



# GIUSEPPE

Written by Cathy Beveridge

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

**SUMMARY:** After barely making it home on his snowmobile during a raging Prairie blizzard, Joe becomes snowbound with his grandfather at the family ranch. With the electricity and telephone service down in the storm, Joe is annoyed with his parents for leaving him alone with his grandfather, who he feels should have never come to Canada from the ‘old country.’ Joe has a change of heart, and is thankful for his quick-thinking grandfather, when he saves Joe’s life during a medical emergency.

## TEXT FEATURES

- two-column page layout
- highlighted and enlarged text quote

## VISUAL LITERACY

- illustrations

## TEXT SUPPORTS

- narrative story structure

## POSSIBLE TEXT CHALLENGES

- grandfather’s speech (including accent)
- missing scene in narrative, retold later

## FOCUS COMPREHENSION STRATEGY

- sequencing

## FURTHER COMPREHENSION STRATEGIES

- making connections: text to self, text to world
- synthesizing

## ORAL LANGUAGE OPPORTUNITIES

- Say Something strategy
- discussing with a partner
- sharing ideas
- news report (option 3 in Focused Rereading)

## WORKING WITH WORDS

- word solving and building: using meaning connections to solve unfamiliar words
- language predictability: using context and background knowledge to solve unfamiliar words

## ASSESSMENT OPPORTUNITIES

Observe each student’s ability to:

- retell main events in sequence
- recognize when events are missing
- link one event with another
- connect ideas in text to own experiences

## ASSESSMENT TOOLS

Select from the following:

- Sequencing Strategy Checklist
- Comprehension Strategies Anecdotal Record

## BEFORE READING

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### Making Connections: Text to Self and Text to World

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

- Ask students, *What are some different types of emergencies?* (medical, fire, environmental). Provide students with the opportunity to share any emergency experiences they may have been involved in personally, or relate the experience of someone they know who has been involved in an emergency. Discuss sources (television, the Internet, newspapers) that provide information about emergencies in the community and the world. Explain to students they will be reading a selection containing two types of emergencies (weather and medical). Ask them to determine if the emergencies in the book are similar to emergencies they have experienced or heard about.

#### **TEACHING TIP:**

When making connections between text and self, be mindful of any negative experiences students may have had related to the material being read. Be sensitive to student reaction to discussion involving emergencies and health.

### Text Features and Synthesizing

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

- Direct students to the fourth paragraph on page 2. Read the first two sentences to students. Ask, *Do you think there are words missing in this dialogue?* What is the character trying to say? Discuss the word ‘accent’ with students. Explain to students the dialogue is written to show how Gramps’ accent would sound. Remind them to pay close attention when reading dialogue from Gramps so as to get the meaning of what he is trying to say.
- Note that this text is a short story, and more specifically, a realistic short story. Point out that the various elements in this short story (such as multi-generational characters, a plot that centres around a blizzard, and a war setting in flashback) work together to communicate some of the main ideas of the story, i.e., the differences within families, the love of your family, and the help our families give us. Say, *These are things that a lot of us experience in our everyday lives and this short story presents it to us in a dramatic but realistic way.*
- Point out the word ‘Nonno,’ which is mid-second column, on page 2. Ask if anyone has ever heard this word, or the word, ‘Nonna.’ If no students are familiar with this word, ask them if they understood its meaning as they read the sentence it appeared in. Explain that although this word is not English (it’s Italian) there are strategies they can use to figure out what it means. Have them reread the surrounding sentence. If students are aware that ‘you’ means ‘your,’ they will know that Gramps is actually referring to himself as he tells his story of surviving during the First World War. So ‘Nonno’ must mean ‘grandfather’ (and ‘Nonna’, ‘grandmother’). Have students practise this again with the word ‘illuminated’ (fourth paragraph, page 2), or ‘remorse’ on page 2 (paragraph 7).

### Making Connections: Text to Self and Language Predictability

**ESL NOTE:** Provide additional examples for students to practise solving unfamiliar words in context: ‘chafing dish,’ ‘anxiously,’ ‘ruptured,’ ‘wincing.’ After reading, have the students share their predictions for these words.

## Word Solving and Building

- Highlight the word ‘angled’ (middle of the second paragraph on the first page). Read the sentence containing the word. Ask, *How can knowing the root word ‘angle’ help us figure out the meaning of the word ‘angled’ in this sentence?* Encourage students to solve any other unfamiliar words and construct meaning using this strategy.

## Sequencing

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

- Explain, *Today we are going to read a text where not all of the events in the story are in a sequential order. There is a missing event that is retold by characters after it has occurred. Say, As you read the text I want you to think about two things. Think about what happened at the beginning of the story, in the middle, and at the end. Second, I want you to think about why the author left this event out of sequence, to be retold later.*

### **Provide for early finishers**

- Students who finish early can think about (or discuss with another early finisher) why Joe disliked being called Giuseppe but later reconsiders his opposition to it.

## **DURING READING**

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### **Monitor reading**

- Listen to individual students read aloud as the others read independently. Assist with word solving and building, language predictability, and comprehension. Provide comprehension prompts focusing on the purpose for reading (sequencing), e.g., *What happened at the beginning (or middle/end) of the story? What happened before Joe ended up in hospital? How did he get there? How do you know?*

### **Observe**

- Make observations on your assessment tools. (See the Sequencing Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 5 Literacy Support Guide*.)

## **AFTER READING**

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## Sequencing

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

- Provide students with the opportunity to retell the story in their own words, in the order the events occurred. Ask students if they recognized where an important event was missing in the narrative. Ask, *Why do you think the author left out the emergency rescue through the blizzard by Gramps?* Ask students to think about how the story would have been different if the author had told this story in its proper sequence. Ask, *Does this technique make the story more interesting?*

### **Check on outstanding challenges**

- Review and discuss any challenges students experienced. Did students have any difficulty reading and understanding Gramps' dialogue because of his accent and way of speaking? Could students retell the main events of the story? Do they have thoughts on why the rescue scene was left out of the narrative and retold later?
- Using the Making Connections stem starters as possible prompts, ask students to pair up and 'Say Something' (see Oral Language Strategies in the *Grade 5 Literacy Support Guide*) in response to a chunk of text you feel contains some familiarity or importance for students.

### **Note successful strategy use**

- Highlight a successful reading strategy you observed among students, e.g., *I really liked the way Sharif identified with Joe. When his grandfather first moved in with his family, like Joe, Sharif was sometimes frustrated with his ways, which he did not understand or agree with. Joe, at the end of the story, is really happy his grandfather moved in with his family. Sharif told me he feels the same way now about his grandfather. This is a great text to self connection, and really got Sharif involved in the story, which deepened his understanding of it.*

## **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**

- Using a diary format, get students to pretend they are Joe and write an entry about what happened from the time he was trying to get home during the snowstorm until he woke in the hospital. Remind students to write about all of the major events that occurred during that time.

### **Artistic**

- Have students divide a piece of paper into three sections. Label the top of each section: 'Beginning,' 'Middle,' and 'End.' Ask students to tell the story by drawing what they think are the three main events.

### **Oral/dramatic**

- In groups, ask students to write and present a news report about Gramps saving Joe's life by getting him to the hospital during the storm. Different group members will have different roles during the report: news anchor, reporter, Gramps, and Joe. Present the news report to the class. Students might use inferring when answering reporter questions about how the ordeal and rescue made them feel, and so on.

**Sequencing**

**Sequencing and Analyzing**

**Synthesizing and Inferring**