



MARY'S WAY FINDING A HOME IN UPPER CANADA

Written by Connie Brummel Crook

Cover illustrations by Paul Morin

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

SUMMARY: Because of their loyalty to the King of England during the American Revolution, Mary Way and her family are forced to move from their farm in New York to live in tents in the woods of Upper Canada. Now she is expected to take care of her younger siblings, cook, and clean. How will they all survive when winter comes?

TEXT FEATURES

- table of contents
- author's note
- chapter headings

TEXT SUPPORTS

- author's note

POSSIBLE TEXT CHALLENGES

- lack of familiarity with the time period, Upper Canada, Loyalists, and the American Revolution
- vocabulary of time period, e.g., 'Machiche,' 'bateau,' 'iron-spider,' 'bannock'
- song lyrics set within main text
- lack of illustrations

FOCUS COMPREHENSION STRATEGY

- predicting

FURTHER COMPREHENSION STRATEGIES

- inferring
- making connections: text to self

ORAL LANGUAGE OPPORTUNITIES

- Say Something strategy
- discussing with a group
- discussing with a partner
- predicting the Ways' future (option 3 in Focused Rereading)

WORKING WITH WORDS

- word solving and building: using meaning connections to solve unfamiliar words
- language predictability: using dictionaries to solve word meanings
- language predictability: using a variety of strategies to solve word meaning

ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- make, confirm, and revise predictions
- make inferences from the text
- use meaning connections to work out the meanings of unfamiliar words

ASSESSMENT TOOLS

Select from the following:

- Predicting Strategy Checklist
- Comprehension Strategies Anecdotal Record

First Session (pages 3–17)

BEFORE READING

Activate and build prior knowledge

Inferring

- Examine the front and back covers of the book with students. Ask, *What are you able to infer (guess) about when this story takes place and what it might be about based on the title, illustrations, and back cover blurb? What makes you think this?* Have students share their responses with the group.

Predicting

- Once students have had an opportunity to share with each other, ask them to predict what challenges Mary and her family will have to overcome living in the wild woods of Upper Canada. Record their predictions on chart paper. Encourage students to use evidence from the text and their own ideas when making predictions.

TEACHING TIP:

You may wish to show students a map of Canada and explain that from 1791 to 1841 what is now Ontario used to be called Upper Canada.

Word Solving and Building and Language Predictability

Introduce supports and challenges

Sequencing

- Write the words ‘Revolutionary’ and ‘Loyalist’ on the board or on chart paper. Ask if anyone knows what the two words mean. Write students’ answers underneath each word. Ask what strategies they used to determine meaning—chunking, root words, background knowledge, and so on. Emphasize the meaning connection, i.e., ‘revolutionary’ must be a word that stems from ‘revolution’ and have a similar meaning.
- Distribute copies of the text to students. Explain that the story they will be reading is about a family that was loyal to the King (King George III of England) during the American Revolution. They were forced to leave their home in New York to live in Canada when England lost the war to what became the United States of America.

ESL NOTE:

ESL students may not have attended Canadian schools in Grade 3, when pioneer life was taught. Have several picture reference books handy to illustrate things such as: a pioneer cabin, cooking utensils, clothing, work bee, and so on.

Text Features

- Ask students to turn to page 3. Say, *This table of contents helps us to find out where each chapter begins, and gives us clues about the story by including chapter headings.*

TEACHING TIP:

Depending on students’ background knowledge, you may decide to ask them to turn to page 46 and have them read the author’s note before reading the story, rather than at the end. Alternatively, you may prefer to read the note or parts of the note to students to build their background knowledge. Briefly discuss what was read.

Predicting

Set a purpose for reading

- Explain, *Today we are going to read pages 3–17 to confirm or disprove our predictions.* Using the Say Something strategy and the Predicting stems provided (see Oral Language Strategies in the *Grade 5 Literacy Support Guide*), have students predict what chapters 1–3 will be about. Encourage students to pause and put a sticky note where they think their predictions were confirmed or where they think the story has unfolded differently than how they predicted.

Provide for early finishers

- Encourage students who finish early to put sticky notes where they encountered a difficult word or confusing part.

DURING READING

Monitor reading

- Have a student read a portion of the text aloud to you. Assist with word solving, comprehension, and vocabulary. Always provide a comprehension prompt that highlights the focus strategy (predicting), e.g., *What do you think Machiche is? How will the Ways be able to survive the winter in tents? Who are the refugees that Ma is bringing home? Will the Ways have to take care of them? How will they be able to take care of more people?*
- Give feedback to students on successes, as well as any areas that may require attention.

Observe

- You may have a second student read or spend time observing other group members and provide them with comprehension prompts. Be sure to ask students to provide evidence for their answers.
- Note any successful reading strategies you observe, e.g., using meaning connections to determine the meaning of unfamiliar words.

AFTER READING

Revisit the purpose for reading

- Revisit your purpose for reading by confirming or disproving earlier predictions. Ensure students understand that as long as they can provide evidence or clues from the text to back up predictions, they are not incorrect. Explain that the author just decided to take the story in a different direction. Note that adjusting predictions is sometimes a good idea, if students find the story is unfolding differently than they had anticipated.

Predicting

Check on outstanding challenges

- Your observations will help you work out other challenges students experienced. Discuss and clarify at this point, e.g., a difficult word or a comprehension issue.

Note successful strategy use

- Explain a successful strategy you observed, e.g., *I think Vasiliki did a great job following up on her predictions when she reviewed her sticky notes, thought about what had happened in the story so far, and revised what she thought would happen next. I also like how Warren looked up the word ‘bateau’ in a French–English dictionary and discovered that it meant ‘boat.’ Nice job, Warren!*

Optional Approach

You may wish to have students read the rest of the text independently. Set a purpose for reading and choose a date to come back together to discuss and work with the text using the Optional After Reading session (see page 8). It is recommended that you do some diagnostic work with students or hold a book discussion halfway through to check their comprehension of the text.

Predicting

Setting a Purpose

Ask, *What further challenges will the Ways encounter—especially with so many people to take care of—with winter approaching? What makes you think this?* Encourage students to use evidence from the text as well as their own ideas when making their predictions. You may choose to have students record their predictions on their own.

Encourage students to put a sticky note where their predictions were confirmed or where they think the story has unfolded differently than how they predicted. Do they need to make reading and strategy adjustments when predictions don’t work out?

Second Session (pages 18–30)

BEFORE READING

Making Connections: Text to Self

Activate and build prior knowledge

- Ask, *Which character do you identify most with so far? Mary, who is expected to take care of her siblings and help out around the house or Annie, Josh, and Jesse, who are allowed to play and have fun? What makes you feel this way?*

Text Features and Predicting

Introduce supports and challenges

- Have students revisit the table of contents and ask them to find where they left off. Have them read the headings of the next two chapters,

Language Predictability

Predicting

‘The Cabin’ and ‘Snow.’ Ask, *What do you think you will happen in the next two chapters? What challenges do you think Mary and the Way family might encounter next?* Add their predictions to their personal charts or written records.

- Ask students to turn to page 23. Have students find the word ‘croup.’ Ask if anyone know what it means. Have students read the sentence in which the word is found. Ask if anyone has an idea of what ‘croup’ means now. Remind students to use meaning connections, context, dictionaries, and other strategies and resources they feel might help them solve an unfamiliar word or phrase.

Set a purpose for reading

- Ask students to read chapters 3 and 4. Review the predictions that were made in the previous session by students. Encourage students to pause and put a sticky note where they think their predictions were confirmed or where they think the story has unfolded differently than how they predicted. Again, discuss whether or not students are finding that they’d like to adjust their predictions as they read on.

Provide for early finishers

- Have students share their sticky notes with other students who have finished early. Are students’ predictions the same as others, or are they different? If students are adjusting their predictions are they making similar adjustments?

DURING READING

Monitor reading

- Have a student read a portion of the text aloud to you. Assist with word solving, comprehension, and vocabulary. Always provide a comprehension prompt that highlights the focus strategy (predicting), e.g., *How will life change for the Way family now that they have a cabin? What will happen to the twins, Ellen and Elizabeth? What makes you think this?*
- Give feedback to students on their successes and an area that may need some more attention.

Observe

- Make observations on your assessment tools. (See the Predicting Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 5 Literacy Support Guide*.)
- You may have a second student read or spend time observing other group members and provide them with comprehension prompts. Be sure to ask students to provide evidence for their answers.

AFTER READING

Predicting

Revisit the purpose for reading

- Revisit your purpose for reading by confirming or disproving the predictions. Have students share their sticky notes with a partner.

Check on outstanding challenges

- Your observations will help you work out other challenges students experienced. Discuss and clarify at this point, e.g., a difficult word or a comprehension issue.

Note successful strategy use

- Explain a successful strategy you observed, e.g., *When he was reading, Joshua put sticky notes on the word ‘clamouring’ (page 21). After he finished he went to look up the word in an online dictionary. He said he thought it meant the twins were getting noisy and excited. He confirmed his prediction by using the dictionary and the text surrounding the words. This is a great example of using different strategies to help figure out a puzzling word.*

Third Session (pages 31–48)

BEFORE READING

Predicting

Activate and build prior knowledge

- Have students reread page 30. Ask, *How will the Ways handle the latest challenge—the fire in the cabin? What will happen to the family? What will Mary do?* Students should continue to chart/record their predictions.

Inferring and Making Connections: Text to Self

- Ask, *Mary is expected to take on the chores her mother and father would normally be doing, while other kids get to play. How do you think she feels?* Encourage students to use evidence from the text and their own ideas when responding.

Language Predictability

Introduce supports and challenges

- Ask students to turn to page 38 and read the first sentence. Ask students what ‘outdoor wraps’ means. Ask how they figured out that it could mean something like a heavy shawl or winter coat without sleeves for wearing in the winter. Remind students that some of the terms or words they have read so far in this story describe things that existed during the time period the story is set in and they should try to replace the word with a modern equivalent—or something that exists today.

Predicting

Set a purpose for reading

- Remind students to pause and put a sticky note where they think their predictions are confirmed or where they think the story has unfolded differently than how they predicted. They should also continue to note what adjustments they will need to make if previous predictions have not come to pass, especially now that the story is nearing its end. Ask students, *How do you think this story will end?*

Provide for early finishers

- Ask students to reread the section(s) they found most interesting and share their favourite part with another student if time permits.

DURING READING

Monitor reading

- Have a student read a portion of the text aloud to you. Assist with word solving, comprehension, and vocabulary. Always provide a comprehension prompt that highlights the focus strategy (predicting), e.g., *What do you think will happen to Mary? What makes you think this?*

Observe

- Make observations on your assessment tools. (See the Predicting Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 5 Literacy Support Guide*.)
- Note any successful reading strategies you observe, e.g., using a dictionary to determine or confirm the meaning of a word, such as ‘embroider’ (page 43).

AFTER READING

Revisit the purpose for reading

- Did students’ final predictions work out? Did their thoughts on the story’s end turn out to be accurate?

Check on outstanding challenges

- Your observations will help you work out other challenges students experienced. Did a lack of familiarity with the time period and some of the language used in those days impede understanding? What about the song lyrics set within the main text—do students understand what these lyrics are?

Predicting

Note successful strategy use

- Ask students to share some of the challenges they encountered while reading and the strategies they used to overcome them.

Optional After Reading

If students have completed the text independently, use the following After Reading Discussion and activity suggestions to support comprehension, word solving, and good reader strategies.

Predicting

Ask students to think about how making predictions gets them involved in the text's content, and requires them to continually evaluate their thoughts on the direction of the story. Ask, *Is this a good thing?*

Inferring and Synthesizing

Ask students, *What kind of people make up the community of Machiche? Do you think Machiche will survive and grow based on what you have read in the story? What makes you think this?*

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 5 Literacy Support Guide*.

Written

Inferring

- Ask students to choose one of the members of the Way family, and as the character write a letter to Grandma back in New York. They should reflect on being forced to leave New York, express how they feel about their new home, and describe the experiences they have had so far in Upper Canada. Encourage students to vary the structure and types of sentences they use in the letter (use conjunctions to connect their ideas and use pronouns as links within and between their sentences).

Artistic

Synthesizing

- Have each student (or in pairs) choose one chapter. Each student or pair will create an illustration for the chapter in question and will provide a caption beneath that describes the main event in the chapter. Have each student/pair share their illustration with the group, and briefly discuss the importance of the scene depicted to the chapter.

Oral/dramatic

Predicting

- Have a group discussion about what life will be like for Mary after the fire. You may choose to ask any of the following questions: *Do you think that Mary will have as many responsibilities in the future? Do you think that things will change for her? What will become of Ellen and Elizabeth?*