SQUEAK TWICE FOR YES

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TEXT TYPE: Fiction: Narrative—Short Story
GUIDED READING LEVEL: P

SUMMARY: Yvonne and her classmate Ophelia are working together on a school science fair project about Morse code. Yvonne's convinced that her dog, Sherlock, has learned Morse code and is able to communicate with humans using his toy Mr. Squeaks. During the science fair presentations, Sherlock takes off and Yvonne goes looking for him. Now on her own, Ophelia finds the courage to talk to the judges about their project and discovers that she can talk in front of people. She also discovers that Sherlock can use Morse code!

TEXT FEATURES
- dialogue using quotation marks
- two-column page layout

VISUAL LITERACY
- bolded letters to indicate sections of the story

TEXT SUPPORTS
- supportive illustrations
- paragraphing

POSSIBLE TEXT CHALLENGES
- challenging vocabulary, e.g., 'coincidence,' 'irrelevant,' 'terrified,' 'fascinating,' 'slobbery'
- background knowledge of Morse code
- familiarity with a science fair

FOCUS COMPREHENSION STRATEGY
- predicting

FURTHER COMPREHENSION STRATEGIES
- sequencing
- making connections

ORAL LANGUAGE OPPORTUNITIES
- "Say Something" strategy (See page 44 in the *Grade 4 Literacy Support Guide.*)
- oral retelling of the story (option 3 in Focused Rereading)

WORKING WITH WORDS
- use syllabication, context clues, reading on, and prior knowledge to solve unknown words

ASSESSMENT OPPORTUNITIES
Observe each student's ability to:
- identify and verbalize the main idea of the story
- visualize what is happening in the story

ASSESSMENT TOOLS
Select from the following:
- Predicting Strategy Checklist
- Comprehension Strategies Anecdotal Record

BEFORE READING

Activate and build prior knowledge

Making Connections

- Ask students if they have ever participated in a science fair. Have students discuss what was involved in being part of this type of event. If students have not been involved in one before, then take the time to explain what happens during a science fair.

- Ask students if they have heard of "Morse code." Explain to students that Morse code is a wireless communication method that uses a series of clicks that can be directly understood by a skilled listener without special equipment. It is named for Samuel F. B. Morse, an inventor of the telegraph.

ESL NOTE: To support your ESL students, provide them with starter phrases such as: *I know a lot about…, I'm not familiar with…,* so they can participate in the discussion.

Introduce supports and challenges

Text Features

- Provide students with a copy of the short story and ask them to identify any text features that they notice. Discuss with students those text features that are identified.

- Point out to the students that this short story is formatted with two columns on each page. This formatting will help them with their reading fluency.

- Additionally, point out to the students that there is a great deal of conversation in this short story. Identify for the students how the author has paragraphed the dialogue to help the reader identify the speaker.

Visual Literacy Features

- As students look at the text, point out the four larger letters called "Drop Caps" or "Initials." Explain to students that this visual feature will help them to identify the organization of the short story. Also indicate to the students that they will be using these markings during their reading to pause and "Say Something" to a partner.

Word Solving and Building

- On cards or chart paper, write out the following challenging words from the text: 'coincidence,' 'irrelevant,' 'terrified,' 'fascinating,' 'slobbery.'

- Help students to chunk the words into syllables so they can read the words accurately.

- Point out to the students the suffixes, prefixes, and root words. Do these parts help them understand/figure out what the words mean?

Predicting

Set a purpose for reading

- Ask students if they think that animals can 'speak' to humans. Have them explain their thinking and encourage them to provide examples of when they've heard of animals 'speaking' to humans.

- Read the question at the beginning of the text: *Is Yvonne's dog trying to tell her something?* Using the "Say Something" strategy, ask students to make a prediction about the answer to the question.

- As students are reading the short story, have them think about how this question is explored throughout the story.

Provide for early finishers

- Encourage students who finish early to look for multi-syllablic words in the short story and locate any known words or root words within them.

DURING READING

- During the reading, have students stop at the colour Initial letters (sections of the story) and have them "Say Something" to a partner. Be sure to provide the students with an anchor chart with stem starters. (See page 44 in the *Grade 4 Literacy Support Guide*.)

Monitor reading

- Have a student read a portion of the text aloud to you. Note the word solving strategies used as the student negotiates the text. Provide appropriate comprehension prompts, e.g., *What did you notice about how Ophelia treated Yvonne? What's the most important thing you've learned?*

- Give feedback to students on successes and any areas that may need attention.

> **TEACHING TIP:** To encourage students to stop at the four Initial letters and "Say Something" to a partner, place a sticky note at each letter as a reminder to stop. Use the stem starters from the "Say Something" anchor chart (see page 44 of the *Grade 4 Literacy Support Guide*) to discuss with a reading partner.

Observe

- Make observations on your assessment tools. (See the Predicting Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 4 Literacy Support Guide*).

- Note any successful reading strategies you observe, e.g., using syllabication to solve an unknown word, or being able to visualize what is happening in the text.

AFTER READING

Revisit the purpose for reading

- Reread the question at the beginning of the text: *Is Yvonne's dog trying to tell her something?* Ask students to reflect on their predictions and what evidence in the reading helped them to confirm or change them.

TEACHING TIP: Have students share with the group how they used the "Say Something" strategy to support their reading of the text.

Check on outstanding challenges

- Your observations will help you work out the challenges students experienced during their reading. Discuss and clarify at this point how they decoded unfamiliar words.

Note successful strategy use

- Have students share their thinking as they were reading. Ask students, *"Did the paragraphing used in this short story support your understanding?"*

FOCUSED REREADING

Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 4 Literacy Support Guide.*

Written

Making Connections

- Have students do some research on Morse code and create a mini-presentation on the topic.

- Create some messages using Morse code to share with your classmates.

- Have students explore ways that animals communicate.

Artistic

Making Connections

- Create a poster to display the information you learned from your research about Morse code.

Oral/dramatic

Sequencing

- In small groups, create a retelling of the story using puppets or acting out. Perform the retelling in front of the class.