Title: Wringer Level: U ISBN: 0-06-440578-8 Publisher: Harper Collins

Day 1: Chapters 1-5 (pgs. 3-25)

Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

\*\*Read the newspaper article that appears on the page before the title page. This sets up the reader for a better understanding of what Pigeon Day is all about. This yearly event is referred to throughout the entire book, and it is at the heart of Palmer’s (main character) struggle.

Palmer expresses his fear of turning nine and becoming a wringer at the community festival. He dreads the day that he will be forced to do this deed that other boys his age look forward to doing. Palmer is celebrating his 9th birthday by inviting three boys to a party at his house. His mother disapproves of his friends, as she sees them as hoodlums and poor influences on Palmer. They come to the party, and they bring presents such as a rotting apple core, an old sock, and a cigar butt. Palmer doesn’t care about the presents, but is thrilled when they give him a nickname (Snots). He feels excited to have been accepted as “one of the guys”. During the party, the boys seem to drag out eating cake and ice cream, and Palmer’s mother is anxious for them to leave. They finally go outside to play. Meanwhile, the boys seek out a neighbor girl, Dorothy, to harass. Palmer’s mother has always tried to push Palmer and Dorothy into friendship, but Palmer joins in the fun of harassing her and fitting into the “gang”. The boys decide to play soccer at the park. Palmer dislikes the park, because the park is where the annual Pigeon Day shoot takes place. He pretends to be hurt so he doesn’t have to go on the field. The boys begin to pretend play that they are wringers. They rough house as if they are wringing the necks of wounded pigeons. Palmer feels very uncomfortable.

Words/Text Layout:

\*New or important words (V) **wringer (title, pg 3)-**to twist in a forcible manner

**careening (pg. 17)**-to tip, sway, or lean while in motion

\*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

As we begin our book today, I’d like you to focus on how the author is developing his characters. Good readers take notice of how characters are developed and how they change as the story progresses. Today as you read, use your guided reading notebook to take notes about each character that the author introduces. Who are they? What does the author tell us about them? How is Palmer similar to the other characters? How is he different? (compare and contrast)

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students’ perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

Students will share their notes about the characters. What did you learn about them today? Discuss similarities and differences.

1. What is Palmer’s biggest fear?
2. What makes Palmer’s ninth birthday special to him?
3. What did his new friends bring Palmer for his birthday? What can you infer about them from their choice of gifts?
4. Why would Palmer like his gifts? What can you infer about Palmer?
5. What does Palmer’s mother think of his new friends? Why?
6. What is “ The Treatment”? Why do you think Palmer thought getting “The Treatment” was an honor? What would you do if you were Palmer?

Writing Prompt: “This thing, this not wanting to be a wringer, did it ever knock him from his bike? Untie his sneaker lace? Call him a name? Stand up and fight?” (Quote from page 4) Although there is no physical reason why Palmer should refuse to become a wringer, and even most 10 year olds consider it an honor, he hates this tradition. Identify and write about why Palmer does not want to be a wringer.

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Day 2: Chapters 6-10 (pages 26-54)

Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

Palmer’s mother and father find out about “The Treatment”. They seem to disagree about the appropriateness of this ritual. Palmer’s father gives him a special gift, a tin of toy soldiers. Palmer’s relationship with his neighbor, Dorothy, appears to be changing as Palmer’s ninth birthday has arrived. He has been accepted by his new friends. Family Fest, the annual community festival, has come again, and Palmer begins to dread it even more this year. In these next chapters of the book, we’ll learn more about how Palmer has grown to dread this festival, especially Pigeon Day. We will also meet a new friend of Palmer. Nipper shows up out of the blue one day.

Words/Text Layout:

\*New or important words (V):

**marvel** (pg. 36)- amazed

**pip** (pg 27)-an extraordinary person

**squeamish** (pg 33)-to become sick or nauseated

\*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

As readers read, they think about the characters. How are the characters changing as the story progresses? What can you infer about them from their actions? As you read today, refer back to your guided reading notebook entry from Day 1. What new information do you have about the characters? Are they changing as the story proceeds? What seems to be causing this change? (cause and effect)

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students’ perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

Let’s share what you’ve noticed about the characters as you read today. Are you noticing any changes? Share. Use the following questions as follow-up.

1. Did Palmer’s parents agree about “The Treatment”? How did they differ? Why?
2. How does Palmer feel about his gift from his father? Why?
3. What is the job of a wringer? How has Palmer’s view of Pigeon Day changed throughout his lifetime? Why do you think he has changed?
4. When Palmer learned to read, the statue on the mantle meant something different? Why? How does that affect his relationship with his father?

Assignment: Continue to add to your character information. What inferences are you making about the characters based on evidence from your reading? Be sure to write down sentences that make you draw those inferences.

Title: Wringer Level: U ISBN: 0-06-440578-8 Publisher: Harper Collins

Day 3: Chapters 11-15 (pages 55-81)

Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

Family Fest is finally here again. As Palmer enjoys the carnival food and amusement rides, he cannot get the thought of Pigeon Day out of his mind. Pigeon Day comes on Saturday. He begins to think about how he can avoid his new friends, as he is embarrassed about his feelings regarding Pigeon Day. As Pigeon Day approaches, he devises a plan to be sick. His plan works, and he avoids going to watch the annual shoot. Although Pigeon Day will not happen again for a whole year, Palmer continues to grow anxious about next year. He will turn ten, and his friends will expect him to join them as wringers at the annual event. In this section, Palmer meets Nipper, a pigeon. He befriends the unusual bird and works hard to keep his new friendship a secret.

Words/Text Layout:

\*New or important words (V):

**volleys**(pg. 73)- Throwing a bunch of things at one time, such as snowballs

**spewing** (pg 80)-To throw up or out; eject; vomit

**gesture** (pg 80)-A movement of the body to express a thought or feeling

\*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

As readers read, they think about what they have read and decide what they may want to share in a discussion. They sort out important information from less important information. They ask themselves, “What does the author want me to know?” As you read today, write down your thoughts on a sticky note. You may want to place the notes on the pages where you found the evidence of your thinking. You might start your sentences with one of these…I was thinking…. I am wondering…. I visualized…., I made a connection with… Be ready to share during our discussion.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students’ perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

Let’s talk about what you’ve been thinking about. As readers, what were you thinking about as you read? (Share sticky notes) You may want to use some of the following discussion questions as follow-up.

1. How is Palmer changing? Why?
2. How would you feel in this situation?
3. Can you foresee (predict) any issues with Palmer’s relationship with Nipper?

Assignment: Write about how Palmer is changing. Be sure to include evidence of your thinking. What is the author telling us that might be causing him to change?

Title: Wringer Level: U ISBN: 0-06-440578-8 Publisher: Harper Collins

Day 4: Chapters 16-20 (pages 82-104)

Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

Palmer’s relationship with Nipper continues to grow as they soon settle into a daily routine together. Palmer works hard to hide Nipper from his family and his friends. In this section, Palmer learns more about pigeons from the library. This helps him care for Nipper. Beans, Mutto, and Henry continue to be friends with Palmer in a “gang” like way. Palmer and his friends torment Dorothy daily. In fact, to divert his friends’ attention away from Nipper, Palmer initiates much of the harassment towards Dorothy.

Words/Text Layout:

\*New or important words (V):

**ambled**(pg. 83)- to walk at a slow, relaxed pace

**gizzard** (pg. 90)-the second part of a bird’s stomach in which food is finely ground up

\*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers take notice of details as they read. In today’s reading, the author gives us many details about Nipper. As you read, write about the details you learn about the pigeon in your reading notebook. Think about the importance of these details to the overall story.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students’ perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

Let’s talk about what you’ve written in your notebook. What details did the author gives us about Nipper? (Share notes) Why do you think he includes these details? You may want to use some of the following discussion questions as follow-up.

1. How is Palmer changing? Why?
2. How is Nipper influencing the changes in Palmer?
3. At the end of today’s reading, Beans, Mutto, and Henry spot Nipper. How will this make Palmer feel? Why? What do you think is going to happen to Nipper? What text supports your thinking?

Assignment: Write about how Palmer is changing. Be sure to include evidence of your thinking. What is the author telling us that might be causing him to change? How is Nipper influencing this change? Are you making connections as you read? How is that helping you understand what Palmer is feeling?

Title: Wringer Level: U ISBN: 0-06-440578-8 Publisher: Harper Collins

Day 5: Chapters 21-25 (pages 105-135)

Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

Beans, Mutto, Henry, and Palmer continue to harass Dorothy. She seems to act as if nothing bothers her. She just simply ignores their hurtful actions. Eventually, Beans is annoyed with the fact that Dorothy seems unphased by their harassment. He really gets in Dorothy’s face. Surprisingly, she finally shows emotion and takes out her frustration on Palmer. From this point on, Palmer sees Dorothy differently. Their relationship changes considerably. Palmer begins to feel the burden of his secret and decides to tell Dorothy about his true feelings about turning ten and becoming a wringer. He also tells Dorothy all about his relationship with Nipper.

Words/Text Layout:

\*New or important words (V):

**smoldered** (pg. 111)- hidden or pent up anger burning inside

**silhouette** (pg. 113)-the outline or figure of an object filled in with black

\*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers think about characters as they read. They infer character traits as they read. Today as you are reading, think about Dorothy. How would you describe her? What evidence do you have to support your thinking? In your reading notebook, write about your thoughts and the evidence you have to support those ideas. What can you infer about Dorothy from her actions or her words?

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students’ perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

Let’s talk about what you’ve written in your notebook. What inferences did you draw about Dorothy? How would you describe her? What in the text makes you think that? Use the following question as follow-up.

1. What event changed Palmer’s mind about Dorothy?
2. In the end of today’s reading, the gang accuses Palmer of having a pigeon. Why do they think that? What is Palmer’s reaction to their accusations? What would you have done or said?

Assignment: In your notebook, write about Dorothy. What character traits does she possess? Can you connect with her? How? How is she similar to Palmer? How is she different? (Compare and Contrast)

Title: Wringer Level: U ISBN: 0-06-440578-8 Publisher: Harper Collins

Day 6: Chapters 26-30 (pages 136-167)

Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

When we left Palmer last, he had just experienced a close call with Nipper and the gang. His friends are now suspicious of Palmer. Why would the pigeon just land on Palmer’s head? Palmer begins to worry about his friends discovering Nipper. To divert attention, Palmer begins to act up in a naughty way at school. This silly behavior gets him into trouble with his teacher, but he gains more respect from his mischevious friends. Eventually, summer vacation arrives and Beans, Mutto, and Henry drag Palmer to “wringer school” in preparation for Pigeon Day. Palmer’s dreaded tenth birthday also arrives.

Words/Text Layout:

\*New or important words (V):

**leering** (pg. 152)- giving someone an evil look

**humanely** (pg. 156)-in a kind, compassionate way

\*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers ask questions as they read. Questioning helps you comprehend the text and clarify ideas. What are you wondering as you read today? In your notebook, write down three questions you have as you read today.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students’ perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

Let’s talk about what you’ve written in your notebook. What questions arose as you were reading? Were you able to answer those questions as your reading proceeded? How did asking questions help you as a reader today? Use the following question as follow-up.

1. How do you think Palmer felt at “wringer school’? Why?
2. How is Palmer’s tenth birthday different from his ninth birthday?
3. What can you predict about the word “TONIGHT” that was written in the birthday cake frosting? What text supports your thinking?

Assignment: In your notebook, write about Palmer’s tenth birthday. We all have birthdays. What makes this birthday so significant? What connections can you make?

Title: Wringer Level: U ISBN: 0-06-440578-8 Publisher: Harper Collins

Day 7: Chapters 31-35 (pages 168-195)

Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

Palmer tries to determine what TONIGHT means on his birthday cake, and he takes measures to avoid being caught with Nipper. Palmer finally stands up to the gang. He refuses to take “The Treatment” on his tenth birthday. The relationship with his gang is now shattered, and his relationship with Dorothy continues to grow deeper. Palmer and Dorothy decide it is time to take Nipper away. They devise a plan to give Nipper a new home. In the end, Nipper returns to Palmer’s windowsill. In desperation, Dorothy and Palmer decide that Nipper must be taken farther away for his own safety.

Words/Text Layout:

\*New or important words (V):

**tentatively** (pg. 177)- in an uncertain way, unsure, hesitatingly

**audible** (pg. 185)-able to be heard, loud enough to hear

\*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers make connections as they read. Have you ever felt like Palmer? He experiences a range of emotions in this section. What have you experienced that helps you connect with Palmer and understand the text at a deeper level? Write about those connections in your reading notebook.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students’ perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

Let’s talk about what you’ve written in your notebook. What connections did you make? How did those connections help you understand better? Use the following question as follow-up.

1. What was the first plan for Nipper? Why didn’t it work?
2. Why does Palmer know that Nipper needs a new home?
3. What is the new plan? Do you think it will work? Why or why not?

Assignment: In your notebook, write about the plan of action Palmer and Dorothy take. What do you think will happen? What would you have done differently?

Title: Wringer Level: U ISBN: 0-06-440578-8 Publisher: Harper Collins

Day 8: Chapters 36-40 (pages 196-228)

Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

Dorothy’s family agrees to the plan to take Nipper away with them as they head out of town for vacation. Palmer’s former friends now torment him daily, as he had once tormented Dorothy. Palmer tries to convince them that Nipper has left, and he attempts to get on with his own life in a normal kind of way. Once again, the Family Fest arrives. He leans on his parents, especially his father, for support. Dorothy finally tells Palmer exactly where her family left Nipper. Unfortunately, they let him go near the railroad yards, and this is where many of the pigeons used on Pigeon Day are captured. Scared that Nipper might have been captured and put in a crate for Pigeon Day, Palmer attends Pigeon Day frantically searching for him. Horrified, Palmer realizes that Nipper is truly there.

Words/Text Layout:

\*New or important words (V):

**brazenly** (pg. 197)- in a shameless manner

**sarcasm** (pg. 223)-a cutting remark; making fun of a person to hurt his feelings

\*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers infer the theme of the book as they read. They think about the deeper message the author wants them to learn. Today, as you finish the book, think about what Palmer learns about life. How has he changed and matured? What message do you think the author was trying to send us? Write down your thoughts in your notebook and support those thoughts with evidence from the text.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students’ perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

Let’s talk about what you’ve written in your notebook. What do you feel the theme of this book might have been? What does the author want us to know? Share ideas. Use the following question as follow-up.

1. Where did Dorothy’s family leave Nipper?
2. Why is this upsetting to Palmer? What does he do? What would you have done?
3. What can we infer from the last sentence in the book? (A child’s voice saying, “Can I have one too, Daddy?”)

Assignment: In your notebook, write about the theme of this book. How has Palmer changed throughout this story? What are the reasons he changed? Be sure to include evidence of your thinking as you write.