

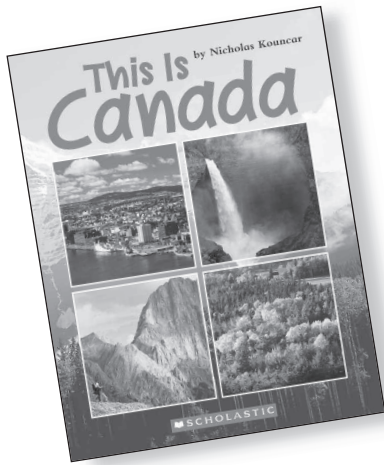
This Is Canada

Written by Nicholas Kouncar

Text Type: Non-fiction: Description — Account

Guided Reading Level: C

Summary: This book describes some of Canada's geographical features.



Word Count: 35

High-frequency Words: *are, in, there*

Text Supports

- ▶ clear, colourful photographs support text
- ▶ consistent placement of text
- ▶ repetitive text pattern

Possible Text Challenges

- ▶ some challenging vocabulary: *mountains, waterfalls, cities*
- ▶ capital letter on proper noun

Reading Strategies

Comprehension

- ▶ synthesizing
- ▶ making connections: text to self

Working with Words

- ▶ using picture cues to support word solving
- ▶ using a known high-frequency word (*there, are, in*) to support tracking
- ▶ beginning to use known initial letters for word predictions

Assessment Opportunities

Note each student's ability to:

- ▶ track print and match one-to-one
- ▶ synthesize: integrate information with prior knowledge to create new understanding
- ▶ make text-to-self connections
- ▶ check photos for cues to support word solving
- ▶ use a known high-frequency word to monitor matching one-to-one
- ▶ begin to use known initial letters for word predictions

Teaching Tip: When assessing students' learning, make sure you observe them throughout the Guided Reading session and not just at the end.



BEFORE READING

Predicting

Activating and Building Prior Knowledge

Show students the cover of the book and read the title. Turn to the back cover and ask, *If we hadn't read the title of the book, what information does this photograph give us that helps us to know this is a book about Canada?* Encourage a brief discussion around the details on the flag.

Making connections: text to world

If possible, show students a map of Canada on a world map and discuss the vast size of our country. Point out another country, such as the UK, so that they can compare the sizes.

Word solving and building

Overcoming Text Challenges

Give each student a copy of the book. Have them look at the front cover and read the title, matching one-to-one. Point out that the word *Canada* is a name, so it starts with a capital "C," just as their names do. Have students discuss what they see in the photos to support the use of picture cues for word solving. Say, *I am looking at this photo, and I see there are waterfalls in Canada. What letter would you expect to see at the beginning of the word waterfalls?* Praise their predictions. Look at the other photos on the cover and examine them in the same way. Select only the letter(s) most students know and understand.

Text features

Have students turn to the title page. Have them frame the word *Canada*. Read the title again, pointing out the name of the author. Ask students to turn to page 2. Point out that this book has two photos on each page. Let them notice that they are different photos of the same feature in Canada. Prompt by saying: *Both of these photos feature the mountains we have in Canada. The author tells us that, "There are mountains in Canada."*

ESL Note:

Some ESL students may not be familiar with mountains, rivers, waterfalls, etc. Bring in pictures of these different features and create word cards. Students can match the cards to the pictures.

Synthesizing

Setting a Purpose

Say, *Let's read the book to see what it tells us about Canada.*



DURING READING

Observe all students in the group as they read independently. Observe and listen to students as they read the text, noting their use of print concepts and reading strategies, and prompting them as needed. For example, *Check the picture to see if what you said made sense and sounded right. What sound would you expect at the beginning of that word?*

Note students' successful use of the reading strategies and any difficulties they encounter.

If some students finish before others have completed the reading, ask them to go back and reread, then share with a partner one interesting fact they learned about Canada.

Teaching Tip : It is important to jot your observations on a Group Monitoring sheet. These notes inform your teaching and help you keep track of developing reading strategies.



AFTER READING

Synthesizing

Making connections: text to self/synthesizing

Ask, *What did we learn about Canada as we read this book?* Allow students time to share their thoughts. Construct a simple web on paper or on the board to show what the book told us about Canada. Record this information in black.

Praise observed reading strategies of good readers, e.g., *I saw you checking the pictures to make sure what you said made sense. Many of you got your mouth ready and thought about the first letter too when you were solving tricky words like people. Good for you! That's what good readers do.*

Encourage students to tell about the features of Canada shown in the book that they know about, have seen, or experienced. Prompt by asking, *Do we live near the mountains? a river? a waterfall? Do any of you live on a farm?*

Then ask, *What else can you tell me about Canada? Have you read other books or seen programs on television about Canada? Do you have relatives in other parts of the country who have told you about where they live?* Record the information they can give on the word web in another colour. A contributing student's name or initials can be placed beside the information shared for further reflection and assessment purposes.

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-Up

The following activities are optional. Choose those that best meet your students' needs.

Facts About Canada

Provide students with the BLM. Have them record one or two facts they learned about Canada (e.g., There are rivers in Canada) and draw a picture. Provide the book for reference.

I Like Canada Because...

Ask students to complete the sentence "I like Canada because..." and share their response with a partner. Discuss the things students like about Canada.

Word Building

Provide a double set of cards with the high-frequency words featured in the book and a few others the students know or almost know. Show students how to play *Snap* or *Fish* using the cards. In the game of *Snap*, students can be required to either note the match or say the word, too.

Teaching Tip : Playing the game yourself with some students will give you an opportunity to prompt for word recognition strategies.



Home Links

Have students take home a reproducible version of this text to read chorally with family members. See www.lpey.ca.

Synthesizing/making connections: text to self

Evaluating/making connections: text to self

Word solving and building

Facts About Canada

Name: _____

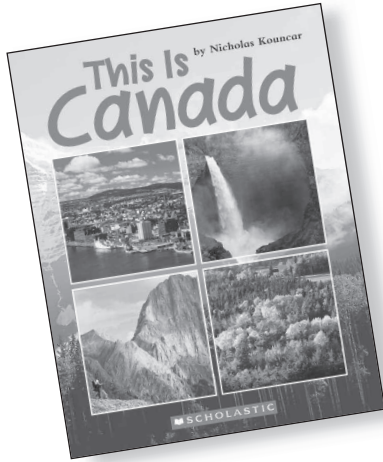
There are _____

This Is Canada

Written by Nicholas Kouncar

Text Type: Non-fiction: Description — Account

Summary: This book describes some of Canada's geographical features.



For more information on Small-Group Shared Reading, see the Reading Guide for grade one.

Text Features

Print Concepts

- ▶ consistent placement of text
- ▶ repetitive text pattern
- ▶ periods
- ▶ capital letters

First Reading

Reading Strategies

Comprehension

- ▶ synthesizing
- ▶ making connections: text to self

Working with Words

- ▶ tracking print
- ▶ using photo cues to support word solving
- ▶ beginning to use known initial letters to predict words

Assessment Opportunities

Note each student's ability to:

- ▶ track print and match one-to-one
- ▶ synthesize: integrate information with prior knowledge to create new understanding
- ▶ make text-to-self connections
- ▶ use photo cues to support word solving
- ▶ begin to use known initial letters for word predictions



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Have students look at the front cover. Read the title and then turn to the back cover. Say, *What is this girl holding? Yes, it is our country's flag. Where can you see another flag like that one?* Encourage a brief discussion around the details on the flag, e.g., *What do you see in the centre of the flag? Does anyone know what the two red bars represent?*

**Making connections:
text to world**

If possible, show students a map of Canada on a world map and discuss the vast size of our country. Point out another country, such as the UK, so that they can compare the sizes.

Word solving and building

Return to the front cover and have students discuss what they see in the photos. Model and say (while pointing to the photo of the waterfall, for example), *What do we see in this photograph? That's right, a waterfall. What letter would you expect to see at the beginning of the word waterfall?* Praise their predictions. Look at the other photos on the cover and examine them in the same way. Select only the letter(s) most students know and understand.

ESL Note:

Some ESL students may not be familiar with mountains, rivers, waterfalls, etc. Bring in pictures of these different features and create word cards. Students can match the cards to the pictures.

Synthesizing

Setting a Purpose

Say, *Let's read the book to see what it tells us about Canada.*



DURING READING

**Tracking print/word solving
and building**

Read the title again. Turn to the title page and say, *Let's read this page together.* Model matching and tracking print. Say, *Turn to page 2. What do we see in these two photos? That's right. There are two different pictures of mountains. I am ready to read this page.* Read the book matching one-to-one. Pause on a page or two and have the students help you analyze the photos to problem solve the noun on the page. For example, on page 6 ask, *What do we see in these two pictures?* Praise the way students use the photos to help them problem solve the word.

Building confidence

Invite students to join in when the pattern has been repeated a couple of times.



AFTER READING

Synthesizing

Ask, *What did we learn about Canada?* Allow students time to share their thoughts. Construct a simple web on paper or on the board to show what the book told us about Canada. Record this information in black.

**Making connections:
text to self/synthesizing**

Encourage students to tell about the features of Canada shown in the book that they know about, have seen, or experienced. Prompt by asking, *Do we live near the mountains? a river? a waterfall? Do any of you live on a farm?*

Then ask, *What else can you tell me about Canada? Have you read other books or seen programs on television about Canada? Do you have relatives in other parts of the country who have told you about where they live?* Record the information they give on the web in another colour.

Second and Further Readings

	<p>For rereadings of the text, give each student a copy of the book but continue to choral read the text. Support the development of print concepts and tracking behaviours by modelling using your own copy of the book and by assisting individual students when necessary.</p> <p>For each rereading, we suggest that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.</p>
Tracking print/ print concepts	<p>Print Concepts, Book Handling, and Text Features</p> <p>Give students opportunities to develop print concepts and to practise tracking print. Note students' ability to do one or more of the following:</p> <ul style="list-style-type: none">▶ track print and match one-to-one▶ check illustrations/photos for cues to support word solving▶ begin to use known initial letters for word predictions▶ use a known high-frequency word to monitor matching one-to-one▶ locate a particular word on a page (e.g., first word, last word, a high-frequency word)
Print concepts	<ul style="list-style-type: none">▶ Point out the periods on each page and discuss their function.▶ Point out the capital letter in the name of our country, <i>Canada</i>. Ask, <i>Can you tell me why this word has a capital letter?</i> If students need help, provide their own names as examples and tell them that, just as these are their names, Canada is our country's name, so it has a capital letter.
Text features	<p>Review the title and author's name. Ask students to look for this information on the title page.</p>
Synthesizing	<p>Focusing on Comprehension</p> <p>Have students orally recall the facts they learned about Canada by reading this book. They can use the front and back covers, the word web, or the map of Canada. (Use of the map will be minimal, as students at this stage will have limited skills, but the map will help increase their awareness of the country's size. Encourage students to identify their own province and their own location within the province.)</p>
Making connections: text to self	<p>Ask, <i>Has anyone lived in other parts of Canada? Has anyone travelled on vacation to other parts of Canada? What can you tell us about those other places?</i> Record the information they share on the web in another colour. (You could record a contributing student's name or initials beside the information shared for further reflection and assessment purposes.)</p>
High-frequency words	<p>Working with Words</p> <p>Ask students to look for and frame high-frequency words (<i>are, in, there</i>).</p>

Letter knowledge

Students can look for and/or predict the initial consonants of the nouns featured in the book (“m,” “t,” “r,” “w,” “c,” “f,” “p”).

Teaching Tip: After isolated letter/word activities, go back and reread the letter/word in context.



Home Links

Have students take home a reproducible version of this text to read chorally with family members. See www.lpey.ca.

Making connections: text to self

Synthesizing

Word solving and building

Rereadings

Provide opportunities for each student to reread the book with a partner.

Focused Follow-Up

The following activities are optional. Choose those that best meet your students' needs.

Travel Page

Provide travel brochures from each province and encourage students to choose a province, look at the brochures, then cut out pictures of three things from that province that they would like to see. Have them make a page with the province's name printed at the top. They can glue the pictures on the page and write beneath each picture why they would like to see that particular provincial attraction.

Fact Recording

Students can draw and write about one new fact they learned about Canada. Provide a copy of the book for reference.

A Class Map

With students and the map used earlier as a reference, draw the outline of a map of Canada on mural paper. Draw in the outline of your province. Have students help you record the word “Canada” on the map as a title. (Remind students why the word needs a capital letter.) Locate and mark on the class map a mountain range, forest area, river, waterfall, city, and farm area that the students may be familiar with in your province. Simple pictures or map symbols can be used along with labels, e.g., “mountains.” Students can later paint or colour the areas marked. Real materials can also be fastened to the map, e.g., pine needles or leaves to indicate trees; small triangles of pale blue to represent mountains; string or wool for rivers; cascading tissue for a waterfall; small structures to represent a city and a farm.

Building Words

Give students magnetic letters, plastic letters, or letter cards for the word *mountain*. Have them build as many words as they can from the letters and list them. Then have them use the letters to build the word *mountain*. (Students may come up with words such as *in, on, at, an, tan, tin, ton, not.*)