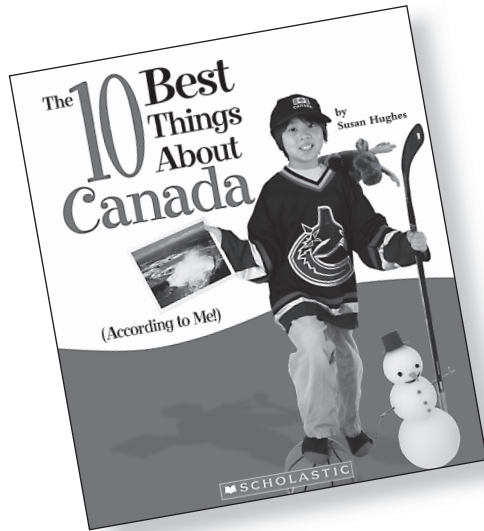


# The 10 Best Things About Canada

## (According to Me!)



*Written by Susan Hughes*

*Photographed by Wolf Kutnahorsky*

**Text Type:** Info-fiction: Description — List

**Summary:** Through the eyes of young Canadian, Justin Phang, we learn what he and the author think are the 10 best things about Canada. For each of the 10 things, they provide colourful examples, combining fact and opinion.

Audio Available Online  
[www.lpey.ca](http://www.lpey.ca)

See the Planning Charts in the Grade Two *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

### Text Features

- ▶ exclamation marks
- ▶ question marks

### Visual Literacy

- ▶ graphs, maps, and charts
- ▶ speech bubbles
- ▶ environmental print

### Print Concepts

- ▶ punctuation (exclamation marks and question marks)
- ▶ headings
- ▶ numbered list

## First Reading (pages 2-9)

### Reading Strategies

#### Comprehension

- ▶ predicting
- ▶ analyzing

#### Working with Words

- ▶ high-frequency words
- ▶ contractions

### Assessment Opportunities

Note each student's ability to:

- ▶ predict based on the text and illustrations
- ▶ retell one thing about Canada
- ▶ make connections with the text
- ▶ analyze to find facts in the text
- ▶ read exclamation marks with emphasis
- ▶ use high-frequency words to support text reading
- ▶ integrate new information with previous thinking

### Oral Language Opportunities

- ▶ partner talk and class sharing



## BEFORE READING

**Text features/predicting/  
building confidence**

### **Activating and Building Prior Knowledge**

Show the book cover to students. Say, *The title of this book is The 10 Best Things About Canada (According to Me!). It was written by Susan Hughes, and Wolf Kutnahorsky took most of the photographs. What do you think “According to Me!” means? Why would it be placed in brackets? Why would there be an exclamation mark after me? How would we read this? Let’s practise reading this with emphasis. Let’s watch for other exclamation marks as we read the book.*

**Predicting**

Share-read the back cover. Ask, *What do you think the author is going to suggest are the 10 best things about Canada? Share one idea with a partner. Show students the front and back covers. Ask, What gave you a hint about these ideas? (pictures/photos on the cover)*

**Making connections:  
text to self**

Ask, *If we were to make a list of the 10 best things about Canada “according to us,” what would we include? Have students share an idea with a friend. Discuss with the class. List the suggestions on a class chart.*

**ESL Note:** You may wish to have ESL students work with a partner to record in their notebook a list of things they observe in the picture on the cover.

**Predicting**

### **Setting a Purpose**

Say, *Let’s read the book together to find out what Justin and the author think are the 10 best things about Canada, and if any are the same as we have on our class list.*



## DURING READING

**Print concepts**

Share-read page 2, then ask, *Why do you think the word million is in italics? How big is a million? How did the author show emphasis in that sentence in another way? Let’s reread to show emphasis.*

Ask, *What is the speech bubble showing us? Who is the character in the speech bubble? Share your idea with someone near you.*

**Analyzing**

Continue chorally reading to the end of page 9. Pause after each item to ask students to compare the items with what they thought the 10 best things would be.

**ESL Note:** After chorally reading the heading on page 8 and then the information on pages 8 and 9. Have ESL students look at the pictures. Ask students to identify something from their cultures that is similar to one of the pictures. They may work with a partner to name the activities and give 2 –3 facts about the activity.

### Visual literacy

Say, *Look at the pictures. What is happening in each?* Have students discuss with a partner, then share with the class. Ask, *Do the words and pictures match?*

### Analyzing

Go back to page 5 and explain to students how to read a chart. Explain what the axes are and what information each axis gives us. Say, *Let's see how much snow falls in each of these cities.* Have a map of Canada available and pinpoint each city.

### Predicting

Say, *What do you think will be the next best thing about Canada? Let's look back at the cover to see if we can get a clue from the other illustrations.*



## AFTER READING

### Making connections: text to self

Engage students in discussion about the activities in the text. Ask, *Which of the three, snow, hockey, or people, is your favourite? Why? Share with a partner.*

### Analyzing

Ask, *What fact in the text did you find most interesting?* Flip through the text up to page 9.

### Predicting

Check the class chart to see if any of “our” predictions/best 10 things were the same as the author’s choices so far.

### Word solving and building

Turn to page 3. Ask students to look for a contraction—a word that has been shortened using an apostrophe. Ask, *What two words were used to make I'll? How would we write this in full?*

## Second Reading (pages 10–17)

### Reading Strategies

#### Comprehension

- ▶ making connections: text to world
- ▶ analyzing

#### Working with Words

- ▶ contractions
- ▶ exclamation marks
- ▶ high-frequency words
- ▶ environmental print

### Assessment Opportunities

Note each student’s ability to:

- ▶ predict based on the text and illustrations
- ▶ retell one thing about Canada
- ▶ make connections with the text
- ▶ analyze to find facts in the text
- ▶ read exclamation marks with emphasis
- ▶ use high-frequency words to support text reading
- ▶ integrate new information with previous thinking

### Oral Language Opportunities

- ▶ partner talk and class sharing



## BEFORE READING

### Synthesizing

#### **Activating and Building Prior Knowledge**

Ask students to retell what the author thought the three best things were about Canada that they have read about so far. Ask, *Did we agree with these?*

### Predicting

What do you think the next four things about Canada will be? Share with a partner. Look at the cover page again for ideas. Make a list on the board.

### Analyzing

#### **Setting a Purpose**

Say, *I want you to read to the end of page 17 and tell me about Canada's wildlife, water, space, and ideas.*



## DURING READING

### Making connections: text to self

Share-read the heading on page 10. Say, *Tell a partner what your favourite example of wildlife is.* Then share-read pages 10 and 11 to find out about these five wildlife examples. Ask, *What is one fact you have learned about one of the wildlife described?* Have students use the think-pair-share strategy.

#### **ESL Note:**

Before sharing with a partner what their favourite example of wildlife is, to ensure comprehension, have ESL students look up the definition of wildlife in a picture dictionary and record the definition in their notebooks. At this point, they may try to include an example of their favourite wildlife in their notebooks. They may then refer to pages 10 and 11 to find the five wildlife examples.

### Analyzing

Share-read the heading on page 12. Ask, *Why do you think the author chose water as one of the best things about Canada?*

### Making connections: text to world

Look at the map on page 12 to show the location of Niagara Falls between the two lakes. Use a map of Canada to show the location of the Great Lakes in Canada. Ask, *Do we live close to Niagara Falls or far from it?* Locate our place on the map of Canada. Ask, *Do you ever go swimming? Where? When? Share your answers with a partner.*

#### **ESL Note:**

To provide some background information on some of the unique qualities of Niagara Falls, you may wish to gather some brochures, info from websites, etc., to share with your ESL students.

### Analyzing/making connections: comparing

Share-read pages 14 and 15, stopping to discuss the map. Have students locate Niagara Falls in Canada, then discuss the legend on the map, the symbols on the map, and the "How many people live in . . . ?" chart. Compare the sizes of the listed countries, referring to both the chart and the map.

### Making connections: text to world

Share-read the heading on page 16. Look at the pictures on page 16 and ask, *Do we know who invented each of these? How can we find out?* Show students

the information on the copyright page. Ask, *Have any of these inventions changed from the picture we see here to what we use today?*



## AFTER READING

### Analyzing

Ask, *What did the author and Justin feel were the next four best things about Canada? Discuss. Did we guess any of these four at the start today? Check the list on the board. Say, Let's look at our class chart to check off those we may also have placed on the top 10 list of best things about Canada. Discuss the similarities and differences of the lists.*

### Print concepts

Ask, *Were exclamation marks used for emphasis? Where did we find these within the text? (headings) Let's find one and reread it with emphasis. Then ask, Was there any environmental print? Let's look at the photos to see if it contains any print for us to read.*

## Third Reading (pages 18-24)

### Reading Strategies

#### Comprehension

- ▶ analyzing
- ▶ predicting

#### Working with Words

- ▶ contractions/possessives
- ▶ high-frequency words
- ▶ exclamation marks

### Assessment Opportunities

Note each student's ability to:

- ▶ predict based on the text and illustrations
- ▶ retell one thing about Canada
- ▶ make connections with the text
- ▶ analyze to find facts in the text
- ▶ evaluate charts
- ▶ use pictures/illustrations for information
- ▶ read exclamation marks with emphasis
- ▶ use high-frequency words to support text reading
- ▶ integrate new information with previous thinking

### Oral Language Opportunities

- ▶ partner talk and class sharing



## BEFORE READING

### Synthesizing/evaluating

#### **Activating and Building Prior Knowledge**

Have students retell two of the best things about Canada that Justin and Susan have given from their list of 10. Share these with a partner. Ask, *Which did you find the most interesting? Why?*

### Predicting

Say, *Justin and Susan have given us seven best things about Canada so far. What do you think the last three will be? Take a few suggestions.*

## Predicting

### Setting a Purpose

Say, *Let's read to find out what the last three best things about Canada are and then compare them with our list.*



## DURING READING

### Making connections: text to self

Share-read the title on page 18. Ask, *What are dreams? What do you think "green" dream refers to?* Take a few suggestions and then share-read the first sentence, which explains "green" dreams.

**ESL Note:** Have ESL students work with a partner to find the meaning of the words *fleece* and *recycling*. At this point, you may wish to have these students find examples from within the classroom of items/pieces of clothing that might be made from fleece.

You may also wish to expand on ESL students' comprehension around the concept of recycling, since this may be something new for them. You may want to have them take a look into the class's recycling bin and identify different types of materials people recycle.

### Analyzing

Use the first line of the flow chart to show or explain how turning plastic into fleece is a "green" dream. Then ask students in groups of four to discuss what the second "green" dream is and, in partners, to discuss the third "green" dream.

### Making connections: text to world

Share-read the rest of page 18 and discuss what the school is doing for recycling. Have partners discuss what they are doing at home.

### Analyzing/language predictability

Share-read the heading on page 20. Ask, *What does the word hero mean? How does one become a hero?*

### Making connections: text to self

Share-read pages 20–23, stopping to discuss each hero. Find out if anyone in the class has knowledge of that hero or has participated in the activity that hero is noted for. Don't forget to read the speech bubble information.

### Predicting

Before you turn to page 24, ask, *What do you think Susan and Justin are going to give us as the 10th best thing about Canada?*

### Evaluating

Share-read page 24. Ask, *What is number 10 on the list? Should kids be one of the best things about Canada? Why?* Have students use the think-pair-share strategy.



## AFTER READING

### Analyzing

Review the 10 best things about Canada. Compare these with the class chart that was made at the beginning.

### Synthesizing

Ask, *What are some things you found out about Canada? What is the most important thing you learned about Canada?* Have students use the think-pair-share strategy.

## Print concepts

Ask, *Did the author continue to use exclamation marks throughout the text?*  
Reread page 20 to practise emphasis in reading them.



## FURTHER READINGS

Many texts benefit from being reread with students. The reading suggested in this plan can be expanded to include further readings.

For each rereading, we recommend 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 students in your class.

### Print Concepts, Book Handling, and Text Features

#### Print concepts

Reread page 20 to look for contractions. Say, *Normally I would expect a word like Hayley's to be possessive. I could be talking about Hayley's team. If I read the sentence carefully, though, I see that it isn't the possessive form at all; it's a contraction. It means "Hayley is."* Explain the difference between the contraction, *Hayley's*, and the possessive, *women's*. Provide a few examples, using children in the class, for example, *John's hockey team went to the store after the game. John's going to go to the store.*

### Focusing on Comprehension

#### Evaluating

Go back over the 10 best things Susan and Justin listed. Ask, *Are they opinion or fact? Whose opinion? Could they be both opinion and fact? How did the author support each of the 10 in the list? What details were given? Recheck a few pages to confirm each.*

### Working with Words

#### High-frequency words

Reread some of the text on pages 2–7 to find contractions and some high-frequency words.

Look also for high-frequency words that have an ending change, e.g., *grow(s)*, *grow(ing)*, *walk(ed)*, *larg(est)*, *use(d)*, *page(s)*, and *small(er)*. This could lead to focused lessons on adding endings.



## RESOURCE LINKS

### Writing

Discuss a hero within your community and write the text for that hero, modelling it on pages 20–23. Students can do this activity as a class, in pairs, in groups, or individually.

Have students take one of the 10 best things about Canada that the class listed in the first reading and write the text for it, modelling it on one of the examples in the book.

As an extension of pages 8 and 9, have students describe one tradition from their home or community.

## Independent Reading

Make the six small versions of *The 10 Best Things About Canada (According to Me!)* and the online audio available for students. Invite students to use these materials to read the book independently.

**Teaching Tip:** The online audio for this book includes a fluent reading and a cloze reading of this book (with a focus on nouns). In this reading, selected words have been omitted. Students listening to the cloze reading have the opportunity to chime in with the missing nouns.



### Home Links

Invite students to discuss with family members a special event that is happening in Canada, where the event is happening, and who is involved. Invite students to discuss with family members some local heroes, sports events or athletes, artists or musicians, or Canadian authors. Students can be invited to share the family discussions with a partner or the class.

Gather a set of books about Canada for individual or partner reading. Try to include books that portray various places, people, and animals of Canada, and that may include information on the best 10 choices of your class. Be sure you have books at many levels for all students in the class.

### Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.

See also the specific Building Words lessons (“Snowfall” and “Wildlife”) under Word Solving and Building in the *Working with Words Guide*.

### Read Aloud

On a regular basis, read to students about Canadians like Fernando Pisani or Wayne Gretzky; traditions of various Canadians; or a favourite animal or animal expert, such as Canada’s polar bear expert, Ian Stirling. You could also read a book by Robert Munsch or other Canadian authors.