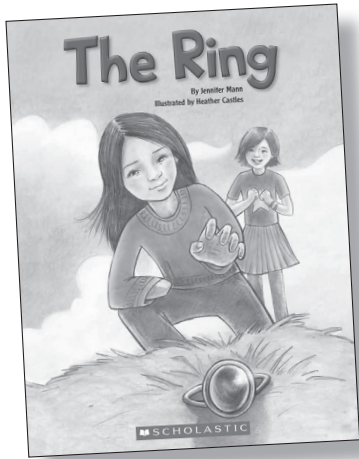


The Ring



Written by Jennifer Mann

Illustrated by Heather Castles

Text Type: Fiction: Narrative — Realistic Story

Guided Reading Level: L

Summary: A friendship develops between Millie, a new student with a physical disability, and Rose. The girls' shared interests in crime fighting, time travel, and mood rings draws them together, and leads them to an acceptance that everyone is different in their own way.

Text Features

- ▶ quotation marks, commas, question marks

Visual Literacy

- ▶ coloured initial capital letter
- ▶ illustrations

Text Supports

- ▶ illustrations that support the text
- ▶ familiar sentence structure
- ▶ paragraph change for each speaker

Possible Text Challenges

- ▶ punctuation marks (quotation marks, commas, hyphens, etc.)
- ▶ dialogue conventions
- ▶ some unfamiliar vocabulary: *announced, fussed, mentioned, special, century, sleuth out*

Reading Strategies

Comprehension

- ▶ self-monitoring
- ▶ making connections

Working with Words

- ▶ using context and picture clues to solve unfamiliar words
- ▶ using known words and/or chunks to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ self-monitor by asking questions
- ▶ make connections to personal knowledge and experiences
- ▶ check personal strategy use and change strategies as required
- ▶ solve unfamiliar words using various strategies

Oral Language Opportunities

- ▶ discussing in groups and pairs

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



BEFORE READING

Activating and Building Background Knowledge

Self-monitoring/predicting

- ▶ Hand out copies of the book and have students look at the front and back covers. Ask them what questions they have about the title, characters, and plot based on what they see. Invite students to predict what they think the story will be about and why they think that.

What questions do you have as you look at the title and the front and back covers? What do you think the story will be about? What makes you think that?

Inferring/
making connections

- ▶ Focus students on the front and back covers. Encourage them to notice that one of the girls has only one hand. Have students turn and talk with a partner about how they think their life would be different if they had only one hand.

What do you notice about the two girls? Yes, that's right. One of the girls has only one hand. What things do you think would be harder to do? Do you think that your friends would treat you differently?

Making connections

- ▶ Tell students this story is called *The Ring*, and the title refers to a special ring called a mood ring. Ask students if they know what a mood ring is and what it is supposed to do. If students are unfamiliar with mood rings, tell them that the ring changes colour based on the mood of the person wearing it. Invite students to share what colour their mood ring would be and why.

If you had a mood ring, what colour would it be right now? Mine would be yellow because I'm happy.

Text features

Discussing Supports and Challenges

- ▶ Have students turn to page 4 in the story and point out the conversation between Clem and Ms. Fuller. Remind students that quotation marks are used to show the exact words two people are saying to each other. Point out that the quotation marks surround the words that are actually being said. Have students look for the other punctuation marks on page 4 and review their names and purposes.

What do you do when you see a comma in text? What does your voice do when you read a sentence ending with a question mark?

Self-monitoring/
word solving

- ▶ Tell students that throughout this story they might find words that they are unfamiliar with (e.g., *announced, fiddling, muddy, fussed*). Encourage students to identify strategies to help them figure out the meaning of the unfamiliar words. Have students turn to a partner and talk about one or two things they can do, and then share with the class.

What strategies could you use to figure out a word's meaning? That's right. You can reread the sentence, find words you know within the larger word, make connections to what you already know, skip the word and then go back.

Self-monitoring

- ▶ Remind students that as they read, they should be checking that what they read sounds right, looks right, and makes sense. Encourage students to share the comprehension strategies they use (e.g., reread the sentence, think about what makes sense in the story, look at the pictures for support).

What do you do when you come to a part of the story you don't understand?

Self-monitoring

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose. Give students three sticky notes each. Remind them that good readers ask questions as they read to help them better understand the story. Have students use their sticky notes to mark the places in the story where they have a question they want to ask Millie or Rose.

You can jot your question for Millie and Rose on a sticky note to help you remember it.

Teaching Tip: You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at www.lpey.ca.



DURING READING

Synthesizing Self-monitoring Word solving

Self-monitoring

- ▶ Ask each student to read the text independently, keeping in mind the questions they have for the two main characters.
- ▶ 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:
 - What have you found out about Millie and Rose?
 - Did you get answers to your questions as you read on?
 - What does “sleuth out” mean? Find it in the text. What did it mean in that sentence? You can use the other sentences around it to help you figure out the meaning, too.
- ▶ Remind students to self-monitor as they read to ensure that they understand the story. Encourage them to use their comprehension strategies if they notice that meaning has broken down (e.g., reread the sentence, use pictures clues, think about what would make sense, and so on). Assist students’ strategy use as required. Offer prompts encouraging students to think about what strategies they have tried and what else they can do to ensure they understand what they have read.

ELL Note:

Read the entire story aloud first with students, asking and answering questions. Provide context and vocabulary explanations as necessary during the reading.

- ▶ Encourage early finishers to go back and check that they have recorded their questions on their sticky notes. Have extra sticky notes available for those students who have more than three questions.
- ▶ You may want to make anecdotal notes about the reading strategies students are using successfully and what other strategies they might try.



AFTER READING

Self-monitoring/infering

- ▶ Revisit the purpose for reading. Invite students to share the questions they have for the two main characters and record them on

Try to find answers to your questions in the book if possible. Note that sometimes the answers are not in the book and, as readers, we need to infer what the answer might be.

Evaluating/infering/ making connections

chart paper or a whiteboard. Encourage students to find answers to their questions in the book. They can do this with a partner or with the whole group.

- ▶ Extend understanding by offering prompts to continue the discussion:
 - At the beginning of the story, Millie was hiding her missing hand. Why do you think she did that?
 - What clues tell you how Millie is feeling about not having a hand and where in the story does that change?
 - Why do you think Millie stops hiding her hand?
 - How would you feel if you were Millie and had to start a new school?

Self-monitoring

- ▶ Comment on any effective strategies you observed. Acknowledge students who went back and reread or stopped to question when they realized meaning had broken down.

I noticed that Carla paused on page 12, reread it, and looked at the picture. I heard her say, "Oh, I get it. Millie and Rose are putting their stories together. It's in the past and they're going to stop the bad guys." That was great, Carla. When you didn't understand something, you stopped to reread and used the picture to help you.

Word solving

- ▶ Ask students if there were any words they were unfamiliar with or unsure of their meaning. Have all of the students find the word in the story and discuss which strategies students found most successful to solve unfamiliar words. Praise students' effective use of reading strategies and correct any misinterpretations of word meaning.

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.

Draw a Picture

- ▶ Rose wrote a story about a ring giving the power of time travel. Invite students to draw a detailed picture of where they would like to time travel to, either in the past or the future. They can present their pictures to a partner or post them in the classroom for everyone to see.

Write a Story

- ▶ Encourage students to choose what magical power they would like their ring to have and write a story about it.

Dramatic Role-Play

- ▶ As a group, brainstorm the things a new student in a school might need to know. This could include where the washrooms are, where to play, where to line up, classroom routines, and so on. Ask students what other things they could do to make a newcomer feel welcome. In partners, have students take turns role-playing introducing Millie to the class and telling her some of the things about your school that she needs to know to feel welcome.