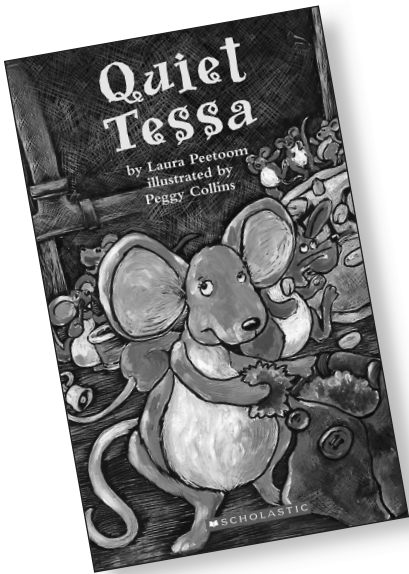


# Quiet Tessa



*Written by Laura Peetoom*

*Illustrated by Peggy Collins*

**Text Type:** Fiction: Narrative — Adventure Story

**Guided Reading Level:** O

**Summary:** Tessa is a young mouse who wants peace and quiet. She lives in a crowded nest in the wall of an apartment building with her 14 brothers and sisters and her mom and dad. This story is about Tessa's adventures after she leaves her family to find "peace and quiet."

## Text Features

- ▶ chapter headings
- ▶ table of contents

## Text Supports

- ▶ illustrations support the text

## Possible Text Challenges

- ▶ descriptive sounds (onomatopoeia): *bong, ticking, tocking*
- ▶ action words with "-ed" endings: *shuffled, scuttled, wriggled, burrowed, staggered, nibbled, collapsed, flinched, pounced, rustled, escorted*
- ▶ compound words
- ▶ two-syllable words

## First Session (pages 4-13)

### Reading Strategies

#### Comprehension

- ▶ analyzing
- ▶ predicting

#### Working with Words

- ▶ demonstrate awareness of word structures: "-ed" endings
- ▶ use chunking/syllabication to solve unfamiliar words

### Assessment Opportunities

Note each student's ability to:

- ▶ make predictions
- ▶ analyze photographs and text
- ▶ demonstrate awareness of word structures
- ▶ solve challenging words using chunking, syllabication, and word parts

### Oral Language Opportunities

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



## BEFORE READING

### Predicting/infering

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

Show students the front and back covers of the book. Read aloud the title of the book, then the names of the author and illustrator. Talk about the pictures on the front and back covers and then ask, *What do you think this story will be about? Who is likely to be the main character? What do we know about Tessa, even before we read the story?*

**Teaching Tip:** The information students predict/infer can be recorded for referencing later as they confirm or change their predictions.

### Making connections: text to self

Ask, *How many of you would describe yourself as quiet? What about a person might suggest they are quiet?* Have pairs of students discuss these characteristics, then have them share their findings with the whole group.

### Text features/print concepts

#### **Overcoming Text Challenges**

Hand out copies of the book and ask students to use the Contents page to find out which page Chapter 1 begins on. Say, *How did you locate the page Chapter 1 begins on? How do the chapter headings help the reader?*

Read pages 4 and 5 and ask students to picture the scene in their minds. When reading these pages, model fluent, expressive reading, pausing at the colon and commas to draw attention to the punctuation. Say, *Tell me about the scene you are picturing.* Have students share with a partner their mental pictures. Discuss how descriptive words such as *crowded*, *scuffles*, *giggles*, *squeals*, and *snore* help paint a mental picture of the scene.

### Word solving and building

On the board or on chart paper, print the following words from the book: *shuffled*, *nodded*, *scuttled*, and *squeezed*. Have students explain the strategies they will use to solve these words. Elicit from students that they can break the words into chunks by covering up the “-ed” ending and then read the root words. Encourage students to use this strategy when reading other action words or verbs in the story.

### Analyzing

#### **Setting a Purpose**

Ask students to read to page 13 to find out what happens to Tessa.

**ESL Note:** Give each student three sticky notes to place on the page when they come across descriptive language. For students unsure of what might be descriptive language, pair them with stronger students with a clearer sense of what to look for.



## DURING READING

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

Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts, such as, *What happens to Tessa when she reaches Apartment 409?*

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

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



## AFTER READING

### Analyzing/infering

After students have finished reading, ask, *What happened after Tessa left her family home? Are there any other characters in the story? What part do you think the cockroach will play in the story? Is he going to be important to our adventure?* Have students explain their thinking. Then ask, *Did moving to Apartment 409 prove to be the place Tessa was looking for?*

### Infering

Ask students to turn to pages 8 and 9 and ask, *What do you think the “mass of enormous, shiny bugs” are? How does the illustration on page 9 provide a hint?*

### Predicting

Say, *Based on our reading so far, do you think it will be easy for Tessa to find a quiet and peaceful new home?* Encourage students to find support for their opinions using evidence from the text.

## 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.

### Predicting

#### **Setting a Purpose**

Before students read pages 14–26, have them predict what they think will happen next, based on the events that have occurred so far in the story.

## Second Session (pages 14–26)

### Reading Strategies

#### Comprehension

- ▶ analyzing
- ▶ predicting

#### Working with Words

- ▶ use word parts to solve unfamiliar words

### Assessment Opportunities

Note each student's ability to:

- ▶ make predictions
- ▶ analyze photographs and text
- ▶ use word parts to solve unfamiliar words

### Oral Language Opportunities

- ▶ retelling
- ▶ discussing with a partner



## BEFORE READING

### Synthesizing/predicting

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

Review what has happened so far in the story. Ask students to retell the main events of the first two chapters, identifying the problems and events in the story. Then ask, *What do you think will happen next?* Record students' predictions in a list.

### Print concepts

#### **Overcoming Text Challenges**

Have students turn to page 14 and indicate the words *BONG! BONG! BONG!* Explain that *bong* is an example of onomatopoeia—a word whose sound suggests its meaning. Have students look for other words, such as *ticking*, *tocking*, *plankety-plunk-plunk*, and *tacketty*. Discuss how these words mimic the sounds being heard.

### Word solving and building

Point out the word *everywhere* on page 14. Elicit from students that *everywhere* is a compound word and that they can look for familiar words when trying to read this word. Remind students that they will come across other compound words in the text.

### Analyzing

#### **Setting a Purpose**

Tell students that, as they read pages 14–26, they are to find out what happens to Tessa.



## DURING READING

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

Observe students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts, such as, *Why did Tessa leave Apartment 907? Where did she go next?*

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

Encourage students who finish early to reread pages 14–26 independently and retell the main events to a partner.



## AFTER READING

### Predicting

When students have finished reading, compare their predictions to the events in the text. Confirm the correct predictions.

### Analyzing

Discuss what happened in the story and then ask, *Where did Tessa go next? Did she find her quiet place?* Remind students to support their thinking with words and phrases from the text.

### Inferring/predicting

Discuss with students the problems Tessa is having finding peace and quiet. Ask, *Why do you think Tessa is having so much trouble satisfying her wishes? Why did Bernie say, "Gotta run. See you around!"?* Ask students to keep Bernie's

### Inferring/analyzing

question in mind when they predict what will happen next in the story. Ask, *Do you think Bernie's question provides a hint of what will happen next? Why do you think so?*

Have students return to page 14 and ask, *What was making the bong sound? How do you know?* Direct students to page 21 and read the list the cockroach made. Ask, *How did the author describe the piano?* Have students look for the description in the previous chapters. Continue looking for the descriptions of kids, computers, vacuum cleaners, hammers, and TV. Discuss with students the author's use of descriptive language.

### Word solving and building

Model positive reading strategies you observed during this session. For example, say, *I noticed that when Joe came to the word afternoon, he recognized after and noon and then blended them together to read afternoon.*

## Third Session (pages 27-40)

### Reading Strategies

#### Comprehension

- ▶ inferring
- ▶ synthesizing

#### Working with Words

- ▶ use a variety of strategies, such as familiar words and syllabication, to solve unfamiliar words and determine word meanings

### Assessment Opportunities

Note each student's ability to:

- ▶ make inferences
- ▶ synthesize new information with prior knowledge to create understanding
- ▶ solve unfamiliar words using a variety of strategies

### Oral Language Opportunities

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



## BEFORE READING

### Synthesizing

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

Ask students to retell the main events of the first five chapters. Ask, *What was the thing that bothered Tessa at the end of Chapter 5?*

### Predicting

Ask, *What do you think the funny smell might be?*

### Word solving and building

Point out the word *beeswax* on page 27 and ask students to describe the strategies they used to read the word. Encourage students to look for familiar words or divide the word into syllables. Explain that there will be other examples of compound and multi-syllabic words in the story.

### Analyzing/synthesizing

#### **Setting a Purpose**

Say, *Read the rest of the book to find out what the funny smell is. Be prepared to defend your answer.*



## DURING READING

Ask students to read the rest of the book independently, noting their ability to use context cues to make sense of what they are reading.

Observe students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts, such as, *How do humans know when mice are around?*

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

If students finish before others have completed the readings, ask them to go back and reread, then discuss the series of events with a partner.



## AFTER READING

### Analyzing/infering

Ask, *What was the funny smell surprise awaiting Tessa? How do you know? When Tessa saw the cat, how did she feel? What words or phrases did the author choose to help you come to this conclusion?* (e.g., *froze, cat'll getcha, horrible, exciting Cat story, flinched*).

### Infering/synthesizing

Have students turn to page 30 and ask, *What do you think the cat meant when he said, "a little reflection, as it were, on the human point of view"?* Discuss how students feel about mice and then read the poem aloud. Ask, *Do people think mice are quiet? What words did the author use to show us mice are not quiet?* (e.g., *rustle, scamper*)

### Word solving and building

Ask students about any words they found difficult in their reading and have them explain how they solved them.

## Optional After Reading

### Analyzing/synthesizing

If students have completed the text independently, use the following After Reading discussion and activity suggestions to support comprehension, word solving, and good reading strategies.

Ask, *How did the cockroach convince Tessa to be more flexible and give a little in life?*

### Analyzing/infering

Ask, *Do you think Bernie has been the same helpful cockroach from the beginning of the story? What evidence do you have that makes you think this way?*

### Infering

Ask, *By the end of the book, does Tessa achieve "satisfaction guaranteed"?* *How do you know?* Have students read chunks of text from Chapter 8 that support their responses.

### Making connections: text to world

Say, *I think Tessa got more than she wanted. Besides her wishes and "satisfaction guaranteed," what did Tessa get that might be the most important thing in life?*

## **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.

### **Word solving and building**

#### ***Onomatopoeia***

Have students find other examples in the text of words whose sound suggest their meaning. Add these words to the list made earlier in the previous session. Post the list for students to refer to during a writing lesson.

### **Synthesizing**

#### ***A Story Apartment***

Provide students with a copy of the BLM. Ask them to write a sentence for each of the five headings. Review the headings.

### **Synthesizing**

#### ***Readers' Theatre***

This book can be used for Readers' Theatre, since it contains chunks of dialogue. Select an appropriate chapter and practise fluent, expressive reading, with some students taking a character's dialogue and the other students narrating with the teacher.

#### ***Shared Reading***

Use the poem in the story for a shared reading with the focus on fluent, expressive reading. Omit a word or two in the third line of the rhyming couplet and have students chime in with the missing word(s).



# A Story Apartment

Name: \_\_\_\_\_

**What was your favourite part?**

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**Who are the main characters?**

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**What is the problem in the story?**

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**What is the setting?**

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**How was the problem solved?**

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