

Title *Oliver Trades Places*

Book Introduction Oliver doesn't want to go to school. He wishes he could trade places with his dog Duffy.

Genre Narrative—fantasy

High-Frequency Words your, then, said, want, wouldn't, haven't, wasn't

Content Words school, Duffy, coat, furry, circles, instrument, doghouse, fleas, computer

Teaching Focus or Skills

- * Draw on prior knowledge and experiences to relate to the main character and make predictions successfully
- * Recognize the purposes of and differences between thought bubbles and speech balloons
- * Recall the sequence of events and different settings
- * Understand and use contractions
- * Analyze letter combinations, spelling patterns, and word parts to read words
- * Use word analogies and word categories to read new, unusual, or difficult words

Introducing the Book

- Invite the children to use the features of this book to help them predict what this story might be about. Read the title to the children and encourage them to articulate the evidence they have used to make their predictions.

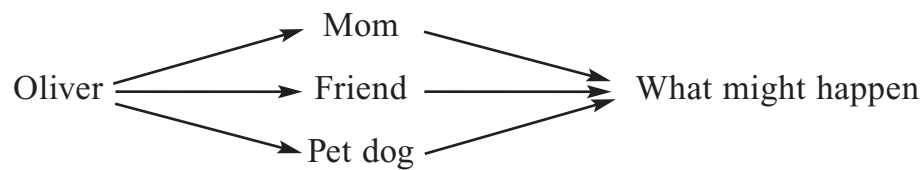
Look at the front cover of this book and think about what this story might be about. Share some of the ideas you have about this story. What other feature of this storybook helped you to think about what this story might be about. Now look at the title page and tell me how you used this page to get some ideas about the story.

- Invite the children to draw on their own experiences and feelings to relate to the main character.

I want you to think about a time when you wished that you could be someone else. Talk to the person next to you about someone you would like to trade places with. Now tell me some of the reasons why you would like to be this person.

- Use a concept map to list the children's predictions about the main character and the events in the story. Use different-colored arrows to show with whom Oliver might trade places. Invite the children to make predictions about a good thing or a bad thing that might happen when Oliver takes the place of another character.

Think about some of the different characters that Oliver might wish to trade places with. Talk about some of the good things and bad things that might happen if he trades places with each one.



- Invite the children to check their predictions about why Oliver wants to trade places with another character. Have them check the illustrations and the information in the speech balloons.
- Demonstrate the purpose and format used for speech balloons and thought bubbles. Discuss the similarities and differences. Read page 2 aloud and illustrate what Oliver is thinking about by writing his thoughts in a “bubble.” Compare and discuss the similarities and differences between speech balloons and thought bubbles.
- Discuss the different strategies the children can use for accurate word-reading or to correct misreadings. List the following unusual words on a chart: *Duffy*, *woolly*, *puzzled*, *woof*. Invite the children to look for and use what they already know about these words to help them read each word.

These are some of the words you will read in the story. Look at each word carefully and find the part of the word that you already know. Say the word you see. Now add this ending to the word. Good readers look for and use known parts of words.

- Review variant letter sounds. Use the words *Duffy* and *my* to discuss the different sounds the letter *y* stands for. Remind the children to check the sounds they hear when they say these words. Make a two-column list of known words in which *y* represents the long *e* and long *i* sounds.

Reading the Book

- Have children read silently and then discuss these sections of the book.

Silently read to the end of

page 5

page 9

page 15

- Break into the reading at these points to discuss the events in the story, to review the characters' responses and feelings, and to make further predictions about what will happen next.
- Allow the children to read the rest of the story uninterrupted. Observe and note how the children are able to process all the sources of information to gain the message of the text. Record the strategies used to read accurately and to self-correct, if necessary.
- During the reading of the book in sections, use the following prompts to guide and support efficient processing.

Prompt to support the use of reading strategies.

Read that again and think about what will make sense and look right. Check that what you read makes sense and sounds right. I like the way you went back to check. What else can you try?

Prompt to guide and support children's understanding of the text.

Keep thinking about what is happening in the story and what you think might happen next. What would you do next? Check the picture and tell me what is happening. Tell me how you think (name) might be feeling now. What would you do if you felt like this?

Prompt to support the use of word-reading strategies, such as analyzing letter combinations and spelling patterns, chunking into word parts, and using analogies.

Break this word up into parts. Look for parts that you already know in this word. Listen to how the word sounds. Do you know another word like this?

Responding to the Book

- Recall and discuss what happens when Oliver trades places with Duffy for a day. Invite the children to refer back to the chart to compare their predictions against the events in the story.

Tell me why Oliver wants to trade places with Duffy. Talk about the things Oliver enjoys and doesn't enjoy when he trades places.

- Make a graph to show the differences between Oliver's feelings throughout the day. Discuss when and why Oliver feels happy and unhappy and how his feelings change.
- Praise the use of word-reading strategies: fluent recall of known words; breaking words into known word parts; analyzing letter combinations and spelling patterns.

- Revisit the text to make a wall chart of compound words. Use this chart to make some pictorial cards and base word cards. Have pairs of children mix, match, and write or read the compound words.

(Example: cards with

to

 and

day

 written on them)

Working with Words

According to individual strengths and learning needs, use the text to examine and extend the following elements of word recognition.

Consonant digraphs: *ch* – reached, chases, cheese, crouched, chewed, teacher, choose;
tch – fetch, watches

Spelling pattern: *-y* – Duffy, hurry, very, happy, already

Compound words: newspaper, classroom, toothbrush, today, outside, something, anything, bathroom

Contractions: you’ll, wouldn’t, you’ve, I’m, it’s, you’re, don’t, haven’t, wasn’t, can’t, I’ve, didn’t, I’ll, we’re

Suffixes: certainly, probably, woolly

Inflectional endings: playing, thumping, staying, going, barking

Blackline Masters

Photocopy the following four blackline masters and distribute them for children to complete. These blackline masters are in order of difficulty. Choose the blackline master(s) appropriate to the individual needs of students.

Enrichment Activities

- Write a different ending to the story.
- Make a list of animals children would like to trade places with. Give reasons why.
- Write a letter to Miss Kelly, thanking her for looking after Duffy.

BLM I Oliver Trades Places

Think about when and where the story takes place. Record the different things that happen in each setting throughout the day. Draw the different settings and use words to label them.

Before School

During School

BLM 2 Oliver Trades Places

Imagine what it would be like to trade places. Use this chart to write about trading places.

Four Good Things About Being a Dog for a Day	Four Bad Things About Being a Dog for a Day

Whom do you think Oliver's mom would like to trade places with? Why?

Write what might happen if Oliver and his mom traded places for a day. Read and share your story with a friend.

BLM 3 Oliver Trades Places

Use the pictures to fill in the thought bubble and the speech balloon.

Write what Oliver's mom is thinking.



Write what Oliver's mom says in the park.



BLM 4 Oliver Trades Places

Use different-colored pencils to draw lines to match the words that belong together.

You'll
wouldn't
you've
wasn't
You're
haven't
weren't

have not

You will

You are

were not

you have

would not

was not

Choose words from the box above to write the missing word in each sentence.

1. "Wash your face, comb your hair, and brush your teeth. _____ be late for school. Hurry up."
2. "Guess what, Duffy? _____ going to school today. _____ going to be me!"
3. "I _____ had a dog in my class before. Oliver, show Duffy where to sit."
4. Maybe this _____ such a good day to be Duffy.