independent reading and adding them to the chart.

Create a Tableau

- ▶ In groups, ask students to create a tableau using a scene from the story. Each group member could be either a character or an object from the story. Students can use the positions of their hands, their posture, facial expressions, and position in relation to each other to create the tableau. Demonstrate a tableau for students using a story they are familiar with. Have groups present their tableaux to the class one at a time.

ELL Note:

Have students list at least four ways that Olivia gets into other people's business (e.g., listening at walls, peering into keyholes, straining to hear conversations, and craning her neck to read secret notes). Students can create dramatic pantomimes demonstrating Olivia's snooping activities in the story.

Word solving and building