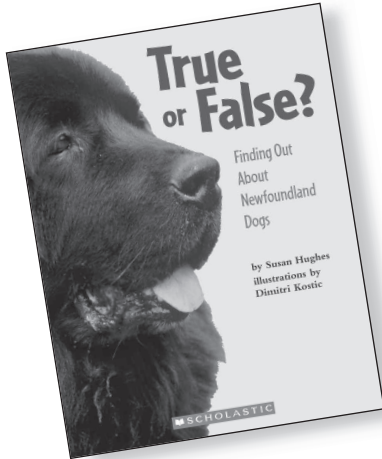


True or False? Finding Out About Newfoundland Dogs



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Illustrated by Dimitri Kostic

Text Type: Non-fiction: Description — Report

Guided Reading Level: H

Word Count: 192

Text Features

Visual Literacy

- ▶ chart
- ▶ inset photographs

Summary: Students can test their knowledge of Newfoundland dogs with this true or false question-and-answer book. A blend of photographs and illustrations support the text. A chart helps students check their answers.

Text Supports

- ▶ answers to questions and facts about dogs are always under photos on left-hand side of page
- ▶ true or false questions are always under illustrations on right-hand side of page

Possible Text Challenges

- ▶ true or false questions
- ▶ various word ending: “s,” “ed,” “ing”
- ▶ question mark

Reading Strategies

Comprehension

- ▶ predicting
- ▶ analyzing

Working with Words

- ▶ using root words and word parts to read unfamiliar words with “s,” “ed,” and “ing” endings

Assessment Opportunities

Note each student’s ability to:

- ▶ make predictions and confirm or change them based on text information
- ▶ analyze
- ▶ use strategies such as beginning sounds and looking at word parts to solve words with “s,” “ed,” and “ing” endings



BEFORE READING

Predicting

Activating and Building Prior Knowledge

Show and read the cover of the book and ask students what they think this book will be about. Ask students why they think the title of the book is *True or False*?

Evaluating

Ask, *How many of you have dogs?* Have them tell the group facts about their dogs. *How do you know if these facts are true or false? Do you think this book is going to tell us a story or will it give us facts and information? Why do you think that?* Confirm that this is a non-fiction book by reading the back cover.

Teaching Tip :

Copy the chart from page 16 onto chart paper before the lesson, but leave the True and False columns blank.

Predicting

Read the statements about Newfoundland dogs on the enlarged chart, and record students' predictions about the truth of each statement in the appropriate column. Discourage guessing by asking students to justify their answers: *Why do you think that's true/false?* If there is no consensus for a particular statement, or if students can't make an educated guess, leave the columns blank.

Overcoming Text Challenges

Say, *good readers look carefully at the words and parts of words when they read.* On chart paper write some of the following words from the text: *pull, cart, fish, carry, sled, dog, web, toe, leg, tail, steer, struggle, rescue, and wind.* Read the list of words together. On sticky notes write the word endings "s," "ed," and "ing." Place the word endings beside some of the words on the chart and read the words together. Discuss which word endings make sense and which ones don't. When the word ending makes sense, write the letters beside the word with a marker. Point out to students that sometimes when you add one of these word endings you need to change the letters just before it to make it look correct. Ask students what happens to the meaning of the word when the ending is changed. Identify the original words as root words.

Word solving and building

ESL Note:

Some students may be confused by the book's format. The cartoons may increase comprehension of word meanings, but they may also cause students to respond literally, e.g., *dogs don't lift weights!* Explain that the cartoons illustrate the question, not reality.

Print concepts

Direct students' attention to the question marks in the story. Explain that this shows a question is being asked.

Setting a Purpose

Analyzing

Say, *I want you to read the text to find out which facts about Newfoundland dogs are true and which facts are false.*



DURING READING

Ask students to read the text independently, thinking about the purpose that has been set. Observe and listen to students as they read, noting their use of comprehension strategies and prompting them as necessary. Note students' successful use of reading strategies and any difficulties they encounter.

Encourage students who finish early to reread the book independently and then discuss it with a partner. Say, *Good readers reread for understanding.*



AFTER READING

Predicting/analyzing

When all students have finished reading the text, look back at the predictions made before reading. Say, *Now that we've read the book, let's see what we learned about Newfoundland dogs.* Discuss each statement briefly. Ask, *Is this statement true or false? Were we right?* Discuss the specific elements of the text—print, illustrations, or photographs—that helped students confirm or change their answers. Encourage students who made inaccurate predictions at the beginning to explain the correct answer.

Word solving and building

Ask students about any words they found difficult in their reading. Write the words students share with the group on chart paper and have them explain how they figured them out.

Model positive reading strategies you observed during the lesson. For example, *I saw Tristan studying struggling to see if there were any parts of the word he knew. He found the root word struggl- and the "ing" ending. When he blended them together, he could read the word, struggling.*

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.

Word Endings

Word solving and building

Have students divide a piece of paper into three columns. Put one word ending at the top of each column: "s," "ed," and "ing." Have students go through the text and find words to write in each column. Students can look for more words in other texts or on Word Walls.

True Facts Cube

Analyzing

Provide students with a copy of the BLM. Ask students to complete the cube using true facts about Newfoundland Dogs from the text or writing true facts about themselves or animals they are familiar with. Students can then cut out and glue or tape the cube together. They may need help cutting out the cube. Students can read completed cubes during independent reading or take them home to share with family members.

True Facts Cube

Name: _____

