SCHOLASTIC

Moving Up with *Literacy Place* 4-6

CHARLIE

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> **TEXT TYPE:** Info-fiction: Retell—Biography
> **GUIDED READING LEVEL:** U/V

SUMMARY: This info-fiction book chronicles Charlie Chaplin from 11 years of age, when he must take care of himself after his mother is admitted into hospital, then into an institution for the 'mentally ill.' Charlie is determined to find employment to avoid being placed in the workhouse. The authorities finally catch up with Charlie, and he spends 10 days in a workhouse before his older brother, Syd, returns from overseas. Charlie and Syd find work on the stage, and Charlie's acting career is underway. Note that the British spelling of 'Mum' is used throughout the text.

Note: You may want to focus only on a spread or a specific feature of the text rather than covering this info-fiction text in its entirety.

TEXT FEATURES
- chapters
- biographical outline
- filmography
- labelled photograph of Charlie Chaplin
- hymn lyrics
- script excerpts

TEXT SUPPORTS
- sequential plot
- biographical outline

POSSIBLE TEXT CHALLENGES
- dreams about real and wished-for events
- details and vocabulary specific to Victorian England
- Charlie's family structure
- British expressions

FOCUS COMPREHENSION STRATEGY
- inferring

FURTHER COMPREHENSION STRATEGIES
- making connections: text to self, text to text, text to world
- synthesizing

ORAL LANGUAGE OPPORTUNITIES
- Think-Pair-Share strategy
- discussing with a group
- sharing ideas
- dramatization of movie scene (option 3 in Focused Rereading)

WORKING WITH WORDS
- language predictability: using context to work out word meanings
- language predictability: using dictionaries to solve word meanings

ASSESSMENT OPPORTUNITIES
Observe each student's ability to:
- make inferences about characters and events
- make/confirm/change predictions about characters and events, with supporting evidence
- make connections to characters, events/issues, and other texts
- synthesize key events

ASSESSMENT TOOLS
Select from the following:
- Inferring Strategy Checklist
- Comprehension Strategies Anecdotal Record

First Session (pages 1–23)

BEFORE READING

Predicting and Making Connections: Text to World

Activate and build prior knowledge

- Show students the front cover illustration and read the title. Tell them that the book is an info-fiction biography about a boy named Charlie. Invite thoughts about what the biography genre entails. Check whether students have read, or listened to (via Read Alouds) other books from this genre. Have students read the back cover blurb silently, then ask them to describe what they think is happening in their own words. If needed, explain the context of workhouses and paupers in Victorian London. With this in mind, ask students to predict events that might be chronicled in this biography. Jot predictions on the board for future reference.

Predicting and Language Predictability

Introduce supports and challenges

- Tell students that some of the vocabulary is specific to the Victorian era in England, e.g., 'workhouse' and 'paupers.' As always, and especially in this case, they will need to monitor their understanding of unfamiliar words and phrases by predicting and making connections based on context clues. Encourage them to use sticky notes to jot down unfamiliar words or phrases for discussion after reading.

Inferring

Set a purpose for reading

- Direct students to think about how Charlie is feeling about his life and his family. Ask them to choose an event from this session's reading that highlights what he is feeling, and to jot the feeling(s) in the first thought bubble on the *What's Charlie Feeling Now?* BLM. They should then describe some of the troubles and challenges in Charlie's life so far, and how he copes with them.

Provide for early finishers

- Ask early finishers to jot down words from this session's reading that reflect the severity of the circumstances surrounding Charlie's family, e.g., 'vomit' (page 6), and 'malnutrition' (page 7).

DURING READING

Monitor reading

- Listen to one or two students read, giving positive feedback about effective strategy use and offering support when needed.

Observe

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

AFTER READING

Revisit the purpose for reading

Inferring

- Ask students to share their thoughts about Charlie's troubles and encourage them to provide examples from the text to support their inferences recorded on their BLM.

Check on outstanding challenges

- Direct students' attention to pages 9 and 10, and ask for their opinions on how Charlie's workhouse dream reflects what is happening in his life at that moment.

Note successful strategy use

- Give positive feedback about an effective reading strategy demonstrated by a student. For example, *When Joseph was reading about Charlie's mother becoming ill after the baby was taken away (page 15), he mentioned to me that the baby might be Charlie's younger brother. No baby had been mentioned before, so Joseph jotted a reminder note to check whether his inference was right and to, hopefully, find out what happened to the baby during upcoming readings. Good use of inferring, Joseph!*

TEACHING TIP: Ask students to complete their first BLM entry before the group meets for their next Guided Reading lesson.

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 7). 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

Inferring

Students should update their inferences about how Charlie is coping as time progresses by using their second and third BLM entries once they have read to page 44 (2nd BLM entry) and the end of the biography (3rd BLM entry), respectively.

Second Session (pages 24–44)

BEFORE READING

Activate and build prior knowledge

Synthesizing

- Ask students to refer to their first BLM entry, and to take turns retelling the event they selected, and how Charlie felt during that event. They should also provide evidence to support their ideas.

Predicting

- Revisit predictions made during the last session. Would students care to make any revisions to them? Ask students what they think might happen to Charlie next, and add their predictions on the board.

Introduce supports and challenges

Inferring and Analyzing

- Ask students to verbalize the type of career Charlie ultimately wants to pursue (acting), then direct them to look for further clues as they read that show that he hasn't changed his mind.

Language Predictability

- Mention that there will be another brief dream segment, and that there may also be unfamiliar words and phrases which will need to be figured out via context clues.

Set a purpose for reading

Inferring

- Read to find out the 'highs' and 'lows' Charlie experiences as he moves into the next phase of his life. Students can start to record their thinking in the second section of the *What's Charlie Feeling Now?* BLM.

Provide for early finishers

- Ask students to look for 'modern equivalents' for this book's content. For example, 'icebox' (page 33) and 'laundry sink' (page 34). For words like 'Hippodrome,' (page 39) help early finishers to uncover meaning using a print or on-line dictionary.

DURING READING

Monitor reading

- Listen to one or two students read, giving positive feedback about effective strategy use, and offering support when needed.

ESL NOTE: Offer ESL students support with new vocabulary by offering them the choice of two or three meanings for new words. Say, *At the top of page 37 it says that Charlie was polishing 'black tarnish' from each fork. Do you think that tarnish means 'food' or 'dirt'?*

Observe

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

AFTER READING

Revisit the purpose for reading

Inferring

- Invite students to verbalize what made Charlie feel happy and satisfied with his life, and what saddened or scared him. Encourage students to give reasons for their inferences. Ask them to write about one 'high' or one 'low' event in the second section of the BLM.

Check on outstanding challenges

- Encourage brief discussion about what prompts Charlie's dreams, and how he feels during and after those dreams (refer to pages 24 and 32).

- Elicit items of vocabulary that gave pause for thought during reading, and have students verbalize how they figured out some of those words.

Note successful strategy use

- Give positive feedback on effective reading strategy use by a student, e.g., *Cassie figured that Dr. Trevelyan called his daughter 'the trial lawyer'* (page 26) *because Violet acted just like a lawyer defending Charlie in court when she explained so forcefully how he'd saved Jamie from drowning. Cassie made a good inference based on those clues.*

- Or, *Remember that Joseph jotted down a reminder note about whether the baby mentioned earlier was Charlie's little brother. Well, Joseph found out on page 24 that the baby's name was Wheeler. Joseph is thinking his inference was right, but he's still going to look for something more definite as he reads the rest of the text.*

Third Session (pages 45–64)

BEFORE READING

Activate and build prior knowledge

Synthesizing

- Ask students to refer to their second BLM entry. Have them take turns retelling the 'high' or 'low' event they selected, and ask them to share with the group their thoughts on how Charlie felt during that event.

Introduce supports and challenges

Language Predictability

- Remind students to use context clues to figure out unfamiliar words and phrases, and to jot down any words or phrases that still puzzle them

on a sticky note for the After Reading discussion. Can students find the meaning of tricky or Victorian-era words in on-line dictionaries?

Set a purpose for reading

Inferring

- Have students Think-Pair-Share their thoughts about what Charlie is feeling by the end of his story (see Oral Language Strategies in the *Grade 5 Literacy Support Guide*). Tell them to start jotting their ideas in the final section of the BLM.

Provide for early finishers

- Ask early finishers to think of a modern-day entertainer whose work owes a lot to pioneers like Charlie Chaplin. They can discuss how they feel the entertainer they chose might have been influenced, even if indirectly, by Chaplin.

DURING READING

Monitor reading

- Monitor the reading of all those students whom you haven't yet heard read during the previous sessions, giving positive feedback for effective strategy use and support as needed.

Observe

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

AFTER READING

Revisit the purpose for reading

Inferring

- Ask students to verbalize their thoughts on why Charlie is feeling much better about the way his life is working out now, giving reasons for their thinking.

Check on outstanding challenges

- Go over sticky notes students used as they came across difficult words. You might say, *I noticed some of you were having problems figuring out what 'Hoity-toity!' meant, on page 51. A few of you thought Syd meant that Charlie was acting like a wealthy person because he wanted to live in a house with plumbing after his time with the Trevelyans. That was a very good inference.*

Note successful strategy use

- Highlight someone's inferring success, e.g., *When Jorge was reading about Charlie and Syd visiting Mum in the padded room at the asylum,*

he said Mum didn't seem mentally ill. She was thinking clearly, and comparing her own situation with Charlie's when she told him they'd never let him leave if he stayed too long. By the way, Joseph did his final checking on the baby's family, and the Charlie Chaplin Bio (page 59) confirmed his inference that Wheeler was Charlie's brother. Well done for staying with that!

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.

Inferring and Making Connections: Text to World

Meet with students to talk about their second and third BLM entries, and to promote more in-depth discussion about (a) life in Victorian England, e.g., opinions on the treatment of orphans and the mentally ill, and (b) the kinds of circumstances in which Canadian orphans might find themselves today.

Making Connections: Text to Self and Synthesizing

Invite students to imagine being Charlie, born into the same family and difficult circumstances. Ask them to write a short, first person account describing a day in his life, along with his hopes and concerns for the future.

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

- Direct students to reread their BLM notations. Ask them to write a one paragraph synthesis of Charlie's changing feelings during that timespan.

Artistic

Inferring and Making Connections: Text to Text

- Ask students to create a movie poster that advertises a Charlie Chaplin film cited in this text's filmography. Have students look at current movie poster examples to get an idea of content and design features to include. Before posters are created, discuss who would produce these posters, why they are created, and how they are funded (using money from marketing budgets and so on).

Oral/dramatic

Inferring and Analyzing

- Consider choosing a Charlie Chaplin silent movie for students to view, so they can see what Charlie looked like as an adult actor and how he expressed his feelings onscreen. Have them select a scene from the movie to dramatize for the whole class.
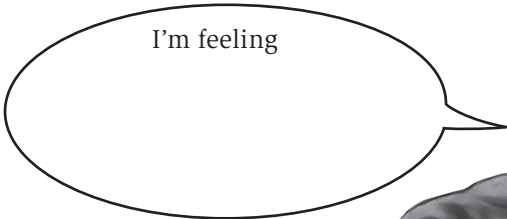
What's Charlie Feeling Now?   **Name:** _____

I'm feeling

First Session (pages 1–23)

What is Charlie feeling about the troubles in his life?
My reasons for thinking this are:
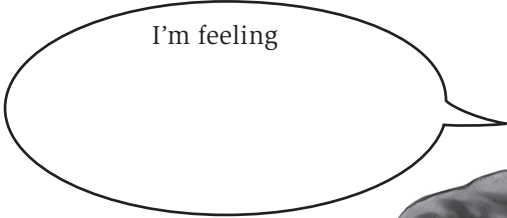
I'm feeling

Second Session (pages 24–44)

What is Charlie feeling about a 'high' or 'low' in his life?
My reasons for thinking this are:
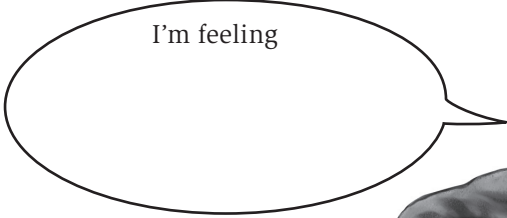
I'm feeling

Third Session (pages 45–64)

What is Charlie feeling as the story ends?
My reasons for thinking this are: