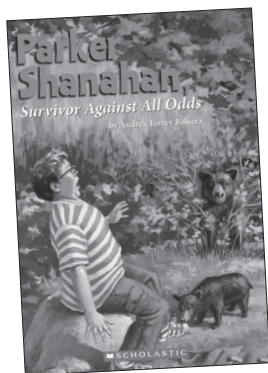


PARKER SHANAHAN, SURVIVOR AGAINST ALL ODDS

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TEXT TYPE: Fiction: Narrative—Adventure Story
GUIDED READING LEVEL: T

SUMMARY: Parker Shanahan arrives at his new school just in time for the year-end camping trip. After a series of conflicts with his classmates and teacher, Parker leaves camp in the middle of the night. While he is gone, the rest of the group unexpectedly returns to the school, leaving Parker stranded. Parker survives despite his encounters with local wildlife and a lack of food, water, or shelter. In the process, Parker reaches a new understanding of the events and people in his life.

TEXT FEATURES

- prologue and epilogue
- newspaper clipping excerpts
- chapter headings
- song lyrics
- ellipses, dashes, hyphens

TEXT SUPPORTS

- clear, easy-to-follow sequence of events
- chapters are broken into sections by a series of three stars that indicate the passage of time

POSSIBLE TEXT CHALLENGES

- multi-syllabic words and challenging vocabulary, e.g., ‘FODDER,’ ‘ominous,’ ‘noxious,’ ‘remorse,’ ‘voracious,’ ‘fetid,’ ‘infuriating’
- sentence complexity
- specialized vocabulary: ‘gully,’ ‘kettledrums,’ ‘deerfly,’ ‘foliage,’ ‘lean-to,’ ‘sumach’

FOCUS COMPREHENSION STRATEGY

- synthesizing

FURTHER COMPREHENSION STRATEGIES

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

ORAL LANGUAGE OPPORTUNITIES

- Ranking Ladder strategy
- Think-Pair-Share strategy
- role playing (option 3 in Focused Rereading)

WORKING WITH WORDS

- language predictability: idiomatic expressions
- language predictability: using dictionaries
- language predictability: using context to work out words
- word solving and building: noticing a familiar word embedded within a larger word

ASSESSMENT OPPORTUNITIES

Observe each student’s ability to:

- synthesize the information presented to understand the author’s message
- summarize main events
- provide new insights when synthesizing
- make connections to what they already know about camping and wilderness survival

ASSESSMENT TOOLS

Select from the following:

- Synthesizing Strategy Checklist
- Comprehension Strategies Anecdotal Record

First Session (pages 3–19)

Making Connections: Text to Self and Text to World

Inferring

Text Features and Predicting

Language Predictability and Word Solving and Building

BEFORE READING

Activate and build prior knowledge

- Tell students that the novel, ‘Parker Shanahan, Survivor Against All Odds,’ is about a boy who goes on a camping trip with his class. Ask students to share their knowledge and personal experiences about camping with the group. Elicit information from students about where they might go camping and what sorts of animals they might see. In partners, have students brainstorm what they might pack for a weekend camping trip. Then as a Ranking Ladder activity (see Oral Language Strategies in the *Grade 5 Literacy Support Guide*) ask the following question: *If you could only bring seven things with you on your trip, what would they be?* Small groups narrow their list to their top seven choices and rank them in order of priority. Then invite each group to share their top three choices, along with explanations. Have groups reserve their lists, as they might want to use them as a source of information for a Focused Rereading writing activity at the end of this teaching card.
- Parker has transferred to Green Glen Public School at the end of the school year. Ask students to identify what challenges he might face in trying to fit in and how he might be feeling about attending the year-end camping trip.

Introduce supports and challenges

- Explain to students, *In this book, the author uses what is called a ‘prologue’ to introduce a portion of the story that is about to unfold. Unlike an introduction, however, this prologue foreshadows events from the story to capture the reader’s interest.* Have students look at the prologue on page 5 and, from the information provided, have them predict what kinds of problems Parker is going to encounter on his camping trip.
- Tell students that each different style of writing has its own characteristics. In the prologue, the author has included an excerpt from a newspaper. In partners, ask students to discuss what they know about newspaper articles and have them discuss those characteristics that make a newspaper article different from other types of writing. Encourage students to identify that newspaper articles often have a catchy title, tend to be shorter pieces, include a summary of events or opinions, and so on.
- Tell students that they will encounter challenging words associated with camping and outdoor education in this novel (e.g., ‘gully,’ ‘kettledrums,’ ‘deerfly,’ ‘foliage,’ ‘lean-to,’ ‘sumach’). Ask them what strategies they can use to figure out unfamiliar words. Encourage students to identify strategies such as: considering the context in which

the word appears in the paragraph, sentence, or on the page; finding words they know within the larger word; and using a print or on-line dictionary.

ESL NOTE: If students are still finding it difficult to solve unfamiliar words in context, show how a dictionary’s explanation of the unfamiliar word can include an example of the context.

Synthesizing

Set a purpose for reading

- A number of events occur between Parker, the other students, and his teacher that affect Parker’s feelings. Create an anchor chart using a two-column note frame sheet. In one column, have students identify the main events that occur and in the other column, have students record the corresponding feelings of the specific characters. Remind students that a good summary records the important ideas without a lot of detail—it ‘gets to the point.’ Encourage students to look at all of the characters in the story, not just Parker, when they are completing the second column. Students may need to infer how each person is feeling, as it may not be clearly stated in the story.

Event from the story	Characters are feeling...
- Parker transferred to new school	- Parker hated everything about it

Provide for early finishers

- Have students look up a word from this session’s reading they are unfamiliar with in a print or on-line dictionary.

DURING READING

Monitor reading

- Ask students to read chapter one independently. Remind them to think about their purpose for reading and take notes on their two-column chart as they read. Also, encourage students to note any vocabulary they are unfamiliar with and the corresponding page number.

Observe

- After you have listened to each student read, ask students to show you their notes so far. Provide positive feedback where they have been able to complete a succinct summary and identify the character’s corresponding feelings. Provide assistance to those students who are having difficulty with this task.

AFTER READING

Synthesizing

Revisit the purpose for reading

- Give students a few minutes to complete their two-column note sheets. Remind them that their summaries should be brief and have them check that they have identified both the character's name and their feelings in column two.

Check on outstanding challenges

- Revisit any challenging words students encountered and discuss the strategies they used to figure them out. You want to elicit from students that different strategies are effective in different situations. Have students share their thinking as they define unfamiliar words and explain how they figured it out.

Note successful strategy use

- Point out when a student uses a strategy to make sense of what they are reading. For example, *When Oksana finished the chapter we talked about what had happened so far. She said it was clear Parker was not happy at his new school and thought that his anger and dislike for everyone was probably because he was upset at having to switch schools and meet new kids so late in the school year. This is a very good example of not only summarizing the important details of what was happening but offering some new insight as to what it all might mean.*

Optional Approach

Synthesizing

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

Instruct students to read the rest of the novel independently and identify how the events of the camping trip change Parker. Specifically, have students focus on what Parker learns about himself and also about others.

Second Session (pages 20–43)

BEFORE READING

Synthesizing

Activate and build prior knowledge

- Ask each student to summarize chapter one. You might want to provide a story summary frame sheet for them to complete or have them record

Language Predictability

Synthesizing

their thinking on individual white boards or paper. Remind them that a good summary includes focusing on the main events to provide a brief account of what has happened. In partners, have students engage in a Think-Pair-Share (see Oral Language Strategies in the *Grade 5 Literacy Support Guide*) where each student takes turns sharing their chapter summary and the other partner listens and adds details that might have been missed.

Introduce supports and challenges

- Have students look at the writing on page 21. Direct them to look at a different idiomatic expression the author has used to draw their attention to how the words should be read. For example, the author uses a well known expression, along with multiple hyphens and quotation marks to illustrate mocking when she wrote “‘why-can’t-we-all-just-get-along’.” Note that expressions like this convey a particular way of expressing meaning that is used within a certain culture or group. In Western culture this expression is used in discussing conflict resolution, and in some cases, as seen here, is used with a tone of sarcasm. Given the use of this expression, along with considering the context in which it is used, we can understand that Parker is very angry, even bitter, at the treatment he believes he has received from others.

Set a purpose for reading

- Give your students sticky notes. Ask them to mark with a sticky note the different challenges Parker faces and the strategies he uses to ensure that he survives.

TEACHING TIP: Write the purpose for reading on the board so it is visible to all students in the group. This will help them focus as they read, and encourage independence when they finish reading.

Provide for early finishers

- Encourage students who finish early to check that they have used their sticky notes to flag all of the places Parker faced a challenge or remembered a survival technique.

DURING READING

Monitor reading

- As students are reading, ask them to show you where they are putting their sticky notes and to identify why they made that choice. Prompt them with questions such as: *What did Parker do when he left camp? What happened to Parker’s tent? What did Parker do when he realized he had been left behind at camp?*

Synthesizing

Observe

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

AFTER READING

Revisit the purpose for reading

- Give students a few minutes to review chapters 2–4 and check that they have flagged both the challenges Parker faced and the things he did to survive. In partners, have students compare the places they flagged and briefly record their thinking using the following two-column style note frame.

Challenges Parker faced	What Parker did
– finding a place to pitch his tent	– found a gully away from the meadow

Check on outstanding challenges

- As a group, discuss any unfamiliar vocabulary students encountered in chapters two to four. Use strategies outlined in the last session, such as context clues, known words within larger words, and use of dictionaries, to clarify meaning and confirm understanding.

Note successful strategy use

- Point out a student who has demonstrated a component of synthesizing. For example, *Nadine pointed out that one of the things Parker did to overcome his challenge of being alone in the wilderness was focus on a list he had created in his head. She said this list was a very good idea and hoped that if she were in the same situation she would have a similar list of her own to help get her out of trouble. This is an excellent example of looking for challenges Parker faced and actions he took to overcome them. She also added insight about having her own list of strategies in case this was to happen to her.*

Third Session (pages 44–64)

Text Features

BEFORE READING

Activate and build prior knowledge

- Refer students back to the beginning of the book and ask who remembers what the purpose of the prologue is. Then have students turn to pages 63 and 64. Explain that the author has used the same format of including both text and a newspaper clipping to summarize what happened after Parker’s rescue. Point out the information given at the beginning of a book is called a prologue and at the end of the book it is called an epilogue.

Inferring

Introduce supports and challenges

- Challenge students to think about the meaning of the text’s title, ‘Parker Shanahan, Survivor Against All Odds.’ Say, *On the surface it refers to Parker’s survival ordeal in the wilderness, but what else could this title refer to?* If students cannot infer a connection, suggest that this could also refer to Parker’s struggle to cope with his parents’ separation and move to a new home and school.

Synthesizing

Set a purpose for reading

- As students read, have them identify ways that this experience has changed Parker’s outlook of things. Encourage students to note specific examples of how Parker has changed and encourage them to think about why. Students can use several different colours of sticky notes to point out his change as the story progresses, to indicate where they believe evidence of this change is demonstrated.

Provide for early finishers

- Encourage students who finish early to find examples from the text that show Parker’s gradual personality shift from the beginning of the novel.

DURING READING

Monitor reading

- Listen to individual students read a small portion of the text aloud. Encourage students to read with some fluency and good expression. Point out clues that the author provides (commas, periods, ellipses, exclamation and question marks, and so on) on how to read fluently. Model phrased and fluent reading to those who struggle, and encourage them to reread what you have just read so they can practise what the text should sound like. If there is time, students may pair up and practise fluent reading following a Paired Reading process (see Fluency Activities in the *Grade 5 Literacy Support Guide*).

Observe

- After you have listened to a student read, invite that student to give a brief summary of what they read. This allows you to ensure that they understand that a summary contains just enough information to convey what is happening.

AFTER READING

Synthesizing

Revisit the purpose for reading

- In partners, have students discuss how having to survive on his own changed Parker. Encourage students to go back in the story to find examples of how Parker’s personality changes and develops as the story progresses, and why they think that happened.

Check on outstanding challenges

- Do students grasp the idea and functions of a prologue and epilogue? Discuss how the story would be different without them.

Note successful strategy use

- When a student exhibits appropriate use of a strategy be sure to bring this success up. For example, *Brett gave an interesting opinion after reading the newspaper clipping at the end of the text. He thought Mr. Greely had made a mistake but that he should not be fired from his job. Brett said that considering the circumstances and the fact that Parker himself stuck up for his teacher, Mr. Greely ought to have been given another chance.*

Optional After Reading

Synthesizing

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.

At the top of page 56, Parker realized that his fear was gone. Have students discuss what Parker had been afraid of and what had happened to make his fears disappear.

Inferring and Synthesizing

Have students reread the newspaper article from the epilogue. In partners, have them discuss whether they think that is an accurate summary of the events. Encourage them to discuss whether they would have made any changes if they had written the article.

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

Synthesizing and Sequencing

- Have students create a list of recommendations for teachers and students to follow to ensure that no students are left behind on field trips.

Synthesizing

Artistic

- Using the information from the novel and from other sources (including the reserved Ranking Ladder lists students created in the first reading session), have students create their own wilderness survival guide, complete with labelled illustrations of things to bring, food to eat, resources to use, and animals they might encounter.

Evaluating and Self-monitoring

Oral/dramatic

- Have students refer to the bus scene on pages 8–10. Have students assign the roles of the characters on the bus and role play that scene. Afterwards, have students reflect, in role, why they acted that way and how they think their actions affected the other characters.