

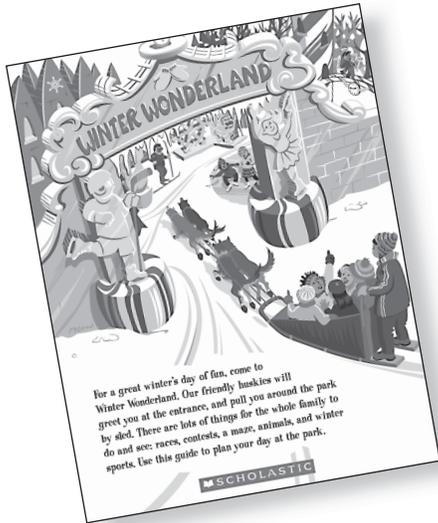
Winter Wonderland

Illustrations by Janet McLeod

Text Type: Fiction: Description — Brochure

Guided Reading Level: L

Summary: This brochure outlines all you need to know about the Winter Wonderland Park. Plan your visit using the calendar and rate schedule. Use the map to choose the activities you want to do, and plan your route.



Text Features

- ▶ headings

Visual Literacy

- ▶ logo
- ▶ symbols

Text Supports

- ▶ illustrations support the text

Possible Text Challenges

- ▶ brochure layout
- ▶ map and legend
- ▶ calendar
- ▶ charts
- ▶ menu

Reading Strategies

Comprehension

- ▶ making connections: text to self
- ▶ analyzing

Working with Words

- ▶ using context to support word recognition and meaning
- ▶ using a range of word-solving strategies to work out unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make text-to-self connections
- ▶ analyze text and illustrations to find information
- ▶ use word-solving strategies to work out unfamiliar words

Oral Language Opportunities

- ▶ discussing with a group
- ▶ discussing with a partner
- ▶ listening to others



BEFORE READING

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

Activating and Building Prior Knowledge

Show students the brochure “Winter Wonderland” and unfold it. Hold it up for all to see and then ask, *Has anyone ever seen something like this before? Is it a book? What makes it different from the books we’ve read? Where have you seen a brochure like this?*

ESL Note: For ESL students who may not have experienced the winter activities in the brochure, provide some pictures for them to view. Talk about the clothing and the kind of equipment needed to take part in each activity. Ask other students to share their experiences.

Text features/visual literacy

Overcoming Text Challenges

Hand out the copies of the brochure. Say, *Let’s look at each section of the brochure. As we do, we’ll make a list of the features we come across.* (e.g., cover page, map, symbols, legend, calendar, charts, menu). Create a two-column chart and list the features students point out in the first column. The second column will be completed later in the lesson.

Analyzing/visual literacy

Have students turn to the map inside the brochure. Ask, *Who has used a map before? What information would you expect to get from a map? How has the author helped you get this information?* Point to the symbols along each side. Ask, *How do the symbols help us? Now find the symbol on the map. That tells us where the event takes place.* Direct students’ attention the bottom right-hand corner and explain that this is called a legend. Ask, *What are General Services? Can you find where they are on the map? How would this help you?*

Print concepts/making connections: text to self

Direct students’ attention to the calendar of events. Discuss the information the reader can obtain from this page. Ask, *Which months are shown? Why are there only three months?*

Analyzing/visual literacy

Point out the charts and menu on the back cover of the brochure. Say, *What information is provided in the charts? Why is it necessary to have the times listed? Why has a menu been included? Where do you usually see a menu?* Have students locate the logo at the bottom of the page. *Why do you think the illustrator used this logo? Does it reflect the Winter Wonderland park?*

Analyzing

Setting a Purpose

Tell students that as they read they are to find all the different activities one can do at Winter Wonderland.



DURING READING

Ask students to read the text independently, thinking about the purpose for their reading.

Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer

prompts, such as, *How did you find the Lookout Tower on the map? What symbol did the illustrator use for the Snowman Building Contest?*

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

If students finish before others have completed the reading, ask them to reread the brochure to confirm their findings.

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



AFTER READING

Analyzing

Direct students to look at each feature listed in the chart made earlier in the lesson. With students' assistance, complete the second column by looking at each feature and describe its purpose. For example: cover page—attracts readers' attention; map—shows where activities are held.

Evaluating

Have students talk to their partner and name their favourite activity, as well as the week they would like to go to the park, providing reasons for their choices.

Word solving and building

Revisit any challenging words students encountered and discuss the strategies they used to figure out the words. For example, *I noticed Chandra looked at the last symbol on the page and looked at the illustration on the map, then read ahead, checking to see if the word made sense. That is a great way to help you read difficult words.*

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 the needs of your students.

My Day at Winter Wonderland

Analyzing

Give each student a copy of the BLM and have them choose three activities they would like to visit in Winter Wonderland. Have students write the names of the activities in the first column. Then ask students to record what they need to participate in the activity in the second column, and record what happened to them when they were at the activity in the third column.

At the Park

Synthesizing/making connections: text to self

Direct students to fold a piece of paper into three sections to become a brochure. Have students choose a park they would like to visit. Explain that they are to create a cover page on the front of the brochure, introducing the park. Inside the brochure, students include things to do, a simple map, calendar, and other items of their choosing.

My Day at Winter Wonderland

Name: _____

Activity	What I Need	What I Did
1.		
2.		
3.		