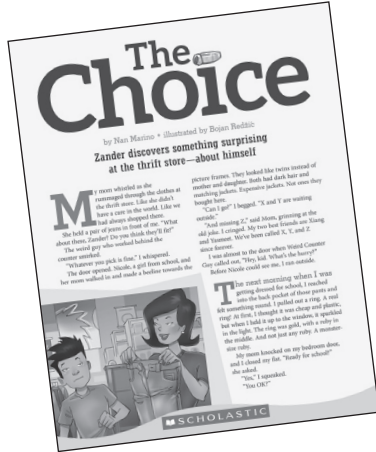


THE CHOICE

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TEXT TYPE: Fiction: Narrative—Realistic Story
GUIDED READING LEVEL: Q

SUMMARY: A mother and her son, Zander, are in a thrift store buying jeans. The next morning, when putting on the jeans, Zander finds a ring in one of the pockets! What should he do? Should he return the ring? Or should he keep it?

TEXT FEATURES

- enlarged, bolded letters highlighting time-lapse
- column formatting of text

VISUAL LITERACY

- inset illustrations

TEXT SUPPORTS

- enlarged letters at section breaks
- use of colour in first line of most sections
- caption under the title

POSSIBLE TEXT CHALLENGES

- some difficult vocabulary/concepts, e.g., ‘smirked,’ ‘carat,’ ‘finders keepers,’ ‘staking,’ ‘compromise,’ ‘unanimously,’ ‘cringed’

FOCUS COMPREHENSION STRATEGY

- evaluating

FURTHER COMPREHENSION STRATEGIES

- inferring
- making connections: text to self

ORAL LANGUAGE OPPORTUNITIES

- Group discussion or debate regarding the issue presented: choice—what would you do? (be influenced by friends or...)

WORKING WITH WORDS

- word solving and building: use word chunks and context clues to figure out unknown words
- use meaning connections to solve unfamiliar concepts (e.g., ‘finders keepers,’ ‘Keepers’ and ‘Returners’)

ASSESSMENT OPPORTUNITIES

Observe each student’s ability to:

- evaluate information to create an informed opinion
- make inferences from the text and own ideas/opinions
- connect ideas to personal experiences
- use context clues to solve unknown words/concepts

ASSESSMENT TOOLS

Select from the following:

- Evaluating Strategy Checklist
- Comprehension Strategies Anecdotal Record

BEFORE READING

Making Connections: Text to Self

Activate and build prior knowledge

- Introduce students to the text by making connections to their own lives. Ask, *Have you ever had to make a difficult decision? Was it a decision that was different from what your friends might have decided to do? Have you ever made a compromise decision?* (Allow students to share their understanding of the word ‘compromise.’)
- Ask, *What do you think made your friend(s) think differently about the/their choice(s)?*

Inferring

ESL NOTE: Consider partnering an ESL student with another so this could become a shared reading. This can assist the ESL student with concepts presented and ‘student talk’ (e.g., ‘Dude’).

Text Features

Introduce supports and challenges

- Invite students to scan the story. Ask them to read the caption under the title. *Why do you think the author included this? Does this caption influence your thinking before you even begin to read? How?*
- Ask, *Why do you think the author has enlarged and coloured the first line of text in most sections?*
- Ask the students to read just the colour lines silently. Ask, *What did you notice about this information?*
- Have students take a moment to look at the illustrations. Ask, *Have the details provided in these illustrations helped you to better understand the caption under the title? Explain your thinking.*
- Write the word ‘unanimously’ on the whiteboard. Have the students say the word. Ask students for the meaning. Break the word into syllables, modelling the use of chunks to solve unknown words (u-na-ni-mous-ly).

Visual Literacy Features

Word Solving and Building

Set a purpose for reading

- Explain to the students that different opinions will be suggested in this text. Say, *As you are reading, you will see that Zander makes a choice, but his friends are not all thinking like him. Think about what your own choice would have been. Be ready to support your thinking.*

Evaluating

Provide for early finishers

- Students may go back and look for multi-syllabic words in the story. Provide a sticky for recording.

DURING READING

Monitor reading

- Have students read the text independently while you circulate. Note the word solving and comprehension strategies used as students negotiate the text. Provide appropriate prompts for word solving and/or reading thinking, such as *Can we chunk that word? Why does Xiang think he should keep the ring? What are Yas's thoughts? Can you support your thinking?*

TEACHING TIP: Provide sticky notes for recording of unknown words and/or multi-syllabic words by early finishers.

Observe

- Note any successful reading strategies you observe, e.g., using context clues to solve an unknown word.
- Make observations on your assessment tools. (See the Evaluating Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 4 Literacy Support Guide*.)
- Note the fluency rating of the students reading aloud and any miscues made.

AFTER READING

Revisit the purpose for reading

- *Say, Zander made his choice. What did he decide? What do you think of his choice? Do you think he had made up his mind before he entered the thrift store? Why?/Why not?*
- *What about his friends: Xiang and Yas? What do you think they would have done?*
- *What would you do, if in the same situation?*
- *What did the counter man mean when he said, 'The Keepers' and 'The Returners'?*

Remind students to support their answers with evidence from the text.

Check on outstanding challenges

- Using your observations, discuss and clarify any comprehension issues, word solving difficulties, or words recorded by students.

Evaluating/Inferring and Making Connections

TEACHING TIP: Remember to work with any students who need work on fluent, phrased reading. Small-group word study may be indicated by any miscues noted.

Note successful strategy use

- Explain an observation you made: *I really liked how some of you got into the characters of Zander and his friends. I could tell you were really understanding their feelings by the way you read to me!*
- *I noticed Nathan reread the last paragraph of the story. He told me he was thinking about the meaning of ‘it has a real story to go with it.’*

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.

Evaluating

Written

- Ask students to write a letter to Zander explaining why they agree or disagree with his choice and also why they think he decided to keep the fake ring. Remind students to explain and support their opinions.

Evaluating

Artistic

- Form small groups of students who can work together to prepare posters for advertising their debate team. Each team will have two posters. Remind students that a good poster needs to catch the reader’s attention, visually show the opinion/position of the debate team, and provide the date of their debate.
- Post all posters in advance of the debates.

TEACHING TIP: The Four Corners strategy can be used if you wish to have more than one debate on a given day.

Synthesizing/Evaluating

Oral/dramatic

- Form small teams of students to debate Zander’s choice. Their letters (above activity) can be highlighted to show their arguments for and/or against keeping the ring. Students can take turns debating in teams of 4–6 per side.
- If letters were not written, students can list their opinions in jot notes, in order to prepare for their debate.