

# Silver Dollar Dreams



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

**Guided Reading Level:** N

**Summary:** Alex wants more than anything to earn his orange belt in karate. Through the encouragement of his Grandpa Nick and his friend, Jocelyn, Alex puts his mind into making his dream come true.

## Text Features

- ▶ four-page magazine story
- ▶ two columns of text
- ▶ dialogue with quotation marks

## Visual Literacy

- ▶ title
- ▶ illustrations

## Text Supports

- ▶ narrative format
- ▶ supportive illustrations
- ▶ paragraph change for each speaker
- ▶ Alex's thinking is identified

## Possible Text Challenges

- ▶ background knowledge of karate
- ▶ concept of buried treasure dreams
- ▶ understanding of a *silver dollar*
- ▶ vocabulary: *dojo, kata, Sensei, gi*
- ▶ use of sensory language: *keep your insides oiled*

## Reading Strategies

### Comprehension

- ▶ inferring
- ▶ synthesizing

### Working with Words

- ▶ using context clues to solve unfamiliar words
- ▶ identifying contractions
- ▶ identifying possessives

## Assessment Opportunities

Note each student's ability to:

- ▶ make inferences about the characters' thoughts and feelings
- ▶ synthesize to find the main message or theme of the story
- ▶ identify meaning of subject specific words by using context and picture clues
- ▶ identify contractions and possessives

### Oral Language Opportunities

- ▶ discussing in groups and pairs
- ▶ listening to others



## BEFORE READING

### Making connections

#### Activating and Building Background Knowledge

- ▶ Display the front page of the story. Explain to students that they are going to read a story about a boy named Alex, and that he does karate. Ask students what they know about karate. Use the Think-Pair-Share strategy to have students share with a partner and then ask a few students to share their experiences with the class.

*What do you know about karate, or have some of you taken karate lessons?*

#### ELL Note:

Brainstorm with students about karate to build their background knowledge and elicit vocabulary they know on this topic. Record their ideas on chart paper to post in the classroom and/or add to the classroom Word Wall.

### Text features/ word solving and building

#### Discussing Supports and Challenges

- ▶ Hand out a copy of the text to each student. Explain that the text is written in a magazine format, so there are no covers to the story. Read the title and draw students' attention to the term "silver dollar." Discuss its meaning.

*A silver dollar is a coin that was commonly used in the United States. It had the value of a dollar. Today, most Americans use the one dollar bill instead of dollar coins. In Canada today, we have commemorative silver dollar coins that the Canadian Mint puts out to remember important events in our history.*

### Inferring/visual literacy

- ▶ Ask students what they think "Silver Dollar Dreams" might mean, and what that title might be referring to in the story.

*What kind of dream is a silver dollar dream? A little dream? A big dream? What kind of dreams do you think the characters in the story might have?*

### Print concepts

- ▶ Have students turn to page 2 and point out the way the author has used dialogue to tell parts of the story. Remind students about quotation marks.

*Tell me how you know when a character is speaking. What punctuation mark lets you know this? How do you know when someone new is talking?*

### Inferring

- ▶ Focus the readers on a comprehension purpose. Ask students what they can infer about Alex's feelings.

*As you read, think about what Alex's actions are telling us about his feelings in different parts of the story.*

#### Teaching Tip:

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



## DURING READING

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

**Inferring/synthesizing**  
**Inferring**

**Self-monitoring**

**Word solving and building**

► Observe and listen to students as they read, assisting them as needed. Some students may require help with solving words and with word meanings. Respond to questions and offer prompts to help them problem solve. Possible prompts may include:

- What have you found out about how Alex is feeling?
- Reread that part of the text and think about why it is important. What is the text telling you?
- Did that make sense? Reread that sentence and think what would make sense and sound right.

► Encourage students to apply the strategy of using context to help solve unfamiliar words (e.g., using the words and sentences around *Sensei, gi, dogo,* and *kata* to figure out the meanings).

*There are some terms that are specific to karate that you may not know. You can use the context around these words to infer the meaning of each one and think about what makes sense.*

**ELL Note:**

Pair ELLs with more fluent English readers. Students can take turns reading, and the more proficient reader can assist the ELL with comprehension of the story and unfamiliar vocabulary.

► If students finish early, ask them to record on sticky notes a word or two to describe Alex's feelings in different parts of the story.

► Note successful reading strategies and any remaining reading challenges.



**AFTER READING**

**Inferring/synthesizing**

► Revisit the purpose for reading.

*What is Alex feeling throughout the story? How do his feelings change? What causes Alex's feelings to change?*

**Inferring/evaluating**

► Ask students to revisit the points in the story where they identified Alex's feelings. What actions in the story helped them to infer his feelings?

*Let's look at when Sensei Foster pats Alex on the shoulder and says, "I hope you'll try again." What is Alex feeling at this point in the story? How do you know?*

**Inferring**

► Discuss the meaning of the silver dollar in Alex's pocket when he goes to Jocelyn's house. Have student partners write Alex's thoughts in a thought bubble.

*Why do you think the coin in Alex's pocket feels heavy? What is Alex thinking when this happens?"*

**Synthesizing/evaluating**

► Extend understanding by offering prompts to continue the discussion:

- At the beginning of the story Grandpa Nick says, "What you've got is a good respectable little dream. A silver dollar dream." What does he mean by this?
- In the story Alex tells us, "All I can do is stand there and wonder how I let a little sliver of a dream get this big." What does Alex mean by this?
- How is a buried treasure dream different from a silver dollar dream?
- What do you think the title means now that you've read the story? What is the message of the story?

## Synthesizing

- What does “keep your insides oiled” mean? How could dreams keep your insides oiled?
  - What do you think of Alex at the end of the story?
- ▶ Have students consider the other characters and the influence they had on Alex, e.g.,
- Sensei: consistent character, always encouraging, high standard
  - Jocelyn: consistent character, always encouraging, achiever
  - Grandpa: consistent character, always encouraging

Partners can choose one character to discuss. Share ideas as a whole group.

## Word solving and building

- ▶ Revisit any challenging words students encountered and discuss the strategies they used to figure out the words.

## Self-monitoring

- ▶ Comment on any effective reading strategies you observed.

*I noticed when Ella came to the word “gi,” she checked the picture and attempted the word, then reread the sentence. Then she stopped reading and said to me, “I wear a kind of uniform too for my skating lessons and it’s called a “leotard.”*

## 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.

### **Share a Dream**

- ▶ Invite students to share a dream of their own. This can be done through journals, images, mind maps, or sharing orally with a partner. Encourage students to consider the encouragement that Alex received and the hard work he did in order to achieve his dream. What could they do to achieve their dreams? Students can discuss with a partner ways to support or influence achieving their dream.

### **Contractions**

- ▶ Write “he would” on a whiteboard or chart paper and explain what makes a contraction. Model with another example, such as “you have = you’ve,” crossing out the letters that are replaced by the apostrophe. Discuss when contractions are appropriate to use. Have pairs of students select other contractions in the story and write out the two words making up the contraction.

*A contraction is one word made from two longer words; some letters are removed and replaced with an apostrophe.*

## Word solving and building

### **Possessives**

- ▶ Explain to students that a noun that indicates something belongs to someone is called a possessive. Have students locate possessives in the story, identifying who and what was owned.

*To show ownership, a noun is usually followed by an apostrophe and an “s,” e.g., “That is Sam’s apple.”*

## Word solving and building