SCHOLASTIC
Literacy Place
for the Early Years

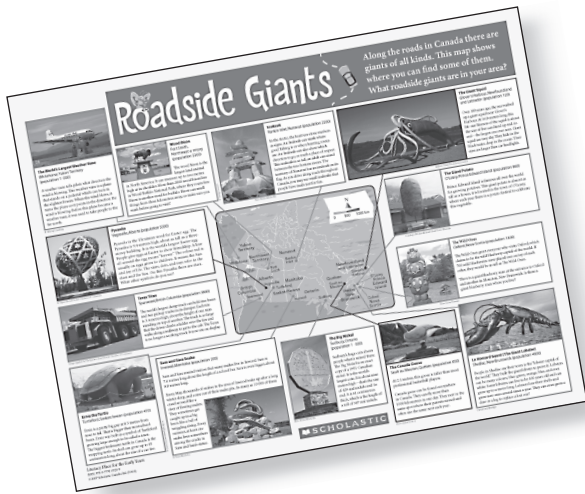**Guided Reading Teaching Plan**
Roadside Giants

Text Type: Non-fiction: Description — Poster with Map

Guided Reading Level: M

Summary: Oversized roadside attractions, one from each province and territory, are described and their locations identified on a map of Canada.

Text Features

- headings
- consistent placement of text
- photographs describing each roadside giant

Visual Literacy

- map
- arrows indicating locations on map

Text Supports

- photographs support the text

Possible Text Challenges

- place names
- math terms (numerical and measurement)

Reading Strategies

Comprehension

- analyzing
- making connections: text to self

Working with Words

- using known words and/or chunks to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:
- analyze: locate facts
- make text-to-self connections
- use known words and chunks to read unfamiliar words

Oral Language Opportunities

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

BEFORE READING

Activating and Building Prior Knowledge

Text features

Display the poster and read the title and introductory text to students. Have them look at the photographs to understand what the poster is about. Invite students to share their first impressions. Ask, *What do you think of when you hear the word giants? Why do you think they are called "roadside giants?"*

ESL Note: After discussing what students think of when they hear the word *giant*, develop a word web with students. Ask, *What words could you use to describe something that is giant?* (large, huge, big, enormous)

Text features/visual literacy/ making connections: text to self

Locate the province or territory on the map of Canada that students reside in and, with students' help, locate the attraction closest to your community. Read the title of the attraction, locate it on the map, and read its population. Ask, *What does* population *mean?* Compare the attraction's population to that of your community. Create a referent for the children by saying, for example, *The population of Fort Smith is greater (smaller) than our community.*
Ask, *What is the purpose of the arrows?* Use the arrows to locate the roadside giants. Review the names of unnamed provinces and locate their roadside giants.

Overcoming Text Challenges

Word solving and building

Point out words such as *Whitehorse, Sparwood*, and *Turtleford*. Guide students as they look for familiar words in these words. Assist students with the pronunciation of unfamiliar words.

Making connections: text to self

Create visual referents for students to gauge the sizes of these roadside giants. For example, use a metre stick for the lengths and heights of objects. Display a metre stick and ask students to name things that are about one or two metres long. Then, if possible, have students estimate then measure your height, and the lengths of a car or school bus. Then, when talking about the length of the Giant Squid, they can better visualize five car lengths.

Setting a Purpose

Analyzing/inferring

Say, *Try to make a picture in your mind of each of the roadside giants, using the information the author gives the reader. When we finish reading, be prepared to tell which giant you can picture best and why.* If any students have seen one of these roadside giants, ask them to choose one they have not seen before.

DURING READING

Ask students to read the story 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, *What information do you look for when reading about the roadside giant? What else helps you determine how tall or long it is?*

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

Encourage students who finish early to read the information about their favourite roadside giant to a partner.

AFTER READING

Analyzing/inferring

Read about the lengths of the Giant Squid and Ernie the Turtle. Compare their estimated lengths with the given measures and determine the distances using a metre stick or trundle wheel. Ask, *How do the estimates help you understand the actual size of the roadside giants.*

Word solving and building

Select some of the challenging words—*pedestal, bison, routes,* and *squid*—or other words that were challenging for students. Ask them what strategies they used to work these out.

Model positive reading strategies you observed during the lesson. For example, say, *I noticed Cara studying the word* bison *to see if there were any parts in the word she knew. She sounded out "bi" and she found* son. *When she blended them together she could read the word,* bison.

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 Favourite Roadside Giant

Evaluating

Ask students to choose the roadside giant they would most like to visit and why. Responses can be shared orally or in writing.

My Roadside Giant

Making connections: text to self

Provide students with copies of the "My Roadside Giant" BLM. Ask them to use the frames to create and describe a roadside giant that best reflects their community. Provide students with the location and population of their community. Some research may be necessary so that the visual and textual information is supported by facts. Support offered to students can include information text pages with facts that have been specifically marked. For relative sizes, provide students with centimetre rulers and metre sticks.

Compound Words

Word solving and building
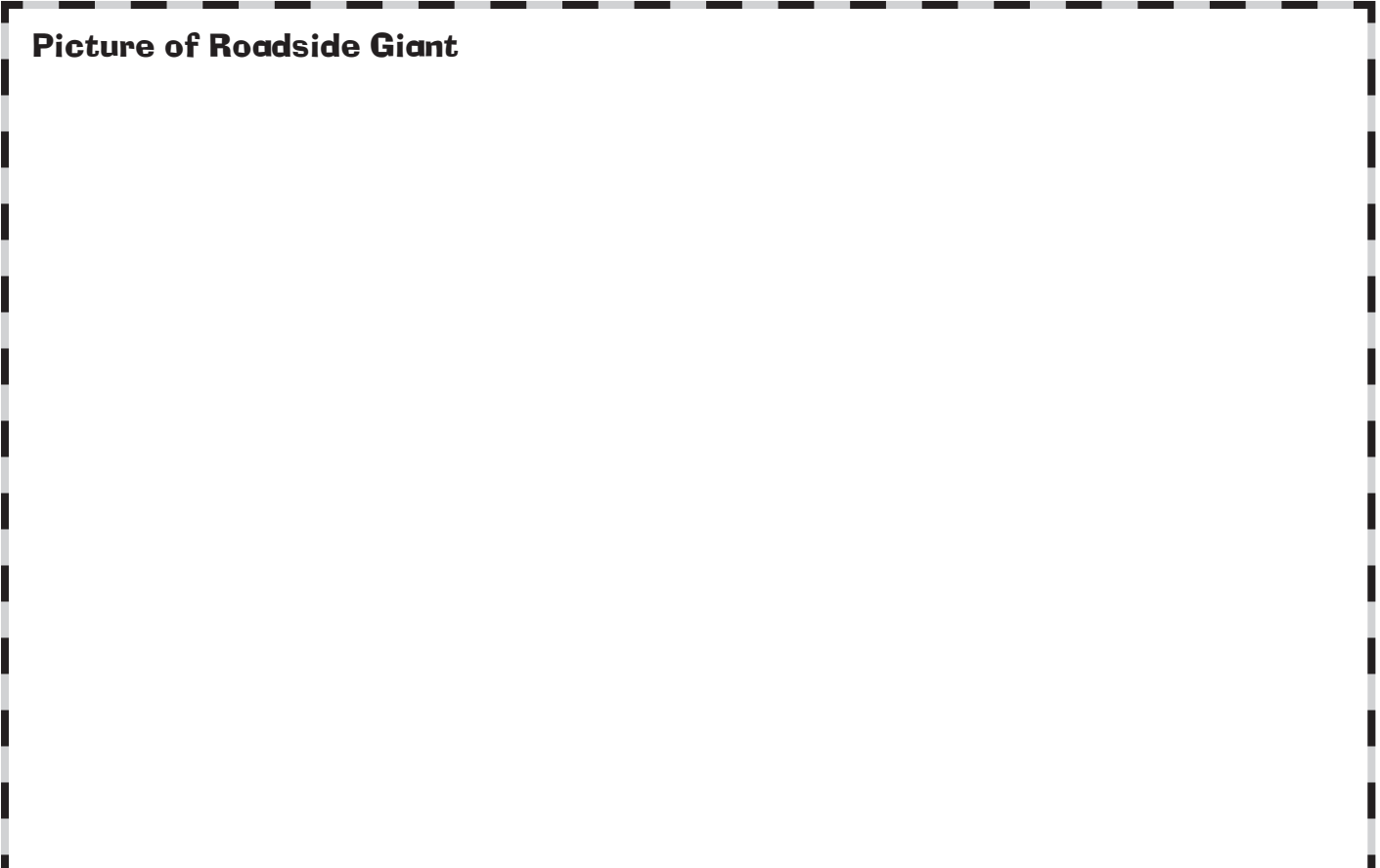
Have students look through the poster for compound words and record what they find. Examples include *freshwater, blueberry, northwest, headlights, basketball, pickup,* and *walkway.*

My Roadside Giant

Name: _____

Picture of Roadside Giant

Name of Roadside Giant	Facts
Location	
Population	