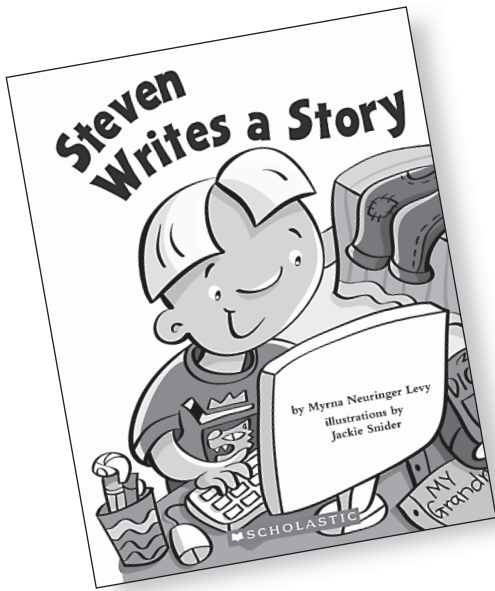


Steven Writes a Story



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Illustrated by Jackie Snider

Text Type: Fiction: Narrative — E-mail messages

Guided Reading Level: P

Summary: Steven is a boy who does not like to write. But he accidentally volunteers to write a story for his reading buddy. With the help of his grandma, who is a writer, Steven learns a lot about writing. The story ends with Steven writing a wonderful story. He even becomes a source of inspiration to his grandma!

Text Features

- ▶ e-mails
- ▶ table of contents

Visual Literacy

- ▶ pages formatted like e-mails

Text Supports

- ▶ brevity of most chapters
- ▶ repetition of e-mail format across chapters
- ▶ limited number of main characters (2)

Possible Text Challenges

- ▶ e-mail format
- ▶ some difficult words: *procrastinate, suggested, alliteration, diligently*

First Session (pages 4-20)

Reading Strategies

Comprehension

- ▶ predicting
- ▶ making connections
- ▶ evaluating

Working with Words

- ▶ solving multi-syllabic words using a variety of strategies including using context, visual cues, and chunking

Assessment Opportunities

Note each student's ability to:

- ▶ predict story events
- ▶ make connections between Steven's situation and their own
- ▶ evaluate the usefulness of Steven's writing tips
- ▶ solve multi-syllabic words using meaning cues

Oral Language Opportunities

- ▶ stating opinions
- ▶ discussing with a group
- ▶ retelling main events

Teaching Tip: When assessing students' learning, make sure you observe them throughout the Guided Reading lesson and not just at the end.



BEFORE READING

**Making connections:
text to self**

Activating and Building Prior Knowledge

Ask, *How many of you like to read stories? What kinds of stories do you like to read?* Use chart paper to make a list of students' responses.

Self-monitoring/infering

Display the front and back covers and read the back cover text. Model on the back cover text by asking, *What is a Buddy-Up project? I'm asking myself, why did Grandma say no?* Tell students that good readers ask themselves questions in their heads while they read. Say, *I'll be asking you to do that today in your reading.*

Predicting

Read page 7 aloud. Ask, *What do you think Steven might do after his grandma refuses to give him a story to write?*

**Make connections:
text to self**

Ask students to think about having someone else write their homework for them. Ask, *What would you do in Steven's situation?*

Text features

Overcoming Text Challenges

Distribute texts to students. Ask them to turn to the table of contents and look at all the chapter titles. Explain to students that the text is a story and the table of contents in a fiction book outlines the story events. Ask students to turn to page 6. Tell them what they see is an e-mail message that Steven has sent to his grandma. Direct students' attention to the features of an e-mail message—Subject, Date, From, To—along with the message.

**Making connections:
text to self**

Steven and his grandma connect frequently through e-mail messages. Ask students, *Are any of you familiar with e-mail messages? Who do you know who sends e-mails? Have you ever written or received an e-mail? Do any of you use e-mail to write to other members of your family?*

Predicting

Setting a Purpose

Ask students to turn to page 4, Chapter 1. Read the chapter title aloud to students. Talk about what it means to assist someone. Ask, *What do you think Steven is asking assistance for? Who do you think he might be asking?*

Teaching Tip: Write the purpose for reading on chart paper or the board so that it is visible to all students in the group. This will help them focus as they read and encourage independence when they finish reading.



DURING READING

Ask students to read the first 5 chapters (pages 4–20) independently, thinking about their purpose for reading.

Remind students to ask themselves questions as they read. For example, *Does Steven's grandma actually help him? Does she help him in the way Steven hoped*

she would? Do you think this is a good way to help Steven with his problem?
Distribute sticky notes and ask students to jot down their questions as they come up. Tell students they will be sharing their responses after the reading.

Observe and listen to students as they read the text, noting their ability to ask questions as they read.

Encourage students who finish early to go back through the text and list any challenging words they encounter.



AFTER READING

Predicting

Remind students of the purpose. Ask, *What do you think of the story so far? What was Steven asking assistance for? Who did he ask it from?*

Self-monitoring

Discuss questions students recorded on their sticky notes. Encourage students to continue to ask questions whenever they read.

Word solving and building

Ask students to turn to page 11. Direct them to find the word *alliteration*. Ask, *Do you remember what this word means?* Using the Think-Pair-Share strategy, ask students to generate examples of alliteration. These examples may be recorded on the “Alliteration” BLM for future reference in a writing session. Remind them to use chunking and syntax cues to figure out difficult words.

ESL Note: Have students write down on sticky notes words and phrases they are having trouble with. For example, *funk*, page 7; *a stitch in time saves nine*, page 18; *inquires*, page 25; *bibliography*, page 36. Have them use context cues to figure out the meanings. Make a chart: word, definition, example. If students are unable to solve the words and phrases, give direct definitions.

Second Session (pages 21-40)

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ inferring
- ▶ predicting
- ▶ making connections: text to self
- ▶ synthesizing
- ▶ evaluating

Working with Words

- ▶ solving multi-syllabic words using a variety of strategies including using context, visual cues, and chunking

Assessment Opportunities

Note each student’s ability to:

- ▶ analyze to find information
- ▶ predict story events
- ▶ infer based on the text and illustrations
- ▶ make connections between Steven’s situation and their own
- ▶ synthesize based on the text and illustrations
- ▶ evaluate the usefulness of Steven’s writing tips
- ▶ solve multi-syllabic words using meaning cues

Oral Language Opportunities

- ▶ stating opinions
- ▶ discussing with a group
- ▶ retelling main events



BEFORE READING

Activating and Building Prior Knowledge

Predicting

Ask students to turn to Chapter 6 (page 21). Refer to the Chapter 6 title, “Steven Starts a Second Story.” Ask students to predict why Steven is starting a second story.

Making connections: comparing, text to self

Discuss different types of writing and have students discuss in small groups. Ask, *What kind of writing do you like to do?*

Synthesizing

Ask students to look back over the first five chapters and locate one piece of advice Grandma gives to Steven about writing a good story. Invite students to share their findings using the “E-mail Advice” BLM.

Teaching Tip: Good readers access background knowledge to help them understand and synthesize what they read with what they know.

Overcoming Text Challenges

Language predictability

Ask students to turn to page 22. Refer to the last three sentences on the page and read them out loud: “I don’t know what to do. I’ve got to make up my mind soon. I can’t procrastinate.” Ask students what they think *procrastinate* means. If no one knows, direct students to reread the sentence and try to use the context (meaning) of the sentence to figure out what the word means.

Remind students that when they come to a challenging word, they can think about what the word means in the context of the whole sentence. Students are also encouraged to chunk larger words like *diligently* (dil-i-gent-ly).

Setting a Purpose

Analyzing

Remind students that when they read, they will be learning why Steven started a second story. Distribute sticky notes and ask students to place a sticky note on the page/paragraph that tells why Steven decided to start a second story.



DURING READING

Ask students to read chapters 6–10 independently, thinking about the purpose of their reading.

Observe and listen to students as they read the text, noting their ability to solve challenging words using meaning, and remind them to mark the text with their sticky notes.

Offer prompts, such as, *Were there any words you had trouble figuring out? What did you do to figure them out? Was this a good way to understand the word’s meaning?*

Encourage students who finish early to look over chapters 6–10 and list any challenging words they figured out using context.

For students who finish reading before others, have them discuss with a partner an unexpected fact or event.



AFTER READING

Synthesizing

Direct students to turn to the page where they placed their sticky notes. Ask them to share with the group the passage of text that answers why Steven decided to write a second story. Acknowledge and affirm that students may have marked different passages of the text to respond to the question.

Inferring

Say, *Steven thinks writing a hamster story will make Miki sad. Why might that happen?*

Making connections: text to self

Acknowledge that Steven had to do something he really didn't want to do (write a story). Use the Think-Pair-Share strategy for students to discuss a time when they had to do something they didn't want to do and how they felt when they finished. Allow time for a group discussion.

Word solving and building

Ask students to share any challenging words they encountered where they used context to solve the unfamiliar words. Reinforce that this is a strategy good readers use.

Rereadings

Provide opportunities for each student to reread a favourite chapter of the book or the whole book independently or with a partner.

Focused Follow-up

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

Alliteration

Word solving and building

Ask students to use the “Alliteration” BLM to record examples of alliteration they find in their independent reading. The sheet can be placed in a writing folder for students to refer to.

Let's Make a Story

Synthesizing

Discuss with students what they learned from Grandma about writing a good story. Students may need to refer to the text. Have a “Let's Make a Story” session. Have each student write one interesting thing—such as *sunset*, *dragon*, *mouse*—on a piece of paper. Collect all the papers. Draw five at random and model creating a story from them. Now have students each pick three papers and write their own stories. Suggest they use some of the difficult words they listed from Steven's story. Encourage them to consider using the suggestions made in the text in their own writing.

Story Discussion

Evaluating

Have a discussion with students about the story. Ask, *Do you think this was a good story? Why? Why not? Do you think Grandma was right to not give Steven an idea for his story? What do you think the author wants us to think about when we read this story?*

Story Map

Synthesizing

Have students write the four headings “Characters,” “Setting,” “Problem,” and “Solution” on chart paper. Then ask them to draw an appropriate picture for each of the four headings, and write a sentence underneath. Ensure that students understand the headings before they plan their story maps.

Alliteration

Name: _____

Title of Source	Author	Alliteration