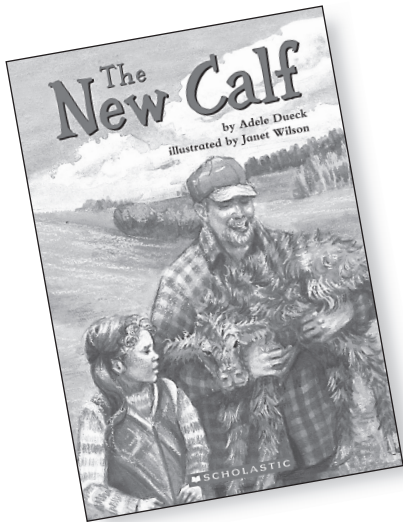


The New Calf



Written by Adele Dueck

Illustrated by Janet Wilson

Text Type: Fiction: Narrative — Realistic Story

Guided Reading Level: L

Summary: Alison lives on a farm with her dad and she is afraid of the cows. One day in early spring, her dad asks her to help him find a missing cow that is ready to calf. Alison overcomes her fear of cows as she helps an abandoned newborn calf and becomes its surrogate mother.

Note: Do not use this book for both Guided Reading and Reading Club for the same student.

Text Features

- ▶ table of contents
- ▶ chapter headings

Text Supports

- ▶ illustrations that support the text
- ▶ consistent placement of text
- ▶ familiar high-frequency words

Possible Text Challenges

- ▶ challenging vocabulary: *mare, bawled, baler twine, peering, clambered, nuzzled, scrambled*
- ▶ ellipses

First Session (pages 5-12)

Reading Strategies

Comprehension

- ▶ predicting
- ▶ analyzing

Working with Words

- ▶ word solving and building: using known words to read unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make predictions about characters and plot development
- ▶ analyze and summarize the main parts of the story
- ▶ solve unknown words by building on known words

Oral Language Opportunities

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



BEFORE READING

Making connections: text to self/predicting

Activating and Building Prior Knowledge

Ask students if they have visited a farm. Ask, *What animals did you see? Did any animals make you feel afraid? Why? Why not?* (If some have no experience, share a personal experience about going to a farm.) Show students the front and back covers of the book. Read aloud the title of the book, as well as the text on the back cover and ask students to predict what the story might be about. Reread the sentence, *They bawl loudly*, and ask students to guess what the word *bawl* means. Confirm that *bawl* is another word for cry and explain that this word will appear later in the text.

ESL Note: Discuss various farm animals and write their names on chart paper or on the board. Enhance learning through sound connections by adding the sound each animal makes, for example, cow—*moo*, cat—*meow*. Invite students to name animals commonly found in their native countries and the sounds they make.

Word solving and building

Overcoming Text Challenges

Create a T-chart of words students might expect to see in this book. Say, *What might a farmer use to mend a fence?* (posts, twine) *What verbs sound like an animal you might hear on a farm?* (bark, snort, bawl) Write students' responses under the heading "Predicted Vocabulary."

Teaching Tip: Throughout the Before Reading discussion, use words and phrases from the book whenever the opportunity arises. For example, on page 7, you could point out *the sleepy old mare with the velvet nose*. While looking at the back cover, you can refer to the fence as being made of baler twine. Students will be better prepared to read and comprehend new or challenging vocabulary if they hear the words before they see them.

Text features

Hand out copies of the book and ask students to use the Table of Contents to find which page Chapter 1 begins on. Ask, *How does a Table of Contents help a reader? How do you know this is a chapter book? How many chapters are there?*

Word solving and building

Point out difficult words. Ask students to look at the word *mare* on page 7 and see if they know a word like that (*bare*). Explain that changing the beginning of a new word is a strategy they can use for other words, such as *twine* on page 12.

Setting a Purpose

Analyzing

Say, *As you read Chapters 1 and 2, I want you to find out why Alison is afraid of cows.*



DURING READING

Ask students to read the text independently, thinking about the purpose for their reading. Observe and listen to students as they read, assisting them with word solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts, such as, *Did you expect Alison to be afraid of only cows? Why? What other animals are on her farm?*

Note students' successful use of reading strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to reread the story, then share with a partner the different reasons Alison has for fearing cows.



AFTER READING

Analyzing

When all students have finished reading, discuss the story so far. Ask, *What reasons did Alison have for being afraid of cows?*

Word solving and building

Refer to the T-chart created earlier in the lesson. Circle any words that appeared in the book. Praise students' correct predictions. Ask students to look through Chapters 1 and 2 for words that relate to a farm and add these to the chart under the second heading, "Other Farm Words." Continue to add to this chart throughout the reading of the text.

Analyzing/synthesizing

Ask, *What is exciting about spring on the farm? What problems face Alison and her dad?*

Inferring

Discuss how Alison feels at the end of Chapter 2. Ask students to find and read a sentence from the text that supports their thinking.

Optional Approach

You may wish to have 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 6). You may choose to do some diagnostic work with students or hold a book discussion halfway through to check their comprehension of the text.

Analyzing

Setting a Purpose

Tell students to read to find out what Alison and her dad discovered while looking for the missing cow, and how this discovery led to Alison overcoming her fears.

Second Session (pages 13-17)

Reading Strategies

- ▶ analyzing
- ▶ inferring

Working with Words

- ▶ word solving and building: use suffixes to read unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ analyze text to find facts
- ▶ make inferences about character and plot
- ▶ solve unfamiliar words using suffixes

Oral Language Opportunities

- ▶ discussing with a group



BEFORE READING

Synthesizing

Activating and Building Prior Knowledge

Ask, *What has happened so far in the story?* Support students as they recall main ideas: Alison is afraid of cows; in spring cows have calves; a cow is missing who will soon have a calf; and Alison and her dad have to find the missing cow.

Word solving and building

Review the T-chart created in the previous session. Ask students to find any words with suffixes, e.g., words ending in “-ed,” “-ing,” and “-ly.” Highlight the suffixes in these words. Remind students that knowing suffixes can help solve unknown words.

ESL Note: Make word cards containing these suffixes and have students recreate the words using magnetic letters.

Analyzing

Setting a Purpose

Say, *As you read Chapter 3, find out what Alison and her dad discovered as they looked for the missing cow.* Give each student two sticky notes to place where they found their details.



DURING READING

Ask students to read the text independently, thinking about the purpose for their reading. Observe and listen students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts, such as, *Where does it say what Alison discovered? Can you tell me where Alison heard a moooooo?*

Note students' success in using reading strategies and any difficulties encounter.

Encourage students who finish early to reread the first three chapters independently or with a partner.



AFTER READING

Analyzing

Say, *What did Alison and her dad discover as they looked for the missing cow?* (e.g., a cow outside the pasture, a hole in the fence, wire on the ground)

Word solving and building

Have students look through Chapter 3 for words that relate to a farm and add these to the chart under the second heading, “Other Farm Words.”

Inferring

Ask, *How do you think Alison feels when Dad tells her to just open the gate for the cow?* Prompt students to think about the words used by the author and the details of the illustrations to show support for their thinking.

Third Session (pages 18–32)

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ synthesizing

Working with Words

- ▶ using word parts to read unfamiliar words

Assessment Opportunities

Note each student’s ability to:

- ▶ analyze and summarize the main parts of the story
- ▶ use word parts to solve unfamiliar words

Oral Language Opportunities

- ▶ discussing with a partner



BEFORE READING

Synthesizing

Activating and Building Prior Knowledge

Say, *Before we read Chapters 4 and 5, let’s summarize what we have read so far.* Have students provide suggestions about the characters and setting for each chapter. Create a story map of the main and supporting details.

Print concepts

Overcoming Text Challenges

Have students turn to page 28 and ask them to explain what the three dots in the last sentence mean. Ask, *Why did the author use ellipses here?*

Analyzing/synthesizing

Setting a Purpose

Say, *Read the last two chapters to find out why Alison needs to help a new calf and whether or not she overcomes her fear of cows.*



DURING READING

Ask students to read the text independently, thinking about the purpose for their reading.

Observe students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts, such as,

What has happened in the story so far? Do any of the illustrations help you think about what is happening now?

Note students' success in using reading strategies and any difficulties they encounter.



AFTER READING

Analyzing/synthesizing

Ask, *Why did Alison need to help a new calf? Did Alison overcome her fear of cows? Have students support their thinking with evidence from the text, both from the words the author used and the accompanying illustrations.*

Making connections: text to self

Have students share their response to the question with a partner. Ask, *Are you afraid of an animal? Why? Why not?*

Synthesizing

Revisit the story map and invite students to suggest main and supporting details for Chapters 4 and 5.

Word solving and building

Revisit any challenging words students encountered and discuss the strategies they used to figure them out. Point out positive reading strategies. For example, *I saw Rakesh look back to the page before. You were thinking about the story and likely asking a question in your mind when something didn't seem to make sense to you.*

Word solving and building

Have students look through Chapters 4 and 5 for words that relate to a farm and add these to the chart under the second heading, "Other Farm Words."

Optional After Reading

Analyzing

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.

Ask, *What words did the author use to show that Alison had grown out of her fear of cows? How did the illustrator show that Alison was no longer afraid of cows? Compare how Alison acted at the beginning of the text to how she acted at the end of the story.*

Synthesizing

Say, *Pretend you are Alison's dad. Write a note to your daughter, telling her how you feel about her taking care of the new calf.* Encourage students to use words and events from the story.

Word solving and building

Explain the word onomatopoeia (words whose sounds suggest their meaning) to students. Tell students that one such example is *sniffed* on page 5. Ask students to look for other examples of these words in the text. (*skidded, grumbled, scratched, whispered, bawled*)

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

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

Suffix Chart

Have students suggest words to add to the suffix chart started in the last session by looking through Chapters 4 and 5 for words with suffixes. Add students' responses to the chart. If desired, ask students to divide each word into syllables.

Favourite Chapter

Have students select their favourite chapter and practise reading it as the author intended. Students can read into a tape recorder to fine-tune their performances. After practising, students can then read their chapters to their reading buddy or group.

Story Organizer

Provide students with a copy of the BLM. Ask them to write sentences and draw relevant pictures under each of the five headings. Ensure that students understand the headings "Characters," "Setting," "Problem," "Events," and "Solution."

Word solving and building

Synthesizing

Story Organizer

Name: _____

Characters:

Setting:

Problem:

Events:

1.

2.

Solution: