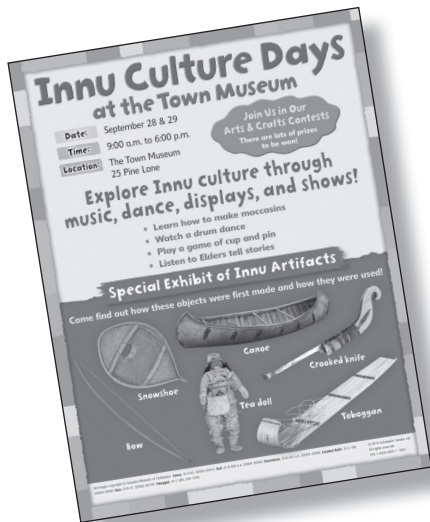


Innu Culture Days



Text Type: Non-fiction: Persuasive — Flyer

Guided Reading Level: H

Summary: This flyer informs us of a special Innu event happening soon at the Town Museum. The date, time, location, and featured events are listed, as well as the fact there are prizes to be won in Arts and Crafts Contests. **Note:** The Innu are a First Nations people who live particularly in eastern Quebec and the mainland part of the province of Newfoundland and Labrador.

Text Features

- ▶ heading and subheadings
- ▶ bulleted information
- ▶ labels

Visual Literacy

- ▶ photographs of artifacts
- ▶ text “blast”
- ▶ different coloured text

Text Supports

- ▶ detailed photographs supporting each Innu artifact
- ▶ clear, well-spaced print
- ▶ use of colour and different text sizes to highlight information

Possible Text Challenges

- ▶ flyer layout with varied placement of print
- ▶ bulleted information
- ▶ text “blast” (telling of contests and prizes)
- ▶ labels
- ▶ specialized vocabulary: *Innu, Elders, Exhibit, Artifacts, moccasins, Snowshoe, Canoe, Crooked knife, Bow, Tea doll, Toboggan*

Reading Strategies

Comprehension

- ▶ evaluating
- ▶ making connections

Working with Words

- ▶ use photographic clues and word-solving strategies to solve unfamiliar words

Assessment Opportunities

Note each student’s ability to:

- ▶ evaluate to form opinions about the success of the flyer
- ▶ make connections to previous experience
- ▶ solve unfamiliar words

Oral Language Opportunities

- ▶ discussing in pairs
- ▶ oral retelling of stories

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at www.lpey.ca and in the Grade Two Reading Guide.



BEFORE READING

Making connections

Activating and Building Background Knowledge

- ▶ Ask students to recall any flyers posted recently for special events in the school or community (e.g., Music Night, parent open-house, school play, library events, street sales, or parades). Remind students that flyers are intended to get our attention and persuade us to do something.

Making connections

- ▶ Using the Think-Pair-Share strategy, invite students to share their experiences with flyers with a partner. Remind them to tell what event was being promoted and where they saw the flyer. Encourage students to recall what made them notice the flyer. Ask a few students to share with the group.

Who has seen a flyer recently? Tell us about the flyer you have seen and the event it was promoting. What about it caught your attention?

ELL Note:

If possible, have a few flyer samples available to familiarize students with the format they will see in the text.

Text Features

Discussing Supports and Challenges

- ▶ Have students recall what they notice is different on a flyer from a book, letter, postcard, or email. Have a real sample of a flyer available to provide students with visual support. Be sure to point out the varying font sizes, use of colour, photographs or illustrations, headings and subheadings, along with the dates, time, and location.

Flyers often use many colours and different sizes of type to try to get our attention and make us interested in reading the flyer. They also use photographs or drawings to give us lots of information in a hurry.

ELL Note:

You may choose to hold up a typical story page or letter beside a flyer and visually show the differences.

Teaching Tip:

If no flyer is available, mock up a flyer announcing a bake sale or movie night at the school.

Print concepts/predicting

- ▶ Provide each student with a copy of the flyer. Ask them to point to the biggest heading. Read the heading together. Let them know that this heading is the title of the flyer and provides important information. Have students quickly scan the flyer, looking for key words and photographs, and be ready to tell you what predictions they can make based on the visual information shown. Remind them not to try and read all the print.

Let's read the title together. Notice it is in the largest font on the page. Now quickly scan the flyer. Do not try and read all the print but rather look at the photographs and one or two subheadings. Be ready to tell us what you predict is going to take place at this event.

Text features/inferring

- ▶ Encourage students to look for other special features on the page. Suggested prompts:
 - What subheading(s) do you notice?
 - Why do you think these photos are included?
 - Why do you think this information is in a green bubble?

Evaluating

Setting a Purpose

- ▶ Tell students that as they read, they should think about whether the flyer holds their attention and persuades them to consider going to this event.

As you read this flyer, think about whether it holds your attention and gives you information that convinces you to consider going to this event.



DURING READING

Self-monitoring

- ▶ Ask each student to read the text independently, keeping in mind the purpose for reading.
- ▶ Observe carefully for self-monitoring strategies students are using as they read quietly, assisting them as needed. Some may also require help in word solving and with word meanings. Respond to questions and offer prompts to help them problem solve. Possible prompts:
 - Does it matter where you begin to read?
 - Why did you stop?
 - What did you notice?
 - Check it. That makes sense but does it look right?
 - Are you thinking about the event being advertised?

Word solving and building

- ▶ Highlight for students different strategies to solve unfamiliar words (e.g., *Museum, moccasins, Exhibit, Artifacts*). Prompts include:
 - Can the photographs help you?
 - What do you know about that word?
 - Do you see a letter cluster or chunk you know?
 - Try it again and think what would make sense, sound right, and look right.
- ▶ If students finish early, ask them to reread independently or with a partner. Ask them to discuss which activity they would be most interested in experiencing.
- ▶ Note successful reading strategies and any remaining reading challenges.



AFTER READING

Evaluating/analyzing

- ▶ Revisit the purpose for reading: Think about whether the flyer holds your attention and persuades you to consider going to this event. Using the Think-Pair-Share strategy, have students share some of their ideas. Encourage them to think about what it was that especially got their interest. Invite a few students to share with the whole group.

Now that you have finished reading this flyer, did it succeed in convincing you to consider going to this Innu event? What were some of the features or details that got your attention and convinced you going would be a great idea?

Evaluating

- ▶ Extend the understanding by offering prompts to continue the discussion:
 - Did the author do a good job of persuading you to go to this event? Explain your thinking.
 - What was the most persuasive idea for you? Why?
 - What special features did the author use to help get your attention?
 - What did you like best about this flyer? Least?

Self-monitoring

- ▶ Comment on any effective reading strategies you observed.

Rahman looked at the word “Artifacts,” paused, and thought about chunks he knew. He saw the word “Art” at the front and “facts” at the end and then knew what to do with the “i.” He then blended the parts and said “Artifacts.”

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.

Create a Flyer

- ▶ Invite students to make a flyer for an upcoming event. Provide each student with an appropriate-sized paper and a selection of materials for creating an “attention getting” flyer (e.g., coloured pencils, markers, pastels, watercolours, magazines). Remind students to look at the flyer they just read and consider the features this author used.

Teaching Tip:

Consider using computers for the designing and printing of the flyers. It is often possible to work with learning buddies or a computer lab teacher to help younger students use this resource.

Working with Words

Explore Innu Words

- ▶ Using the website www.tipatshimuna.ca/1200_e.php, students can look for the Innu words for each of the featured Innu artifacts (e.g., “Snowshoe” is “Asham” and “Canoe” is “katshishtashkuatet/ush”) and the Innu name for the game of cup and pin – “Tapaikan.” They can listen to the spoken Innu language if they click on the photo of the artifact and then on the speaker icon.

Storytelling

- ▶ Students can be invited to share a story that an “Elder” has told them. Many grandparents and parents tell stories orally to younger family members. If students do not have an “elder” story, they can tell their own favourite story orally.

Teaching Tip:

Use the Four Corner technique to allow four presentations to happen simultaneously. Have students sit on the floor in groups around the storyteller who sits in the corner position. The storyteller can have a storytelling stick, necklace, or hat to denote the speaker. Rotate so everyone hears all the storytellers.