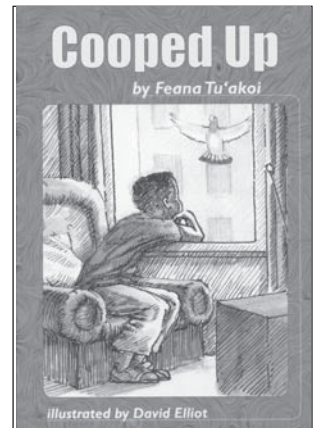


# Cooped Up

by Feana Tu`akoi

illustrated by David Elliot



## Book Summary

This is a story about a young boy who moves to the city and finds his new life lonely. Josh thinks of the perfect solution for his loneliness – a pet. But first, Josh and Granddad need to convince Mom that a pet is a good idea.

## Features of the Book

- Multisyllabic words – *backyard, apartment, understood, cockatoo, parakeet*
- Blends – *st, br, tr, bl, th, sh, pl, dr*
- Contractions – *he'd, wouldn't, you've, don't*
- Direct speech
- Expressive illustrations
- Italics and punctuation for emphasis
- The -ing word ending – *zooming, amazing*
- Double oo spelling pattern – *cooped*

## Purpose

*Cooped Up* can be used to introduce and reinforce the following skills:

- S** tracing the development of a character;
- S** using illustrations to gain and deepen meaning;
- S** identifying the setting of a story;
- S** exploring the use of direct speech;
- S** recognizing and reading multisyllabic words;
- S** identifying a problem and its resolution.

## The Guided Reading Lesson

- S** Tracing the development of a character
- S** Using illustrations to gain and deepen meaning

## Materials needed

- A copy of the text for each child and one for the teacher
- A dry-erase board or chart paper and markers
- Optional: a copy of the blackline master and a pencil for each child

## Introducing the text

Ask the children if they have ever felt “cooped up” or lonely at home. Show them the front cover of the book.

— *Where is Josh? How do you think he's feeling?*

Ask the children to give reasons for their answers based on the details in the illustration.

Write the heading Josh on the board. Explain to the children that you want them to describe Josh and his feelings as they read the book. Write any suggestions that they have at this stage on the board. Read the blurb on the back cover to the children.



## Reading and discussing the text

This can be taken over two days. If your group can read the book with less support, adjust the lesson plan accordingly.

### Day One

Look through the illustrations in chapter 1 with the children. Discuss the different settings shown.

- *What has happened in Josh's life?*

Ask the children to read chapter 1 independently. Refer to the chart begun about Josh earlier and add any new observations about him.

- *How have the illustrations helped us to follow the story so far?*

Look through the illustrations in chapter 2 together.

- *Look at the picture of Josh's mom on page 7. What is she doing? How do you think she is feeling?*
- *Look at Josh on pages 8 and 9. What do you think he is saying?*
- *Look at page 10. What do you think has happened?*

Ask the children to read the chapter independently and discuss and add any more information they have gained to the chart.

### Day Two

Review what has happened in the story so far. Discuss the name of the next chapter, Doves and Pigeons, and ask the children if they can predict what might happen next. Ask them to read chapter 3.

Look at page 13 together.

- *What does "Granddad interrupted his thoughts" mean?*

Discuss Granddad's relationship with Josh, using the illustration for support.

Introduce the children to the content words they will meet in the next three chapters and then ask them to read to the end of chapter 4. Ask the children to contribute new information to the chart when they have finished the chapter.

The children can now read the rest of the book independently. When everyone has finished reading, complete the chart about Josh. Discuss the changes that have happened to Josh and how the author and illustrator have shown these changes.

## Revisiting the Text

The activities below can be used immediately after the guided reading lesson or during later reading sessions as mini-lessons or individual activities.

### **S** Identifying the setting of a story

Josh's problems began when he moved from a big house to an apartment in the city. Ask the children to discuss the advantages and disadvantages of living in different places.

- *Where would you prefer to live? Why?*

Ask the children to write a few sentences to describe the life Josh had in his old home compared with life in his new home.

### **S** Exploring the use of direct speech

Ask the children to reread page 18. Discuss the use of punctuation and words to tell us who is speaking and what they are saying.

- *Have you used direct speech in your own writing? Let's try to write a conversation together.*

Ask the children to write two or three lines of a conversation with your help, for example:

"Where do you live?" asked James.

"I live in an apartment," said Renee.

When the children are confident recognizing direct speech in their reading and during interactive writing sessions, encourage them to use their new skill in their own writing.

### **S** Recognizing and reading multisyllabic words

Select five or six multisyllabic words from the book and write them on the board. Discuss the strategies that the children have used to read these words.

Ask the children to continue to look out for similar words during shared and independent reading and compile a group list. Over the next week, help the group to draw up a list of strategies they can use to read multisyllabic words.

### **S** Identifying a problem and its resolution.

**B** The children can use the blackline master on page 83.