



CATCH THAT STOMACH!

Written by Jeff Szpirglas

Illustrated by Kimberley Hiscocks

TEXT TYPE: Fiction: Narrative—Humorous Story

GUIDED READING LEVEL: Q

SUMMARY: Bill and his stomach were best of friends until Stomach decides he is tired of eating only what Bill likes, especially hot mustard. So Stomach jumps out of Bill's body and takes off on his own! Bill, with the help of a special taxi driver, spends the day trying to find Stomach. Eventually Bill and Stomach come to an agreement that makes both of them happy.

TEXT FEATURES

- table of contents
- letter
- italics

VISUAL LITERACY

- illustrations

TEXT SUPPORTS

- chapters
- sequential plot

POSSIBLE TEXT CHALLENGES

- large number of questions within the text
- titles of some of the chapters

FOCUS COMPREHENSION STRATEGY

- inferring

FURTHER COMPREHENSION STRATEGY

- predicting

ORAL LANGUAGE OPPORTUNITIES

- Say Something strategy
- Place Mat strategy
- dramatization of selected chapters (option 3 in Focused Rereading)

WORKING WITH WORDS

- word solving and building: understands the purpose of italicized and bold font words to convey meaning and feeling (e.g., 'Bill *hated* broccoli,' page 4)
- language predictability: uses context to work out word meanings
- language predictability: developing an awareness of how literary devices convey meaning (e.g., simile, metaphor)

ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- visualize what is happening in the text
- make inferences from the text
- make predictions about plot and characters
- understand the meaning conveyed in bold and italicized words

ASSESSMENT TOOLS

Select from the following:

- Inferring Strategy Checklist
- Comprehension Strategies Anecdotal Record

First Session (pages 4–16)

BEFORE READING

ESL NOTE: Some students may be unfamiliar with the digestive system. Show a labelled diagram of the human body highlighting the path food takes in the body when it is eaten. Ask, *What would happen if you did not have a stomach?* Discussion, video clips, or demonstrations may be required to help them understand these concepts.

Predicting and Inferring

Activate and build prior knowledge

- Display the front and back covers of the book. Read the blurb on the back cover. Ask, *What do you think the book is about? What could Bill have done to push Stomach too far?*

Word Solving and Building

Introduce supports and challenges

- Ask students why *'hated'* is placed in italics. Explain that italicized words, and words spelled in all capital letters, are sometimes used to represent sounds and noises or express strong feelings. Ask, *How do you think words like 'Blech!' (page 5), 'YOW!!!' (page 6), and 'VROOM!' (page 7) add to a story?* Encourage students to look for these types of words in the text.

TEACHING TIP: Encourage students to think about what sounds are being represented with words like those mentioned above. What images do they associate with these words? Thinking about the meanings and purposes of these words will reinforce word solving and building.

Language Predictability

- Read the sentence, 'Stomach felt like it was on fire! It was a volcano ready to explode!' (page 6). Ask students if they know the term for comparing two unlike objects (metaphor). Also, discuss the term simile (comparing two unlike objects using 'like' or 'as'). Have students look for an example of a metaphor and simile while reading the first two chapters.

Inferring

Set a purpose for reading

- As they read the first three chapters, ask students to think about why the taxi driver is so eager to help Bill find his stomach.

Provide for early finishers

- Ask students who finish early to find and jot down any other words in italics or capital letters in the first three chapters. Have students discuss with a partner what these words mean or represent.

DURING READING

Monitor reading

- Ask each student to read the first three chapters independently. Remind students to think about their purpose for reading (why might the taxi driver be so eager to help Bill find his stomach).
- Encourage students to pause during their reading and think about the questions in each chapter. Listen to individual students read. Ask, *What do you do when you come to a question? Are the answers to all of the questions stated in the book? What do you do when you come to a question that has no set answer given in the book?*

Observe

- Make observations on your assessment tools. (See the *Inferring Strategy Checklist* and the *Comprehension Strategies Anecdotal Record* in the *Grade 4 Literacy Support Guide*.)
- Note and commend any successful use of reading strategies, e.g., successfully predicting an event or plot occurrence or using a word solving strategy to figure out the meaning of an initially unfamiliar word.

TEACHING TIP: Allowing students the opportunity to discuss strategies they use provides the teacher with insight into the strategies students favour and those that are not used as often and might need to be worked on.

AFTER READING

Revisit the purpose for reading

- Discuss how the taxi driver helped Bill look for his stomach. Review some of the specific things the taxi driver did in the three chapters. Ask, *Why do you think the taxi driver wanted to help Bill?* Explain that the author does not tell why the taxi driver wants to help Bill. Encourage students to read between the lines and come up with some of their own conclusions. Using the Say Something strategy (see Oral Language Strategies in the *Grade 4 Literacy Support Guide*) give students the prompt: *At first I thought _____, but now I think...* Provide students with the opportunity to share their ideas.

Check on outstanding challenges

- Review and discuss any challenges the students experienced. The assessment tools used, along with students' comments, will help clarify what the significant challenges are.

Inferring

Note successful strategy use

- Explain a successful strategy you observed, e.g., *Raj identified a number of words spelled with all capital letters, in italics, or in bold print. Raj said when the author wrote the words ‘COULD NOT STAND’ in capital letters on page 5, it showed him how much Stomach really disliked spicy food. One thing italics and bold print can really help us understand are strong feelings of like or dislike. What else can words in bold print, italics, or spelled in capital letters be used for?* (e.g., sound effects). Allow students to point out any other successful strategies used.

Second Session (pages 17–32)

BEFORE READING

ESL NOTE: A simple story map may be used featuring each chapter. As the students provide details of Bill and his stomach, they are recorded by the teacher.

Inferring and Making Connections: Text to Self

Activate and build prior knowledge

- Tell students the setting of the next chapters will be Biff’s Burger Barn, a fast food restaurant, and another setting is a television studio. Ask students to discuss what they know about each of these settings. Have any students ever been to a television studio? Using the Place Mat strategy, have students brainstorm and share their ideas about what a fast food restaurant looks like and the things they would find in a television studio (See *Oral Languages Strategies* in the *Grade 4 Literacy Support Guide*).

Text Features

Introduce supports and challenges

- Direct students to the titles of chapters 4–7. Read the titles together. Ask, *What is the purpose of a chapter title? What information does each chapter title give you? How do you think this information will help you as you read each chapter?*

Evaluating

- Ask students if this book is fiction or non-fiction. Does the fact that a person’s stomach could never actually do any of these things matter? Ask students, *Do you think the author is aware that a person’s stomach can’t do the things described in the book? Does the impossibility of the situations add or take away from the humour of the book?*

Inferring: Visualizing

Set a purpose for reading

- Ask students to create a picture in their mind of what Biff's Burger Barn and the television studio look like as they read the remaining chapters. Do the pictures in the book help? Tell students to keep in mind the earlier discussion and information they shared during the Place Mat activity, regarding fast food restaurants and television studios, along with the text and visual details of both settings provided in the book.

Provide for early finishers

- Any students who finish early can discuss with a partner the 'mind pictures' they created while reading the remaining chapters.

DURING READING

Monitor reading

- Have different students read portions of the text to you. Ask, *Can you picture the restaurant in your mind? Can you describe it to me? Do the illustrations help or do you picture something different?* Similar questions can be asked regarding the television studio.
- Assist students in using the chapter titles to help predict what will happen next. Ask, *What could a green swimming pool mean?* At the end of a chapter, ask students if their predictions were correct. Remind students that this book is focused largely on humour. What situations in these chapters did they find funny? Why?
- Provide support to students in word solving and vocabulary. Are students using their previous experience with the first session's similes, metaphors, italicized words, and so on, to help denote word meanings in the current session?

Observe

- Make observations on your assessment tools. (See the *Inferring Strategy Checklist* and the *Comprehension Strategies Anecdotal Record* in the *Grade 4 Literacy Support Guide*.)
- Give feedback on any successful use of strategies you observe, e.g., students using the information in the chapter titles to make accurate predictions about the events in the chapter.

Inferring: Visualizing

AFTER READING

Revisit the purpose for reading

- Ask students to share the settings they visualized in the chapters. Aside from Biff's and the television studio, ask students if there were any other parts of the text that prompted a strong picture in their minds. Allow students to share any.
- Discuss the 'mind pictures' students created. Encourage them to give details, and ask if or how their own experiences informed these pictures.

TEACHING TIP:

Briefly discuss the importance of 'mind pictures.' Explain that visualizing what is happening in the text is important to understanding the larger as well as smaller details in the story when not everything is laid out for the reader. Picturing, for example, a green pool might enable a student to infer what the author means, given the context of the scene within the story.

Check on outstanding challenges

- Your observations will help you work out other challenges students experienced. Discuss and clarify ongoing purposes and strategies at this point, e.g., considering the chapter titles, visualizing the scenes, or working out the meaning of a new word, using context to assist their efforts.

Note successful strategy use

- Explain a successful reading strategy you observed, e.g., *I asked Lisa how the title of Chapter 7, 'The Taxi Driver's Secret,' might help her predict what the chapter was going to be about. Lisa told me it would probably give us the reason why the taxi driver wanted to help Bill. She also looked at the illustration of a magic wand, next to the title, and predicted the taxi driver probably had special powers or was a wizard. By looking at the chapter title and the picture, Lisa was able to make a reasonable prediction about the chapter.*

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*.

Predicting and Inferring

Written

- Reread the letter Bill's ears sent to him (page 32). Ask students to discuss what Bill's ears might do as rock stars. Students can then write about the rock star adventures of Bill's ears via postcards found on the BLM. Content students might wish to include could be the ears' reasons for leaving for a rock star life. Did they not like Bill's taste in music? Were they inspired by Stomach?

Making Connections: Text to Self

Artistic

- Students reread chapters 3 and 4 describing Biff's Burger Barn and the television studio. Ask students to pick one of the settings and draw a picture of it. The picture should include details from the text and any ideas students have about the locations that might be informed through their own experiences or previous knowledge.

Inferring and Sequencing

Oral/dramatic

- Ask students to reread chapters 4 and 5. Provide them with the opportunity to act out 'The Iron Stomach' television show. Members of the group can decide which characters they want to have in their dramatization and the dialogue for the scene. Encourage students to use both actions and speech to bring the scene to life.

Postcards From Unlikely Rock Stars

Name: _____

Imagine you are Bill's ears. You've recently made your own way to live the life of up-and-coming rock stars. But, being ears, you have heard that Bill wants you back. Use the postcards below to write to Bill. What would you say to Bill? Will you give reasons for leaving? Are you enjoying your 'All Ears' world stadium tour?

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