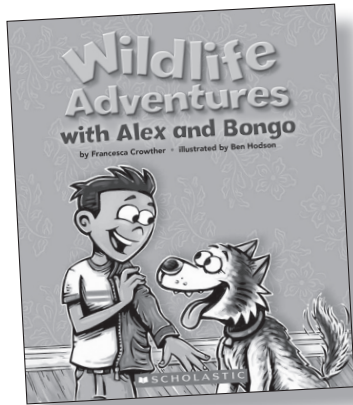




Wildlife Adventures

with Alex and Bongo



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Text Type: Fiction Narrative — Realistic Story

Guided Reading Level: O

Summary: This story is about a boy named Alex and his dog, Bongo, and the adventures they have together.

Text Features

- ▶ dialogue
- ▶ compound and complex sentences

Visual Literacy

- ▶ italic font
- ▶ environmental print

Text Supports

- ▶ fairly consistent text placement (text above the illustration on even numbered pages and below the illustration on most odd numbered pages)
- ▶ clear, colourful illustrations support the text
- ▶ direct speech that consists of simple everyday language

Possible Text Challenges

- ▶ varied sentence structure, including long compound and complex sentences
- ▶ descriptive verbs that may be unfamiliar to some students (e.g., *hovering*, *peering*, *gnawed*, *retreated*)

Reading Strategies

Comprehension

- ▶ sequencing
- ▶ making connections

Working with Words

- ▶ use a variety of strategies to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ accurately sequence story events
- ▶ make connections to personal experiences
- ▶ solve unfamiliar verbs and descriptive words (e.g., *perched*, *arched*, *menacing*, *ferocious*)

Oral Language Opportunities

- ▶ discuss 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

Making connections

- ▶ Ask students if they have a dog or if they know someone with a dog. Ask a couple of students to describe their dogs and the activities they do together.

Raise your hands if you have a dog or know someone with a dog. What kind (breed) of dog is it? What do you/the dog's owner and the dog do together? Would you consider the dog a friend? Explain why.

ELL Note:

It might help to have pictures of various breeds of dogs available (including a husky) for ELLs to look through.

Making connections/ sequencing

- ▶ Ask students to think about what someone might need to do every day to look after a puppy.

Make a list of three or four tasks that you would need to do to look after a puppy. Order your tasks by importance, so the most important task is first. Turn and share your list with a partner.

Visual literacy/ print concepts

- ▶ Hand out copies of the book and have students scan page 5 for an example of italic font. Discuss why italic font is used on this page.

Turn to page 5. I can see that the author has used italics here for a sound effect. This is an interesting way of showing that something is close to Alex. When you read the rest of the text, keep an eye out for italics, and think about why the author used italic font there.

Print concepts

- ▶ Remind students that quotation marks are used to show someone's exact words. Direct them to page 3 and ask them to read the dialogue themselves. Highlight the way the author assigns dialogue to different people.

Every time a character speaks we know because their words are in quotation marks. Every time a different person speaks, there is a new paragraph. This will help us know who is talking.

Discussing Supports and Challenges

Text features

- ▶ Remind students to use periods, commas, question marks, and quotation marks for support when unlocking long compound or complex sentences.

Word Solving

- ▶ Explain to students that the author has used powerful descriptive words to describe the actions or images in this story, some of which they may be unfamiliar with

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, or skip the word and then go back.

(e.g., *hovering, gnawed, arched, ferocious*, etc.). Encourage students to identify strategies to help them figure out the meaning of unfamiliar words.

Text features

- ▶ Have students look at where the print is located on the first two pages of the book (above the illustration on the left-hand page and below the text on the right-hand page). Point out that the same layout exists throughout most of the book and remind them that the illustrations have lots of details that might help them with any challenges they encounter as they read.

Sequencing

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose by asking students to read the story independently and to stop and think about the sequence of events.

As you are reading I would like you to stop at times to think about what is happening in the story. Can you create a picture in your mind of what is happening? Does the order of the events make sense to you?

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.



DURING READING

Self-monitoring

Sequencing

Making connections

Analyzing

Word Solving and Building

- ▶ Remind students that as they are reading that they will need to stop and think about the story events.
- ▶ 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:
 - How can you figure out that word? Look for a smaller word within the longer word.
 - What did Alex do after he looked inside the compost bin? What happened after he spoke to his mom?
 - Have you ever heard a sound and weren't sure what was making it? How did that make you feel?
 - How are the illustrations on pages 12 and 13 different? What do they show? (Page 12 shows Bongo as a puppy and page 13 shows Bongo in the present.)
- ▶ If students finish early, have them reread silently to find and write down two or three powerful action words that end in "ed" or "ing." Have students talk with a partner to explain what the words mean. If anyone has a word that they cannot give a meaning for, have the student print the word on a sticky note and put it on the board. (Address it with the group after reading.)
- ▶ Note successful reading strategies and any remaining reading challenges.



AFTER READING

Sequencing

Making connections/ sequencing

Inferring

- ▶ Revisit the purpose for reading.
- ▶ Ask students which animals Alex and Bongo met in the story and have a brief discussion about wild animals and personal safety.

*What was the order of events in this story?
Did the story make sense to you?*

Why was it important that Alex found out how to get the raccoon free safely? How about getting away from the bobcat? Was there a threat to him or to Bongo? What could have happened next?

- ▶ Extend understanding by offering prompts to initiate a discussion:
 - How do you think Alex felt when he looked into the compost bin? How about when he was watching Bongo and the bobcat?

**Analyzing
Evaluating**

Self-monitoring

- Why did Alex’s mom say they should call the wildlife officer for advice?
- Do you think *Wildlife Adventures with Alex and Bongo* is a good title for this story? Why or why not?

- ▶ Comment on the effective reading strategies you observed.

I liked the way Mary checked on her own reading and self-corrected. She said “peaking” for “peering,” a word she was familiar with that made sense, sounded right, and looked right at the beginning and end of the word. But when Mary looked more carefully at the word, she self-corrected and said “peering.” Good work, Mary.

Rereadings

- ▶ Provide opportunities for each student to reread this story with a partner.

Focused Follow-Up

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

Create a Storyline/Timeline

- ▶ Invite students to create a simple pictorial account of the adventures of Alex and Bongo in the order in which the events happened. Have students fold a piece of paper in half and then half again (so there will be six squares). After they unfold the paper, ask them to number the boxes from 1–6. Have them draw and label one event from the story in each box.

Dramatize

- ▶ In groups of three, have students act out either the adventure with the raccoon or the adventure with the bobcat and present the dramatization to the rest of the class. Encourage students to use the special words (ones that were italicized in the story) representing the sounds the animals would make.

Write a Sequel

- ▶ Have students create a sequel (short paragraph, comic strip, story map) describing a future adventure for Alex and Bongo.

Word Building

- ▶ Have students locate verbs featured in the text (*spied, crept, scratched, etc.*). Students can then use magnetic letters to build the words. Model how to break each into chunks/syllables to reinforce the use of chunking to solve unfamiliar words.

ELL Note:

This story contains some dynamic verbs such as *peering, gnawed, and snarling*. Students can demonstrate each verb with gestures for ELLs to ensure comprehension. ELLs can then pantomime the verbs themselves, and add them to their personal dictionaries, along with illustrations and explanations.