



# SCHOOL TRIP

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**TEXT TYPE:** Fiction: Narrative—Realistic Story  
**GUIDED READING LEVEL:** S

**SUMMARY:** This story, a sequel to *Science Fair* and *Swimming Lessons*, is about a Grade 5 class going on their year-end school trip. Steve secretly does not want to go and is very worried he will miss home. During the trip Steve battles his homesickness and self doubt and realizes that he isn't alone in his fears. Ultimately, he learns a number of valuable lessons about cooperation, friendship, and believing in himself.

## TEXT FEATURES

- table of contents
- chapter headings
- author biography

## TEXT SUPPORTS

- content familiar to age of reader

## POSSIBLE TEXT CHALLENGES

- use of similes
- italicized words to indicate internal thoughts
- challenging vocabulary, e.g., 'emphatically,' 'orienteering,' 'enthusiasm,' 'coincidence'
- length of chapters with no supporting illustrations

## FOCUS COMPREHENSION STRATEGY

- predicting

## FURTHER COMPREHENSION STRATEGIES

- making connections: text to self, text to text
- sequencing

## ORAL LANGUAGE OPPORTUNITIES

- Say Something strategy
- discussing with a group
- discussing with a partner
- reading a letter home (option 3 in Focused Rereading)

## WORKING WITH WORDS

- language predictability: developing awareness of how similes convey meaning
- high frequency words: recognizes words linked to weather, science

## ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- make and confirm predictions based on their reading
- make text to self and text to text connections
- use a variety of word solving strategies independently

## ASSESSMENT TOOLS

Select from the following:

- Predicting Strategy Checklist
- Comprehension Strategies Anecdotal Record

# First Session (pages 4–12)

## BEFORE READING

### Making Connections: Text to Self

### Activate and build prior knowledge

- Tell students they will be reading a book called ‘School Trip.’ Ask what types of school trips they have been on and the reasons for these trips.

**ESL NOTE:** Ask ESL students if they have ever spent time away from their parents or family in a strange place. Ask them to share any memories they have.

### Predicting

- Have students look at the cover of the book, pointing out the illustrations. Ask students to make a prediction about what kind of school trip will take place. Next, have students look at the back of the book and ‘read’ the illustration to see if they can make any further predictions about the school trip. Follow this up by reading the back cover blurb and have students change or make any adjustments to their predictions based on this new information. Did students predict the trip was an overnight one from looking at the pictures?

### Text Features and Making Connections: Text to Text

- Invite students to read the author’s note. Ask students if they have read any of the other books written by the author, and if so, how this might be helpful in reading this book. If students haven’t read any of the previous books ask them if knowing that this book is part of a series will impact how they read the story.

### Introduce supports and challenges

### Text Features

- Point out that the author has used italicized text to indicate the main character’s thoughts. Turn to page 6 and show students an example of this. Ask students how knowing about this feature will help them when they are reading.

### Set a purpose for reading

### Predicting

- Explain to students they are going to read chapters 1 and 2. Remind them that the first two chapters will help set up the plot by introducing the characters and establishing the main problem. Ask students to make a prediction based on the chapter headings. Record these on chart paper for reference or have students record their predictions on a separate piece of paper. Provide 3 or 4 sticky notes per student and say, *Read chapters 1 and 2, looking for evidence to support your predictions, or evidence which may make you change your predictions. With your sticky notes mark the parts of the story which support your predictions. After you are finished reading we will review our predictions.*

### Provide for early finishers

- Ask students to look over their sticky notes and think about whether or not they need to adjust their first prediction.

## DURING READING

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### **Monitor reading**

- Ask each student to read independently, keeping the purpose for reading in mind. Observe and listen to students as they read, assisting them with word solving strategies, vocabulary, and comprehension queries. Offer prompts to help students solve problems as they read. For example, ask: *Is there a part of that word that you already know? Is this a new word that you need to check the meaning of?*

### **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*.)

## AFTER READING

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### **Revisit the purpose for reading**

- Share and discuss students' predictions and whether or not they made any changes.

### **Check on outstanding challenges**

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

### **Note successful strategy use**

- Point out a successful reading strategy you observed, e.g., *I noticed the way Catherine worked out the word 'unavoidable' at the top of page 6 by noting the little word 'void,' then the prefix un-, the suffix -able, and finally pulling the word together to help it make sense for her.*

Predicting

## Optional Approach

Predicting

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.

### **Setting a Purpose**

Remind students that as they read each chapter that they should make a prediction about what will happen with Steve and his friends. Provide students with a piece of paper where they can write down their predictions and record evidence to support or modify them.

## Second Session (pages 13–36)

### BEFORE READING

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#### Sequencing

#### **Activate and build prior knowledge**

- Remind students that the first two chapters have established the story’s characters and a problem the main character faces. Build a story map with students by placing the main characters and the problem established in the opening chapters.

#### Language Predictability

#### **Introduce supports and challenges**

- Have students turn to page 13 and read aloud the line, ‘Like a hamster on a treadmill.’ Ask students if they know what type of language this is. Point out that similes help to illustrate a point being made by comparing two things that are seemingly unlike.

#### Predicting

#### **Set a purpose for reading**

- Prior to reading chapters 3–5 invite students to make new predictions based on their knowledge of the story problem. Provide students with additional sticky notes which they may use to mark evidence to support or change their predictions as they read.

#### **Provide for early finishers**

- Ask students who finish early to share the sections of the text that support their predictions with a partner who has also finished early.

### DURING READING

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#### **Monitor reading**

- Observe and listen to students as they read, assisting them with word solving strategies, vocabulary, and comprehension queries. Offer prompts to help students solve problems, e.g., *Is there a part of that word that you know already to help you work it out? Has the author used any similes to help you with understanding?*

#### **Observe**

- Note any successful reading strategies you observe, e.g., students word solving by chunking, or reassessing predictions based on their new reading.

## Third Session (pages 37–65)

### Predicting

## AFTER READING

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### **Revisit the purpose for reading**

- Share and discuss students' predictions and whether or not they made any changes. Be sure to have each student say something about their predictions and read aloud a selection of text that provided support for their predictions.

### **Check on outstanding challenges**

- Your observations will help you with challenges students experience. Discuss and clarify at this point, e.g., a difficult word like 'unpredictable' (page 31).

### **Note successful strategy use**

- Point out a successful reading strategy you observed, e.g., *I like how Samir reread certain parts of the text to verify his prediction before marking it with his sticky note.*

### Sequencing

### **Activate and build prior knowledge**

- Remind students that the first two chapters established the characters and the problem, and that the next three chapters further explore the problem established earlier. With students' input, add the events that have occurred in chapters 3, 4, and 5 to your group story map.

### High Frequency Words

### **Introduce supports and challenges**

- Using the Say Something strategy and the Making Connections stems from the Oral Language Strategies in the *Grade 5 Literacy Support Guide*, have students respond to the prompts with regards to weather words and experiments found in chapters 6 and 7. Ask students to share how knowing these words from another subject helps them to make sense of the text they are reading.

### Predicting

### **Set a purpose for reading**

- Have students think about how Steve is faring so far, compared to their initial predictions. Now that they are midway through the novel, ask them if they would revise predictions from the first session.

### **Provide for early finishers**

- As students complete their reading have them find a specific weather word and share how knowing this word helped them with their comprehension of the story.

## DURING READING

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### **Monitor reading**

- Offer prompts to help students solve problems as they read, e.g., *While reading compound words, try breaking them down into their separate parts to understand what the language being used means.*

### **Observe**

- Note any successful reading strategies you observe, e.g., students thinking about the story's sequence and revising predictions based on their reading.

## AFTER READING

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### **Revisit the purpose for reading**

- Share and discuss students' predictions and whether or not they made any changes.

### **Check on outstanding challenges**

- Review and discuss any difficulties students experienced. Are words like 'Cumulonimbus' and 'anemometers' new to students? Do they recognize them from other subjects? If unfamiliar or challenging, work with students to solve these words using a range of strategies like chunking, making connections to other areas of study, and using a dictionary.

### **Note successful strategy use**

- Point out a successful reading strategy you observed, e.g., *I noticed that Leon was referencing our story map to help him keep track of what was happening. This is a great example of sequencing!*

## BEFORE READING

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Predicting

## Fourth Session (pages 66–84)

Predicting and Sequencing

### **Activate and build prior knowledge**

- Have students share their thoughts on why their predictions might be getting more accurate as they read more of the story. Add additional events from chapters 6–8 to the group story map. (After students have finished the book add the final two chapters to the story map with students' help.)

**Text Features**

**Introduce supports and challenges**

- Have students discuss what challenges arise when there are no pictures to support their reading. What strategies can students use to help them create visual images of the story?

**Predicting**

**Set a purpose for reading**

- Ask students if their predictions have changed throughout the book. Is Steve’s school trip turning out like they initially predicted? Ask students to keep this in mind as they complete the book.

**Provide for early finishers**

- Ask early finishers to pair up and share their thoughts on going to camp or on school trips where they are away from home.

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**DURING READING**

**Monitor reading**

- Have different students read portions of the text and provide them with comprehension prompts, e.g., *Do you have any thoughts about the message the author is sending as the book ends? What could it be?*

**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*.)

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**AFTER READING**

**Predicting**

**Revisit the purpose for reading**

- Ask students how they think Steve’s school trip did or did not match their earlier predictions.

**Check on outstanding challenges**

- Review and discuss any difficulties students experienced. Do some difficulties remain in understanding the technical/weather-related text? Do students have a better understanding of how some examples of italicized text refer to a character’s thoughts?

**Note successful strategy use**

- Point out a successful reading strategy you observed, e.g., *I noticed that Bonita read the word ‘terrain’ on page 66, and used the context of how it appeared in that sentence to help her figure out what it meant. Excellent work, Bonita.*

## 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.

### Making Connections: Text to Self

Ask students how they would have dealt with Matt and his group of friends on the school trip.

### Predicting

Say, *Through the course of the story Steve became more confident. Did this make you rethink your predictions for what was going to happen to him?*

## FOCUSED REREADING

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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**

#### **Sequencing**

- Have students write short sentences which mirror the sequence of events as marked on the group story map. Next, have students cut sentence strips and with a partner place them in the correct order. Partners then work to make sure the strips have been put back together in the correct sequence.

### **Artistic**

#### **Predicting**

- Have students illustrate a scene in the book that made you change or rethink earlier predictions. For example, someone might want to create a picture of Steve giving Larissa his stuffed bunny as a surprising example of Steve's confidence improving. Make sure students explain what is happening in the picture and why/how this event or plot point challenged their earlier predictions.

### **Oral/dramatic**

#### **Synthesizing**

- Imagine you are Steve or Larissa. You miss home very much but are beginning to feel better about the school trip. As Steve or Larissa, write a letter to a parent or loved one, expressing how you have been feeling the last while (as the school trip approached and while on the trip itself). Include your shift from fear to a feeling that all isn't so bad after all. Now read this letter to others in the group. Be sure to use vocal skills and strategies like appropriate tone, pace, and volume so that all in your group will understand exactly what you are trying to convey in your letter home.