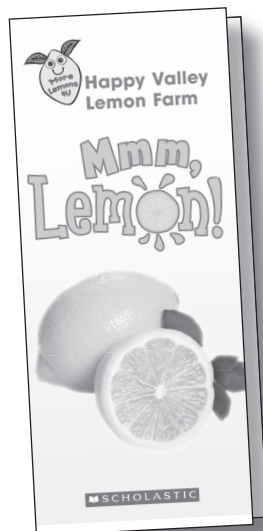


# Mmm, Lemon!



**Word Count:** 50  
**High-Frequency Words:**  
*a, and, are, if, it, love, that, will, you*

**Text Type:** Fiction: Persuasive — Brochure

**Guided Reading Level:** G

**Summary:** This persuasive brochure provides reasons for eating lemons and suggests how to enjoy them.

## Text Supports

- ▶ illustrations support the text
- ▶ limited number of words

## Possible Text Challenges

- ▶ folded brochure format may be unfamiliar
- ▶ check boxes
- ▶ numbered procedure
- ▶ exclamation marks
- ▶ word recognition, e.g., *juicy, lemonade, chicken, flavour, tangy, valley, pure, taste, enjoy, pie, fresh, great*

## Reading Strategies

### Comprehension

- ▶ evaluating

### Working with Words

- ▶ use picture cues to support word solving
- ▶ use beginning sounds and word parts to read unfamiliar words

## Assessment Opportunities

Note each student's ability to:

- ▶ use picture cues, beginning sounds, and word parts and to help in reading unfamiliar words
- ▶ form an opinion and evaluate to gain meaning from text

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at [www.lpey.ca](http://www.lpey.ca) and in the Grade One Reading Guide.



# BEFORE READING

## Activating and Building Background Knowledge

Text features

- ▶ Hold up a copy of the closed brochure so all can see and then open it up to show how it is arranged.
- ▶ Hand out a copy of the brochure to each student.

*This is called a brochure. It is folded and when we open it we read it in a certain order. Here's the front, when we open it there are two panels. When we turn it over and look at the back there are two more panels. Have you seen anything like this before?*

Evaluating/making connections/analyzing

- ▶ Direct students' attention to the front cover. Discuss the topic of the brochure and have students share their thoughts and experiences about the topic.

*Have you ever tasted a lemon? What did you think of it? How do you think the brochure writer feels about lemons? Why? How has the illustrator shown lemons in the title? Let's read it.*

Print concepts

- ▶ Point out the heading and the title on the brochure.

*How do we read something with an exclamation mark at the end? Let's read the name of the farm. What does the name suggest? What do you see beside the name of the farm?*

### ELL Note:

Ask students if their parents use lemon and what they use it for. See if they can name some foods that contain lemon. If suitable, distribute thin slices of lemon for the class to taste and discuss the students' reactions. The word 'tangy' can be introduced here.

## Discussing Supports and Challenges

Word solving and building

- ▶ Have students put their finger under the word 'Farm' on the front cover. Ask them to find the little words in farm.

*What little words do you see in 'farm?' As you are reading look for little words in any unknown words as this will help you read them.*

Text features/print concepts

- ▶ Have students open their copies of the brochure. Discuss the panels as they are read. Point out and explain the purpose of the exclamation marks and check boxes.

*We saw the use of an exclamation mark on the cover. You will find many more in the text so remember to read this with emphasis and expression.*

## Setting a Purpose

Evaluating

- ▶ Focus the readers on a comprehension purpose.

*As you are reading, decide if this brochure persuades you to eat lemons. Was it successful? Why or why not?*

**Teaching Tip:** You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at [www.lpey.ca](http://www.lpey.ca).



## DURING READING

Analyzing  
Making connections

Evaluating  
Making connections

Evaluating

- ▶ Ask each student to read the text independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read quietly, navigating the brochure's features, and assisting them with word solving, vocabulary, and punctuation. Respond to comprehension queries and offer occasional comprehension prompts to help them problem solve. Possible prompts:
  - What do you see in this picture? What does the illustration show us?
  - Have you ever had lemonade? When and where? What do you do to help make the lemonade at home?
  - How has the illustrator shown lemons in the title? What would be your favourite type of lemon product? Why?
  - What would your reaction be if you were the boy eating the lemon? How do you think lemons taste?
- ▶ If students finish early, ask them to reread independently or with a partner. Ask them to discuss each other's favourite type of lemon product and why they like it.
- ▶ Note successful reading strategies and any remaining reading challenges.



## AFTER READING

Evaluating

Evaluating/making connections

Evaluating

Inferring

Evaluating

Evaluating/analyzing

Inferring

Synthesizing

Self-monitoring

- ▶ Revisit the purpose for reading: Did this brochure persuade you to eat lemons? Why or why not?
- ▶ Extend comprehension by offering prompts to initiate discussion:
  - If you could have one of the items shown when you open the brochure, which one would it be and why?
  - Does the picture for 'fresh' fit with the word? Why or why not?
  - What does the Happy Valley Lemon Farm want you to do?
  - How did the author try to get you to like lemons? Did the author succeed?
  - What do you think makes this brochure fiction rather than non-fiction? What parts could trick you into thinking it was non-fiction?
  - What is the boy's reaction to eating the lemon in step #3? Why do you think that?
  - What is the main thing you found out about lemons?
- ▶ Comment on any effective reading strategies you observed.

*As you read the brochure, were you persuaded to eat lemons? Why? Why not? Which parts were the most/least effective?*

*As Grace was reading she stopped at the word 'candy' and found the word 'can'. She was able to use a word part to help her read.*

High-Frequency words  
Word solving and building

## Rereadings

- ▶ Provide opportunities for each student to reread the text independently or with a partner.

## Focused Follow-Up

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

### *Write the Steps in Making Lemonade*

- ▶ Discuss with the students how lemonade is made. Record the steps in sequence and use drawings and words to explain the procedure.

### *Design a Brochure*

- ▶ Invite students to design a one-page brochure to persuade us to eat a different fruit or vegetable. Have students share their completed brochures orally.

### *Word Building*

- ▶ Provide students with plastic, magnetic, or card letters and ask them to build some of the high-frequency words from the text.
- ▶ Print the word 'today' on a card. Divide the card between 'to' and 'day.' Cut the 'd' away from the other letters and have students orally supply rhyming words using the 'ay' part of the word (e.g., 'bay,' 'Fay,' 'hay,' 'jay,' 'lay,' 'ray,' 'say,' 'pay,' 'Kay,' 'may.'