

Meet the Safety Helpers



Written by Elena Cabral

Text Type: Non-fiction: Description — Magazine Article

Guided Reading Level: I

Summary: This magazine article introduces readers to three safety helpers—a lifeguard, a park warden, and a police officer. Each safety helper provides tips for playing safely.

Word Count: 155

Text Features

- ▶ subheadings
- ▶ text boxes

Visual Literacy

- ▶ photographs
- ▶ inset illustrations with labels
- ▶ bolded words

Text Supports

- ▶ use of colour boxes to separate information
- ▶ photographs illustrate the occupations and safety tips
- ▶ inset illustrations of key concept words

Text Challenges

- ▶ first-person narrative may be new
- ▶ additional title on second page
- ▶ vocabulary: *lifeguard, park warden, police officer*
- ▶ proper nouns: *Ginger, Lisa, Kim*

Reading Strategies

Comprehension

- ▶ synthesizing
- ▶ making connections

Working with Words

- ▶ use a range of strategies to solve unfamiliar words
- ▶ identifying compound words

Assessment Opportunities

Note each student's ability to:

- ▶ synthesize new information and integrate with prior knowledge
- ▶ make connections to personal experiences
- ▶ solve unfamiliar words

Oral Language Opportunities

- ▶ discussing in pairs and groups
- ▶ presenting information

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

Activating and Building Background Knowledge

Making connections

- ▶ Tell students today they are going to read a magazine article about adults who help children play safely. Brainstorm a few occupations (e.g., coach, physical education teacher). Ask students to tell one or two ways each of these adults might help them play safely.

Can you think of any adults who have jobs that help you play safely? What do you think this person would say to do to be safe?

ELL Note:

Show ELLs several visuals that depict swimming pools and ask if they have been to one. Encourage students to share their experiences. Repeat this activity with photos of local municipal and provincial parks.

Text features/analyzing/predicting

- ▶ Show students a copy of the magazine article. Read the two main titles on the front and back and ask students to use the photographs and the subheadings to identify the three safety helpers. If any are unfamiliar to students, tell them the name of the occupation and use the photograph to describe the type of work. Note if any of these occupations were mentioned in the previous discussion, and if not, ask students to predict how these additional individuals might help them to play safe.

How might a lifeguard help you to play safely?

Discussing Supports and Challenges

Text features/word solving and building

- ▶ Hand out copies of the text. Ask students to point to the subheading for each occupation. Read the subheading to them, and have them repeat the proper nouns—*Ginger, Lisa, Kim*.

Look at the word "Lifeguard." What two little words do you see?

Visual literacy

- ▶ Encourage students to look for special features on the page. Prompt for the location of the inset boxes featuring the illustrated key concept words, if necessary. Explain that these boxes are called insets. Locate each text box and point out that the outlines of the inset boxes match the background colour for each section.

These colours, along with the headings, will help you keep each section separate as you read.

Print concepts

- ▶ Help students to recognize the key concept words by looking at each labelled illustration and then locating the matching bold word in the text. Explain that the bold type lets us know that the information is important.

These words are in bold so we know the information is important. They will help us understand the safety tips.

Inferring

- ▶ Direct students to look at the first text box. Point out the pronouns "me," "I," and "my." Ask students to identify whose point of view is being presented in the text.

Who do you think is talking? That's right, the text is giving the safety helper's point of view. It seems like she's talking to us.

Analyzing/synthesizing

Setting a Purpose

- ▶ Ask students to read the introduction under the main title with you. Remind them of their predictions about what tip each safety helper might give. Ask students to pay attention when they read to see if any of their ideas are in the text as well as new ideas from the safety helpers.

Be sure to notice when you read a safety tip we already thought of, and when you read a tip that is new to us. Be ready to share the main ideas of each safety tip.

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



DURING READING

Language predictability

Language predictability
Word solving and building

- ▶ Ask each student to read the text independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read quietly, assisting them as needed. If assistance is required with word solving, provide prompts to help them problem solve. Possible prompts:
 - Skip that word and read to the end of the sentence. Can you think what the word might be?
 - Who do you see in the photograph? Can that help you solve the word?
 - Look for part of the word you know.
- ▶ If students finish early, ask them to reread and put a small sticky note beside any new safety tips they read.
- ▶ Note successful reading strategies and address any remaining reading challenges.



AFTER READING

Synthesizing

- ▶ Revisit the purpose for reading. Ask students to confirm any safety tips they predicted and note those that were new to them. Invite students to talk with a partner about the main ideas in each safety tip. Ask several students to share their ideas with the group.

Synthesizing

- ▶ Extend comprehension by offering prompts to initiate discussion:
 - What are the main things you found out about staying safe at the pool/on a hike/when riding your bike?
 - In just a few words, can you tell me about this safety tip?
- ▶ Together, compose a sentence summarizing the safety tips for each safety helper. Complete the summary by encouraging students to create a new title that captures the main idea of the magazine article.

If these three safety helpers were to decide on a new title for the article, what do you think it might be? What would they all want to say to you?

Self-monitoring

- ▶ Comment on any effective reading strategies you observed.

I noticed that Kallum stopped and checked the photo when he didn't recognize a word. This helped him to read the word "adult."

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 Safety Tips

- ▶ Students can write safety tips for play areas in the school, such as the school playground or the gym. Invite students to present their tips to classmates.

ELL Note:

Help ELLs to organize the safety tips from the article into two categories, "DO" and "DON'T," providing short patterned sentences they can then use as models when writing their own safety tips for play areas in the school.

Create a Safety Helper

- ▶ Invite students to draw a picture, or find a photograph, of their own idea for a safety helper and add speech bubbles with safety tips.

Compound Words

- ▶ Invite students to locate the four compound words—lifeguard, someone, sunscreen, outdoors—and identify their parts. Prepare word cards that can be used to create new compound words, for example, *some/thing*; *some/body*; *sun/light*; *sun/shine*; *out/side*; *in/doors*.

Word solving and building