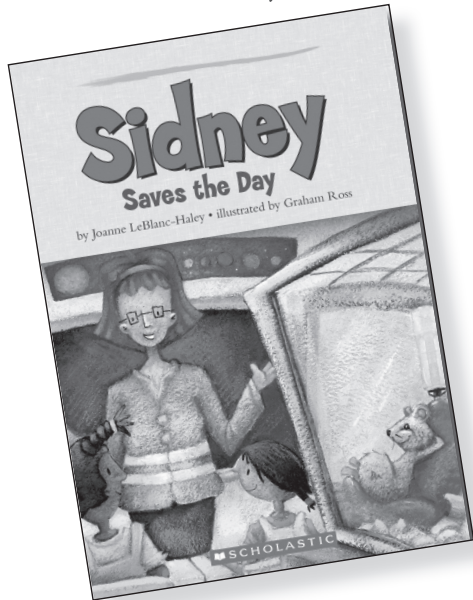


Sidney Saves the Day



Written by Joanne LeBlanc-Haley

Illustrated by Graham Ross

Text Type: Fiction: Narrative — Fantasy Story

Guided Reading Level: N

Summary: Sidney, the grade-three class mouse, watches over the students in his charge, but on the day of the Winter Holiday Concert rehearsal he must act to save the entire school from a damaging fire.

Text Features

- ▶ table of contents
- ▶ chapter titles

Visual Literacy

- ▶ italic font
- ▶ words in uppercase
- ▶ environmental print

Text Supports

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

Possible Text Challenges

- ▶ italics to convey main character's thoughts
- ▶ Spanish vocabulary
- ▶ time lapse between some chapters
- ▶ a range of punctuation: ellipsis, dash, parentheses

Reading Strategies

Comprehension

- ▶ synthesizing
- ▶ inferring
- ▶ predicting

Working with Words

- ▶ using context to work out meanings of unfamiliar words
- ▶ solving multi-syllabic words using context and chunking

Assessment Opportunities

Note each student's ability to:

- ▶ synthesize the main idea
- ▶ make inferences about characters' thoughts and feelings
- ▶ predict events
- ▶ solve multi-syllabic words

Oral Language Opportunities

- ▶ discussing in groups and pairs
- ▶ responding to questions and providing supporting information

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

First Session (pages 3-11)



BEFORE READING

Synthesizing/making connections

Activating and Building Background Knowledge

- ▶ Display the front and back covers and read the back-cover text. Discuss with students what they can learn about the setting, events, and characters from the illustrations, title, and text. If students are familiar with *Sidney, The Grade-Three Mouse*, review the main events and characters. If Sidney is a new character to them, provide a brief summary.

Tell me what you've learned from the front and back covers. Yes, it sounds like Sidney will be doing something brave to save his new home.

Text features/predicting/synthesizing

Discussing Supports and Challenges

- ▶ Hand out copies of the book and have students turn to the Table of Contents and read the chapter titles together. Ask students to predict what might happen in some of the chapters. Highlight points such as the time of year, school events, and other events.

I see Chapter 9 is called Danger! I wonder if this is when Sidney gets a chance to save the day.

Text features/print concepts

- ▶ Have students scan pages 3–6 for examples of quotation marks and italic font. Discuss the purpose of quotation marks. On page 5, point out that Sidney can't speak so the author uses italic font to show what Sidney is thinking. On page 6, have students note the use of capital letters and italic font for sound effects.

On page 6, I see that capital letters and italics are used for sound effects. This shows that the soccer ball is bouncing closer and closer to Sidney's cage.

Synthesizing

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

Read Chapters 1 and 2 to find out how Sidney has adjusted to life in his new home. Be ready to share the main points.



DURING READING

Word solving

- ▶ Ask students to read the text independently, keeping in mind the purpose for reading. Encourage students to pause during their reading and think about what they've learned about Sidney's new life.
- ▶ 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:
 - How can you figure out that word? Look for a smaller word within the longer word.
 - Look at the illustration on page 7. What do you think of Sidney's Emergency Soccer Ball Plan?

Evaluating

ELL Note:

Pair English Language Learners with more fluent English readers. Students can take turns reading, and the more proficient reader can assist the ELL with comprehension of the story and unfamiliar vocabulary.

Word solving and building

- ▶ If students finish early, encourage them to review Chapters 1 and 2 and look for words that might be unfamiliar to the class. Challenge them to be ready to explain the meanings using clues in the sentences.
- ▶ Note successful reading strategies and any remaining reading challenges

**AFTER READING****Synthesizing**

- ▶ Revisit the purpose for reading: Find out how Sidney has adjusted to life in his new home.

It looks like Sidney is right at home. He knows all the children and watches over them. He's even come up with a plan for when stray soccer balls hit his cage.

Synthesizing

- ▶ Ask students to provide supporting information from the text showing how Sidney feels about his new home. After examples are shared, challenge students to summarize their thoughts into one sentence. Provide an example.

Sidney is happy in his new home because he cares about the students and enjoys the activities.

Inferring

- ▶ Tell students the author uses many descriptive words to help readers create a picture in their minds. Ask them to show various facial expressions using the descriptions on pages 8 and 10 and infer what the characters are thinking or feeling (e.g., Miss Tobin, Zachary, Robert, or Jessica).

What do you think Jessica is feeling on page 10? How do you know?

Self-monitoring

- ▶ Comment on any effective reading strategies you observed.

I noticed that when Jamal came to the word "interactive," he looked for the part of the word he knew, "active," and added the other word part.

Optional Approach

You may wish to have the 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.

Setting a Purpose**Synthesizing/infering**

- ▶ Ask students to read to find out what helps Sidney to be brave.

Second Session (pages 12–26)



BEFORE READING

Making connections

Activating and Building Background Knowledge

- ▶ Ask students if they have ever been a new member to join a group, or been in a group that welcomed a new member. Encourage students to share how this experience made them feel.

What can groups do to help new members?

Word solving and building/
making connections

Discussing Supports and Challenges

- ▶ Have students locate the first paragraph on page 13. Read it to the class, and identify the illustration on page 12 as Alonzo. Turn to page 18 and locate “Buenos Aires” as well as the Spanish vocabulary. Read the meanings and pronounce the words together. Discuss what situations Alonzo might face in a new school.

What are some challenges Alonzo might face as a new student learning English?

Language predictability

- ▶ Ask students to turn to pages 20–21. Point out vocabulary related to soccer (e.g., *referee, position, dribble, goal, goalie, goaltender, defence, fouled*). Discuss the meaning of each word as it relates to soccer.

Create a picture in your mind of the actions during the soccer game to help you figure out the words.

Synthesizing

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

I want you to read Chapters 3 and 4 to find out what Miss Tobin does to help Alonzo. Be ready to share the main points.



DURING READING

Word solving and building

- ▶ Ask students to read Chapters 3 and 4 independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read quietly, noting their ability to solve unfamiliar words.
- ▶ If students finish early, ask them to locate passages in the text where they could picture Alonzo and his reactions to his new school.
- ▶ Note successful reading strategies and any remaining reading challenges.



AFTER READING

Synthesizing

- ▶ Revisit the purpose for reading: Find out what Miss Tobin does to help Alonzo.

Miss Tobin makes the other children realize how hard it is to start in a new school when you don't speak English. She also helps Alonzo to fit in by giving him the soccer ball.

Synthesizing

- ▶ Reread from page 16, “It is a courageous thing to start in a new place, with a new language.” Ask students to tell how Sidney’s and Alonzo’s experiences are similar.

That’s right class. Sidney and Alonzo are both new to the class. Sidney can’t talk and Alonzo doesn’t speak very much English.

ELL Note:

Extra time assists English Language Learners in processing questions and formulating responses. Wait at least five seconds after asking a question before calling on a volunteer to answer.

Word solving and building

- ▶ With students, locate several multi-syllabic words. Work out the words together by dividing the words into syllables, e.g., “blurt/ed” (page 15), “quiv/er/ing” (page 16), “vi/o/lent/ly” (page 17). Use context clues to explain meanings.

Let’s break these words into parts to help us figure them out.

Third Session (pages 27–36)



BEFORE READING

Making connections

Activating and Building Background Knowledge

- ▶ Preview illustrations in Chapters 5 and 6 and invite students to share the most interesting snow sculpture they have ever made or seen.

What’s the best snow sculpture you have made or seen?

Text features/infering

Discussing Supports and Challenges

- ▶ Preview the illustration on page 27, as well as the first sentence. Ensure students understand the time lapse between Chapter 4 and Chapter 5.

How much time do you think has passed since the end of Chapter 4?

Inferring

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

Read Chapters 5 and 6 to look for clues to find out how Sidney feels about being part of the class, and how the students feel about Sidney.



DURING READING

- ▶ Ask students to read Chapters 5 and 6 independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read the text, noting their ability to solve unknown words by chunking or using familiar patterns.
- ▶ Encourage students who finish early to find words the author uses to describe the snow.
- ▶ Note successful reading strategies and any remaining reading challenges.



AFTER READING

Inferring

- ▶ Revisit the purpose for reading: Find out how Sidney feels about being part of the class, and how the students feel about Sidney.

What descriptions did you find on pages 31, 35, and 36 that show how Sidney and the class feel about each other?

Inferring

- ▶ Explain to students that authors often don't tell us what characters are feeling but that we must use what they say and do as clues. Reread page 31. Ask students to explain what they know about Jessica's feelings from her actions.

That's right. We know from Jessica's actions that she cares about Sidney.

Fourth Session (pages 37-49)



BEFORE READING

Making connections/word solving and building

Activating and Building Background Knowledge

- ▶ Ask students to share their experiences with holiday concerts. Then turn to Chapter 8 and read the chapter title. Discuss the meaning of the word "traditions." Locate the following vocabulary on pages 40 and 41: *advent wreath, Kwanzaa, Hanukkah, dreidel*. Explain their meanings if these words are unfamiliar to students.

What does our school do to celebrate December holidays?

Predicting

Discussing Supports and Challenges

- ▶ Read the description of the wreath on page 42 as students view the picture on page 44.

Can you tell why Chapter 9 is titled "Danger"?

Making connections

- ▶ Turn to page 46 and locate the passage about Reepicheep. Remind students of Sidney's desire to be like a storybook hero. Highlight key vocabulary (*valiant, honourable, mouse of substance*).

What is Sidney's hero like? That's right—he's valiant, honourable, and a mouse of substance. Why would Sidney want to be like him?

Predicting

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

Do you think Sidney will be able to stop the danger? Read Chapters 7, 8, and 9 to see if your predictions are correct.



DURING READING

- ▶ Ask students to read Chapters 7, 8, and 9 independently. Encourage them to try to imagine the scene Sidney is witnessing.
- ▶ Observe and listen to students read, noting their behaviours when they encounter challenging vocabulary.
- ▶ Encourage students who finish early to reread Chapter 9, paying special attention to the details describing Sidney's efforts to save his home.
- ▶ Note successful reading strategies and any remaining reading challenges.



AFTER READING

Predicting

- ▶ Revisit the purpose for reading: Confirm predictions about Sidney being able to stop the danger.

Were your predictions correct? Describe Sidney's actions.

Evaluating

- ▶ Chapter 9 ends on a cliffhanger. Ask students if they like cliffhangers and to explain the reasons for their opinions.

Do you like this kind of ending? Why or why not?

ELL Note:

Provide a timeline graphic organizer for students to record, in order of occurrence, the events leading up to the fire incident and how Sidney saved the classroom.

Fifth Session (pages 50-59)



BEFORE READING

Sequencing

Activating and Building Background Knowledge

- ▶ Have students turn to page 50. Read the first sentence together and note that Chapter 10 starts right after the events of Chapter 9.

Making connections/word solving and building

Discussing Supports and Challenges

- ▶ Read the chapter titles and show students the illustrations for the beginning of each chapter. Discuss students' familiarity with the term, "guardian angel," and clarify if necessary. Review the use of the phrase, "a mouse of substance."

What does "a mouse of substance" mean? How do you think it relates to Sidney?

Synthesizing/infering

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

Read to the end of the book to find how Sidney and Jessica are alike.



DURING READING

- ▶ Ask students to read the rest of the book independently.
- ▶ Observe and listen to students as they read the text, noting their behaviours when they encounter challenging vocabulary.
- ▶ Encourage students who finish early to reread a favourite part of the story.
- ▶ Note successful reading strategies and any remaining reading challenges.



AFTER READING

Synthesizing

- ▶ Revisit the comprehension focus: Find out how Jessica and Sidney are alike.

What did Jessica do to show she could be brave like Sidney? That's right. She had to speak to the class and lead everyone to the gym.

Synthesizing/evaluating

- ▶ Ask students why Chapter 12 might be called “A Mouse of Substance.”

Do you think Sidney is a mouse of substance. Why or why not?

Evaluating/synthesizing

- ▶ Tell students that authors often want to leave their readers with a message. Have them discuss the book’s message with a partner.

What do you think the message of this book could be? What does it mean to be brave? What can help us be brave?

Optional After Reading

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.

Synthesizing

- ▶ Create a chart with three columns—one each for Sidney, Jessica, and Alonzo. Ask students to tell what each character did to show he/she could be brave. Have students explain why each character’s actions would have been difficult for him/her. What helped each character to be brave?

Inferring

- ▶ Ask students to select an event from the story for which they could create a clear mental image. Have them locate the key words/phrases which helped them see this picture.

Word solving and building

- ▶ Ask students to make a list of five to 10 multi-syllabic words from the story, and to explain how they solved, or attempted to solve, the words.

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.

Creating a Picture

- ▶ Ask students to choose an event from the story for which there is no illustration. Have them create an illustration for the event by using the author’s description.

Write a Sequel

- ▶ Invite students to create a sequel (short paragraph, comic strip, story map) describing a future event in which Sidney saves the day.