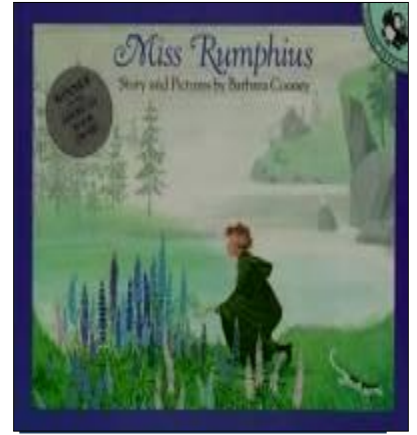


Miss Rumphius

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Miss Rumphius tells the story of a wonderful lady who had many adventures. She traveled to faraway places, lived by the sea, and made the world a more beautiful place. What do you think she did to make the world more beautiful? Read her story to find out.



Possible strategies for instruction:

Comprehension:

- **Use prior knowledge to connect with text:**
 - Use this strategy to help students make a connection with the text. Invite students to tell about someone who has traveled to faraway places or done interesting things.
- **Recognize literacy elements (genre, plot, character, setting, problem/resolution, theme):**
 - With this strategy, students learn to recognize important characteristics of the text. Remind students that every fiction book has these elements. Ask questions to help them identify these characteristics. Encourage them to use text evidence to support their answers.
 - Who are the characters in the book? Tell about one of the main characters. What kind of person is the character based on what he does or says?
 - Where does the story take place? How does the setting change at different parts in the story?
 - What is the problem in the story? How is the problem solved?
- **Infer and support with evidence:**
 - Remind students that they can use clues from the story and what they already know to make an inference. Challenge them to make inferences to answer these questions.
 - Why do you think Miss Rumphius's back stopped hurting her?
 - Why did people start to call Miss Rumphius "That Crazy Old Lady"?
- **Recognize and explain cause and effect relationships:**
 - Understanding cause and effect helps students to see how one action or event leads to another. Identify an example of a cause from the text. Explain how you figured out the effect, using text evidence. Provide additional examples if needed:
 - Miss Rumphius felt tired so the Bapa Raja invited her to rest.
 - Miss Rumphius scattered seeds all over the country so lupine flowers grew everywhere.
- **Compare and contrast within and between texts:**
 - Comparison/contrast is a strategy that calls for students to synthesize information that they have read. Ask students:
 - How are Grandfather, Miss Rumphius, and Alice alike? What do they have in common? How are they different?
 - How did Miss Rumphius and her grandfather make the world beautiful?

Accuracy:

- **Skip the Word and Then Come Back:**
 - This strategy helps readers to figure out the meaning of an unknown word. Demonstrate the strategy by doing a thinkaloud. Cover up a word in a sentence. Read the sentence and stop at the covered word. Say, “Hmmm, if I get to a word I don’t know, what can I do? I think that I’ll skip the word and keep reading. Maybe the other words in the sentence will help me figure it out.” Go back to the sentence and show the first letter of the covered word. Invite students to identify it using the first letter and the meaning of the sentence. Try this strategy with these words (*since the pages are unnumbered, pencil in the page numbers beginning with the title page*).
 - P. 9 porridge
 - P.10 library
 - P. 15 beaches
 - P. 24 highways
- **Chunk letters and sounds together:**
 - In order to read a text fluently and understand what they read, students need to be able to decode. Knowing how to chunk letters and sounds frees them to concentrate on the meaning of the text. Teach students to look for smaller word parts inside a larger word. Make a box or frame around the little word within the big word. Examples from *Miss Rumphius* include:
 - P. 9 faraway
 - P. 15 coconut

Fluency:

- **Read the Text as the Author Would Say It, Conveying the Meaning or Feeling:**
 - Students have a great opportunity to learn more about author’s craft and build fluency when they read the text as the author would. Model reading an important part of the text (such as pages 26-27 that tell how Miss Rumphius finally achieved her goal of making the world more beautiful) with feeling.
- **Reread Text:**
 - Encourage students to apply the principle of “practice makes perfect” to a key passage or paragraph from a “good fit” book. Invite students to reread a portion of the text to themselves or to a partner. Their objective is to read the part of the text with expression, smoothness, and accuracy. If possible, provide a chance for them to make an audio recording of the passage when they feel ready.

Expand Vocabulary:

- **Tune In To Interesting Words and Use New Vocabulary in Speaking and Writing:**
 - Choose 2-3 strong verbs from the text to highlight. Encourage students to add these words to their notebooks, along with a drawing to help them remember the action.

- P. 6 carving
 - P. 15 fetched
 - P. 24 scattered, flung, tossed
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- **Use word parts to determine the meaning of words (compound words, prefixes, suffixes, origins, abbreviations, etc.):**
 - Ask students to identify compound words from the text. Reinforce that each compound word is made up of two words. When these words are joined, they make a new word. Provide examples from the text such as these:
 - P. 4 grandfather
 - P. 16 everywhere
 - P. 22 afternoon
- Ask students to continue to look for examples of compound words in their reading.

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.