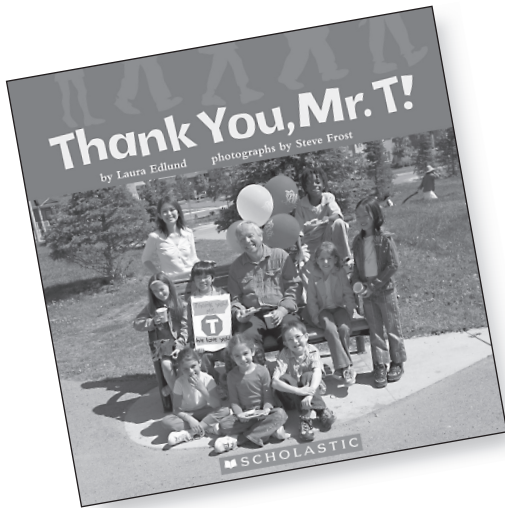


# Thank You, Mr. T!



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*Photographed by Steven Frost*

**Text Type:** Non-fiction: Retell — Account

**Summary:** The school's crossing guard is retiring and a group of students devise a plan to thank him and say goodbye.

Audio Available Online  
[www.lpey.ca](http://www.lpey.ca)

See the Planning Charts in the Grade Three *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

## Text Features

- ▶ questions marks
- ▶ exclamation marks

## Visual Literacy

- ▶ charts
- ▶ web
- ▶ letters
- ▶ advertisement poster
- ▶ environmental print (plaque)

## Print Concepts

- ▶ quotation marks

## First Reading

### Reading Strategies

#### Comprehension

- ▶ analyzing
- ▶ sequencing

#### Working with Words

- ▶ attending to print
- ▶ associating meaning with words and phrases

### Assessment Opportunities

- ▶ analyze: find information in the account
- ▶ retell the account in sequence
- ▶ recognize and use text features to aid understanding

### Oral Language Opportunities

- ▶ discussing with a group
- ▶ discussing with a partner
- ▶ retelling



## BEFORE READING

### Predicting

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

Display the front of the book and read the title, author's name, and photographer's name. Direct students' attention to the photograph on the front cover and ask, *Who do you think Mr. T is? Are there any clues in the picture that would help us? Why do you think they are saying thank you? Turn to your partner and share your thoughts.*

Now display the back cover and read the text. Ask, *Were our predictions correct?*

#### **ESL Note:**

Before they make predictions about the identity of Mr. T, it may be helpful for some ESL students to think about and discuss who helps them when they cross a street. Some students may not be familiar with a crossing guard, depending on the community in which they live. Explain the purpose of a crossing guard. They may also have difficulty with the word retiring and require an explanation.

### Print concepts

Point out the exclamation mark at the end of the title. Ask, *Why would the author use an exclamation mark here? How do you think she wants us to read the title?* Students should be able to tell from your voice that the exclamation mark is intended to show excitement. Explain that they will see many more of these marks throughout the book.

### Analyzing/sequencing

#### **Setting a Purpose**

Let's read the text together and find out how the students said thank you and goodbye to Mr. T. When we're finished reading, we're going to make a chart of their preparation ideas in order.

#### **Teaching Tip:**

During this lesson, you will find several opportunities to model self-questioning through think-alouds. To remember where these occur, write your think-alouds on sticky notes and attach them to the appropriate page in the text. This will serve as a reminder and not interfere with the shared reading of the text.



## DURING READING

### Self-monitoring

After you have read page 3, stop and think aloud. Say, *Now I know why they want to say thank you and goodbye. Mr. T has been there for 10 years and now he is retiring. They just don't want to say goodbye, they want to thank him for being so good to them.*

### Print concepts

As you read page 4, point out the use of quotation marks for dialogue. Depending on the needs of your class, you may need to provide further explanation as to the use of quotation marks.

### Sequencing/visual literacy

Continue reading the text, stopping at appropriate points to think aloud regarding the sequence of events and the features the author used. For

example on page 5, say, *I see, the first thing they did was make a list*. Direct students' attention to the chart on page 7, and say, *Now they've made a chart to help them get organized*. When students reach page 11, say, *I like the way they used a web to record all of their suggestions*. Point out the letter on page 13 and say, *What a great idea to write a letter to the mayor*. After reading page 16, indicate the poster, *Now they've made a poster to advertise the bake sale*. Tell students that each of the features helps reflect the sequence of events in this account.

### Evaluating

Stop at page 18 and say, *They've listed their top three choices here for the plaque*.

Ask students to turn to their partners and discuss which text they would choose for the plaque and their reasons for choosing it. Continue reading the text. Pause before turning to the last page and ask students to recall the plaque text they chose. Now turn the page and reveal the chosen text. Encourage students to join in reading the thank-you letter from Mr. T.



## AFTER READING

### Sequencing

Say, *Let's go through the story again and record the different things the class did to prepare for the celebration in sequence*. As you turn the pages in the text, have students identify the different preparations and record these responses in a chart or list.

Step	What They Did
1	List—Things for Mr. T
2	Chart—What we need, Who will do it
3	Web—What else can they do?
4	Letter to mayor
5	Advertisement—Bake sale
6	List—Plaque text choices

# Second Reading

## Reading Strategies

### Comprehension

- ▶ evaluating
- ▶ analyzing

### Working with Words

- ▶ attending to print
- ▶ associating meaning with words and phrases

## Assessment Opportunities

Note each student's ability to:

- ▶ evaluate: give opinions
- ▶ analyze text to find information
- ▶ track print
- ▶ associating meaning with words and phrases

## Oral Language Opportunities

- ▶ discussing with a group
- ▶ listening to others



## BEFORE READING

### Synthesizing

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

Show the front cover of the book and ask students to tell you what the story is about.

### Analyzing/evaluating

#### **Setting a Purpose**

Say, *This time as we're reading the book, I want you to pay attention to what students did to narrow their choices as they planned the celebration. When we finish, we are going to decide which strategies were most effective.*



## DURING READING

### Tracking print/building confidence

Divide the class into two groups. Assign one group the task of reading the narrative part of the story, while the other group reads the text features. Track print for students and point to each group so they are reminded when to join in.

### Evaluating/text features

As the group reads the text features, such as the list, chart, and web, stop them and think aloud to model evaluating the feature. For example, say, *Hmm, I really like the way the chart gave everyone an opportunity to show their ideas.*

**ESL Note:** You may wish to support ESL students by explicitly pointing out the key features of narrative versus those of lists, charts, and webs.

### Language predictability

Clarify any words that puzzle students. Explore the meaning of challenging words such as *invitation*, *perennial*, *plaque*, and *certificate*.



## AFTER READING

### Evaluating

Revisit the chart created after the first reading. Have students share their opinions on the effectiveness of each feature and explain why they felt it was effective. Ask, *How did these features help us better understand the story?*

# Third Reading

## Reading Strategies

### Comprehension

- ▶ analyzing
- ▶ inferring

### Working with Words

- ▶ using root words and endings to solve unfamiliar vocabulary

## Assessment Opportunities

Note each student's ability to:

- ▶ analyze the text to find information
- ▶ make inferences
- ▶ solve unfamiliar vocabulary using root words and endings
- ▶ draw on background knowledge to make text-to-self connections

## Oral Language Opportunities

- ▶ discussing with a group
- ▶ responding to questions
- ▶ think-pair-sharing

**Teaching Tip:** Cover up the words *retired* on pages 3 and 4, *retire* on page 8, and *retires* on page 13 with coloured acetate or sticky notes.



## BEFORE READING

**Making connections:**  
text to self

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

Say, *Before we read Thank You, Mr. T! again, I want you to think of a time that you wanted to say thank you or goodbye to someone. What kind of things did you do to help you decide? Turn to your partner and share your experience. Did you do any of the things Mrs. Bruce's class did? Invite volunteers to share their ideas.*

**Inferring**

### **Setting a Purpose**

Say, *When we read the story today, I'm going to stop and ask some questions. Some of the answers will be found "on the page." Some of the answers will be "off the page," meaning we'll have to think about them. When we're finished reading, you are going to make up some of your own questions whose answers can be found "on the page" and "off the page."*

**ESL Note:** To build confidence and provide support for comprehension, be sure to have anchor charts of each type of question displayed for ESL students. This will provide a quick reference point when answering teacher-generated queries about the three types of questions.



## DURING READING

**Tracking print**

Read the book through with students, using a pointer to track the print. Invite students to join in with the reading.

## Analyzing/infering

Read the text and stop at the following points to ask questions: For page 2—*Who is Mr. T? Did you find that answer “on the page” or “off the page”?* Continue asking students to identify where the answer will be found for the following questions:

Page 2—*Do you think Mr. T is special to the students?*

Page 4—*What kinds of things did the students suggest?*

Page 5—*What would you have suggested?*

Page 10—*Who did Leah work with to design the web?*

Page 12—*Why would the students write a letter to the mayor asking for a bench?*

Depending on your students’ experiences with types of questions and answers, you may want to stop here and read the rest of the text fluently, without stopping to ask more questions. If students require more practice, ask a few more questions. You will be asking them to generate some questions of their own at the end of the reading.

## Word solving and building

As you read, stop at the highlighted words *retire*, *retires*, *retired*, and *retiring*. Have students identify the common root word and discuss how the word endings change the word.



## AFTER READING

### Analyzing/evaluating

Ask, *How did you find the answers to some of the questions we asked today? Which ones are easiest to answer? Why do you think so? Let’s share some questions that you thought of and decide whether the answers can be found “on the page” or “off the page.”* Record the questions in a chart for reference.

**ESL Note:** You may want to consider pairing ESL students with other students to assist with formulating questions, or you may wish to have ESL students generate only “on the page” questions.

## Word solving and building

Have students locate words in the text ending in “-ed” or “-ing.” Highlight the suffixes and have students identify the root words.



## FURTHER READINGS

Many texts benefit from being reread with students. The readings suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar, and students will become more comfortable in taking turns and using a pointer to track print.

For each reading, we recommend that you select a balance of Print Concepts, Comprehension, and Working With Words strategies from the following suggestions. Make your selections based on the needs of students in your class.

<b>Text features/print concepts</b>	<b>Print Concepts, Book Handling, and Text Features</b>
	Compare the two letters in the story. Have students identify the common parts in the letters and note any differences, including the different authors. Ask, <i>Do the authors use different types of words to convey their message? Who is the audience for each letter?</i>
<b>Text features</b>	Identify the different text features in the text. Point out how each feature helps the reader better understand the story.
<b>Print concepts</b>	Point out the words in quotation marks. Discuss the difference between using quotation marks for dialogue and using quotation marks to highlight such words as “thank you” and “goodbye.”
	<b>Focusing on Comprehension</b>
<b>Analyzing</b>	Invite students to discuss what else the students could do for Mr. T.
<b>Synthesizing</b>	Have students work in pairs or individually to provide a brief account of the story. This could be either in written or oral format.
<b>Evaluating</b>	Have students identify the features of the text that help us understand that this is a non-fiction text.
	<b>Working with Words</b>
<b>High-frequency words</b>	Frame a selection of high-frequency words to introduce or review the words (see list of high-frequency words recommended for Grade Three in the <i>Working with Words Guide</i> ).
<b>Word solving and building</b>	List some words with silent letters from the book on chart paper or the board. With the class, read each word and have students identify the same letters that are silent, e.g., <i>could</i> , <i>would</i> , and <i>should</i> . Circle the silent words and then record the words <i>known</i> and <i>thought</i> . With students’ assistance, identify and circle the silent letters in these words.



## RESOURCE LINKS

### Writing

Have students write a letter thanking someone in the school or at home for something special they have done for them. See the Retell text-type writing study for writing an account in the *Writing Guide*.

### Independent Reading

Make the six small versions of *Thank You, Mr. T!* and the online audio available for students. Invite students to use these materials to read the book independently.

**Teaching Tip:** The online audio for this book includes a fluent reading of the story, as well as a Reading with Interactive Questions.



### **Home Links**

Have students design a web with a member of their family, like the one Leah did with her father (see page 11).

### **Working with Words**

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it. For example, see “Irregular Plurals” under Word Solving and Building, and “Nouns: What’s a Noun?” under Language Predictability in the *Working with Words Guide*.

See also the specific Building Words lessons (“Crosswalk” and “Ingredients”) under Word Solving and Building in the *Working with Words Guide*.

### **Read Aloud**

Read aloud other books that model text features, such as *Charlie’s Checklist* by Rory S. Lerman, *Scaredy Squirrel* by Melanie Watt, and *Wallace’s Lists* by Barbara Bottner.