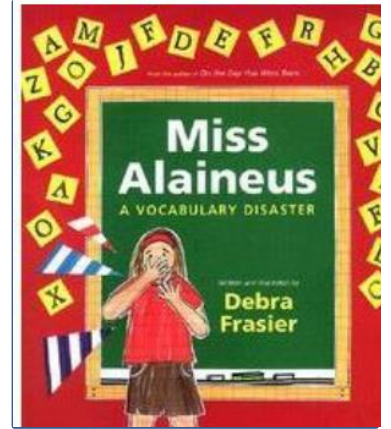


# Miss Alaineus

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On vocabulary day classmate Forest shares a cold with Sage. She finds herself away from school for the remainder of the week. When Sage returns to school on Monday she is embarrassed to learn that she has misunderstood the spelling and definition of the last word on the spelling list. Sage turns her mistake into a gold trophy at the school's vocabulary parade.



## Possible strategies for instruction:

### *Comprehension:*

- **Make a picture or mental image:**
  - This story lends itself to visualization because of the school and home setting. Begin the visualization strategy for the story by asking the following questions: “Have you every missed school because you were sick? Have you ever misunderstood an assignment? Do you look up words or ask a friend for help with new or interesting words you don’t know?” Stop and model with students the mental images you see after reading the first page. Ask the students, “Can you see yourself in this story?” “Have you ever sat beside a classmate that was sick?” Ask the students to create a mental image or movie of the story as it is read aloud. After each page or section of the text is read give the students enough time to visualize the event and setting of each story segment. Reveal the illustrations to the students after they’ve had time to independently visualize.
- **Recognize and explain cause-and-effect relationships:**
  - Explain or remind the students that cause-and-effect relationships are used to help readers understand that events happen and the reasons that cause such events to happen. There are many examples in the text to help students see cause-and-effect relationships. Below are four cause-and-effect examples taken from the text:
    - After reading P. A (this text uses the alphabet instead of numbers), ask the students what caused Sage to miss school? What was the effect? (Sage got sick.) What was the cause of the effect? (Forest was sick and he shared with Sage.)
    - After reading P. B, ask the students what caused Sage to write down the word “Miss Alaineus” on her vocabulary list? What was the effect? (Sage wrote down “Miss Alaineus.”) What was the cause of the effect? (Starr had to hang up, she told her the last word and didn’t have time to spell it.)
    - P. M, What caused the students to laugh at Sage after she gave her definition for “Miss Alaineus”? What was the cause and effect?
      - Ask the students if they heard any cause-and-effect clue words (because, if, then, since, so, therefore, as a result of) on page M. Did you have to infer what caused the students to laugh at Sage? Why?
    - P. U, What caused the students to applaud and laugh wildly at Sage? What was the effect?

## Accuracy:

- **Cross-checking:**
  - The structure of this book can be used to model cross checking within the sentence or text. Words used within the context of the story are defined either within the sentence or in the following sentence. Model this strategy using the following examples:
    - P.B, Cross check the word *luminous*, Sage tells us that her friend Starr is not *luminous*. Read the sentence, “On Tuesday afternoon I called my best friend, Starr, who is not a *luminous*.....” After reading the sentence from the story, write the word on chart paper or board. Does the word I am reading and writing from the story match the letters written? Does the word sound right? Does it make sense? Let’s read on “...*luminous* celestial object seen as a point of light in the sky...” Does the word I am reading match the letters written? Does the word sound right? Now does it make sense?  
Be sure to use the kinesthetic motion with the questions “Does the word I am reading match the written letters? (Cross right arm over body so that hand touches left shoulder.) Does the word sound right? (Cross left arm over body so that hand touches right shoulder.) Does it make sense? (Both arms come down make sure hands are pointing to the floor.)
    - Model again using the following words:
      - P.E, *gigantic* “I finished defining my vocabulary words while propped up in bed with a box of tissues on one side and a *gigantic* red dictionary on the other.”
      - P. G, *ancestor* “I thought maybe she was an *ancestor*: an ancient relative long dead, who left us all these odd things in the drawer.”
      - P. L, *extinct* “Dinosaur: a prehistoric, *extinct* reptile, often huge...”
- **Skip the word, then come back:**
  - When students come to words they don’t know they need to understand it’s okay to skip the word, then go back and reread. Model this strategy from the text during the read aloud. Show the students the word from the text. Cover up the word with a finger or sticky note and continue reading the sentence or paragraph. Then go back and reread. Uncover the first letter of the skipped word then predict what might make sense. Use the first letter and context clues in the passage to help figure out the unknown word. Use pictures to help solve the unknown word when available.
  - Model this strategy using two or three suggested words below:
    - P. E, hypothesis
    - P. E, pasteurization
    - P. O, devastated
    - P. O, ruined
    - P. Q, archaeology
    - P. Q, apprehend

## *Fluency:*

- **Adjust and apply different reading rates to match text:**
  - The book combines a number of features that can be used to adjust reading rate. A comparison for this story book can be made to that of a social studies or science text because within the reading, definitions are given and the word list itself is based on words associated with dinosaurs. The book is written in first person and Sage's tone and emotions can be used to apply different reading rates within the story line.
  - This strategy can be modeled using the following passages:
    - P. C, D, E, I- Word list chart and definitions
    - P. O- "Mrs. Page opened her dictionary and wrote on the chalkboard..."
    - P. Q- This page of the book is filled with Sage's emotional retelling of her humiliating day and the class trip to the science museum.
  
- **Reread text:**
  - Students should be given an opportunity to reread texts several times so they can read it smoothly, correctly, and with expression. In order to model the strategy select a paragraph to reread. On the first reading read slowly without expression. After subsequent rereading improve the quality of fluency and expression each time.
    - The following passage can be used for modeling this strategy:  
P. W, "To my astonishment: great shock and amazement, I won a gold trophy for The Most Original use of a Word in the Tenth Annual Vocabulary Parade. So this time Mom was right. There was gold in this mistake. And next year I think I'm going to be....."  
P. Z, "Miss Sterious, Investigator of All Things Mysterious!"

## *Expand Vocabulary:*

- **Tune in to interesting words and use new vocabulary in speaking and writing:**
  - The author's purpose of this book can be two fold, it teaches the reader to look for a positive made from a mistake or misunderstanding, but it also teaches students awareness and understanding of words they don't know.
  - To model this strategy select the following suggested words from the text:
    - P. B, Scribble
    - P. O, Miscellaneous
    - P. W, Astonishment
      - After reading the word, stop and repeat the word, have the students echo the word after you read it so they can hear how the word it sounds. "Wow, I like to read that word aloud. I like the way it sounds. Do you?" Write the word on the word collector so the interesting word can be used later in speaking and writing. Also don't forget to encourage students to share their interesting words with their friends and parents or guardians.