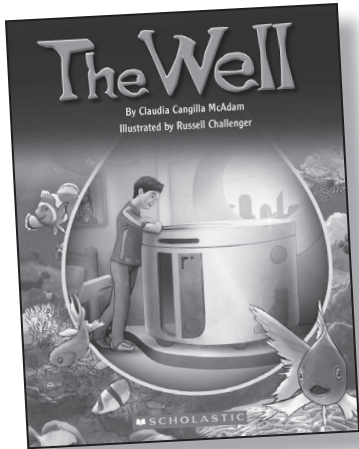


# The Well



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

**Guided Reading Level:** R

**Summary:** This science fiction story takes place in the future where water is a luxury. It takes Mica months to save cupfuls of water for an aquarium that he's always wanted. But in the end, he thinks about his mother before himself, and gives her the water so she can have a bath.

## Text Features

- ▶ quotation marks

## Visual Literacy

- ▶ die cuts
- ▶ italicized words

## Text Supports

- ▶ detailed illustrations to support context

## Possible Text Challenges

- ▶ specialized vocabulary: *drought, compassion, desalination, reminiscing*
- ▶ exposure to science fiction may be limited or new for some students

## Reading Strategies

### Comprehension

- ▶ inferring (visualizing)
- ▶ making connections

### Working with Words

- ▶ identify multi-syllabic words
- ▶ use letter/sound cues (initial, medial, and final) to solve unfamiliar words

## Assessment Opportunities

Note each student's ability to:

- ▶ make inferences by noting picture cues
- ▶ make inferences as new information is read
- ▶ make inferences by visualizing
- ▶ make connections to personal knowledge and experiences
- ▶ solve unfamiliar words

## Oral Language Opportunities

- ▶ discussing in pairs and groups

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at [www.lpey.ca](http://www.lpey.ca) and in the Grade Three Reading Guide.



# BEFORE READING

## Predicting

### Activating and Building Background Knowledge

- ▶ Ask students to think about what it might be like in the future, around a 100 or 200 years from now.

*What kinds of things do you think will be different in the future?*

## Making connections

- ▶ Hand out copies of the text to the students. Read the title together, *The Well*. Ask the students what their understanding of the word “well” is. Possible answers: something that holds water, a hole.

## Text features/infering

- ▶ Explain to students that they are going to read a story about a boy living in the future, where there isn't a lot of water. Preview a couple of pages and discuss how readers can tell the book is set in the future.

*Look over this story and look for clues that it's set in the future. That's right, Elise. The picture on page 2 has flying cars in the background. What other clues do you see?*

## Making connections

- ▶ Have the students look at the picture on page 2 (Mom standing in the rain). Ask them if they have ever done that.

*What does it feel like to stand in the rain? Why would you want to do that? Is water something that we take for granted?*

### Teaching Tip:

Explain what it means to take something for granted, e.g., “When you ‘take something for granted,’ it means you're so used to having something that you forget how important or valuable it is.” Provide some examples, such as food, cold medicine, computers, etc.

## Making connections

### Discussing Supports and Challenges

- ▶ Hold a brief discussion about science fiction, introducing the genre to students and providing them with examples they may have already been exposed to, such as *E.T.*, *Star Wars*, *Wall-E*, *The Iron Giant*, etc.

*Science fiction is a type of story. These stories usually take place in the future or on a made-up world. Sometimes there are aliens and the technology people use is really advanced. Can you think of some stories that you've read or seen that might be science fiction?*

### ELL Note:

If ELLs aren't familiar with some of the science fiction examples you provide, ask them to share any they do know. If they have trouble understanding the term, you may want to show them excerpts or clips of examples.

## Visual literacy

- ▶ Ask the students if they see anything unusual about the text layout. Most students will mention the holes in the text.

*These are called die cuts. Why do you think the author and illustrator would choose to have these cuts in the text?*

## Text features/print concepts

- ▶ Draw the students' attention to the quotation marks on page 2. Ask them how the quotation marks help us to see who is talking.

*Notice the quotation marks on the first sentence. What does that mean? How does that help us to understand the story?*

## Visual literacy

- ▶ Encourage students to look for other text features. Point out the italicized word “couldn’t” on page 4, in the third paragraph.

*This word is treated in this way to get our attention. What should you do when you get to this word in italic type when you’re reading?*

## Inferring

### Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

*As you read, I want you to find out what Mica does so he can have an aquarium, and how what he does at the end makes him feel.*

**Note:** Students may need to be reminded that they can revise their inferences several times during the story as they uncover more information or see new illustrations.

**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

### Word solving and building

#### Inferring

#### Synthesizing

#### Inferring

- ▶ Ask each student to read the text independently, keeping in mind the purpose for reading.
- ▶ 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:
  - Can you sound out the word?
  - The author doesn’t tell us when the story is taking place. What clues does the author give us to guide us? What are you thinking?
  - What did you find out about Mica?
  - What words help you to visualize or make pictures in your mind? How do these words help you to understand the text?
- ▶ If students finish early, ask them to reread and look for words or illustrations that provided them with clues about setting. You could provide students with sticky notes to mark areas of the text or artwork. Students can reread independently or with a partner.
- ▶ Note successful reading strategies and any remaining reading challenges.



## AFTER READING

#### Inferring

- ▶ Revisit the purpose for reading: What did Mica do so he can have an aquarium? How did his actions at the end of the story make him feel?

#### Inferring

#### Inferring

- ▶ Extend comprehension by offering prompts to initiate discussion:
  - Did you change your thinking about the story while reading? Why?
  - What does the teacher, Mr. Donovan mean by “Your brains are like wells”?

**Inferring: visualizing**

- How did the author and illustrator help you understand how Mica felt at the end?

**Evaluating**

- Were you surprised by the ending? Would you have ended the story differently?

**Inferring/  
making connections**

- ▶ Ask students about how Mica felt throughout the book.

*Did you understand how Mica felt at the beginning? Have you ever wanted something and had to save up for it? Have you ever given someone else a gift? How did they feel? How did you feel?*

**Self-monitoring**

- ▶ Comment on any effective reading strategies you observed.

*There were some technical words in this story. I noticed Fiona had trouble with the word "desalination," but she kept reading and found an explanation of what the word meant.*

**ELL Note:**

Write vocabulary from the story on word cards for students to form sentences with.

## Rereadings

- ▶ Provide opportunities for the students to reread the text independently or with partners.

## Focused Follow-Up

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

### ***Write a Science Fiction Story***

- ▶ Ask students to help you create a short science fiction story. Invite them to give you suggestions about who the characters are, when and where the story takes place, and what the main problem is. Jot down their suggestions on chart paper or a whiteboard. Invite students to read over the suggestions and help you choose the best ideas for the story. Write the story as a group.

### ***Create an Invention***

- ▶ Ask students to come up with an invention that will be used in the future. Have them draw or create a model of the invention (using craft materials). Students could then orally describe how their invention works to a small group or the class.

### ***Multi-syllabic Words***

- ▶ Provide a list of tricky words from the text (*chemical, aquarium, artificial, runoff, glistening, compassion, etc.*). Demonstrate how to look for chunks (segments) in each word and how to blend these segments to figure out the word. For example: chemical = /chem/ /i/ /cal/ /chemical/.

**Word solving and building**