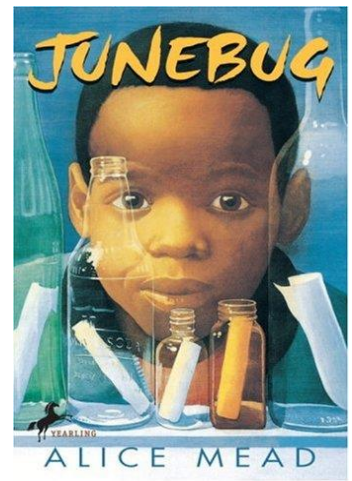


Junebug

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A fourth grader finds an escape from the struggles of life as his imagination is opened up to a world of reading.



Possible strategies for instruction:

Comprehension:

- **Use prior knowledge to connect with text:**
 - Ch. 1, 1st paragraph opens with a daydream of the main character. Encourage the students to use the key words and prior knowledge to figure out the setting of his daydream.
- **Summarize Text; include sequence of main events:**
 - Since this is a chapter book, it is very important to stop and summarize what you've read after each page. Introduce the Somebody-Wanted-But So (SWBS) form of summarizing.
Somebody - name one of the characters
Wanted - tell what the character wanted
But - what were the complications (what gets in the characters way of getting what he/she wants?);
So - what did the character do or what happened as a result?

Accuracy:

- **Flip the sound:**
 - Hauled and venetian blinds may cause a few readers to stumble in their flow. Read the following sentences and model how to flip the sound until the word makes sense.
 - Pg. 3 "I've got the sail hauled tight."
"That lanyard is the cord from the venetian blinds. "

Fluency:

- **Reread text:**
 - The story opens with a daydream of the character out at sea on a sailboat. Then the story goes to the actual setting, which is in his fourth grade classroom. Stay in beginning context and misread "We're supposed to be "finishing" up a paragraph to hand in to Miss Jenkins"; and said "fishing." Model that it doesn't make sense, and back up and reread. Reading is thinking.

- **Adjust and apply different reading rates to match text; Use punctuation to enhance phrasing and prosody:**
 - On page four dialogue is introduced and it continues through page seven. Students will need to adjust the reading rate to make sure they accurately read what the characters are saying. They will also have to pay attention to the quotation marks and other punctuation to know when the dialogue begins and ends. The punctuation will also help them to read with the right kind of expression.

Expand Vocabulary:

- **Tune into interesting words; Use dictionaries, thesauruses, and glossaries as tools:**
 - Lanyard (in the context that it's used) and Venetian blinds may stand out to the students as interesting words. Students can turn to partners or small groups and reread the words in context and use context clues and prior knowledge to get an understanding. They can then check their definitions by using other sources like the dictionary etc.
 - Pg. 3 *"I've got the sail hauled in tight. Lanyard's wrapped around my wrist. That sailboat leans over and just flies out of the water...."*
 - Pg. 3 *"Truth is, I'm sitting in my seat, leaning my head against the wall of my fourth-grade class at Auburn Street School, by the windows. That lanyard is the cord from the venetian blinds"*
- **Ask someone to define the word for you:**
 - Some of the words used could be considered slang. For example, "stuffed" is used a little differently in this story.
 - pg. 5 - 6 *"I wrote about being in the Knicks. Point guard. I get down low. Dribble in under the basket when no one's looking. Sneak a shot. Score"*
"Oh yeah?" I say back. "How come no one's looking? "How come no one's stuffed you?"
We may have some basketball experts in the room who can teach us and if not, we can Google it!! (It means to "block someone's shot")

This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.