

Time to Blast Off!



Text Type: Non-fiction: Description — Invitation

Guided Reading Level: K

Summary: This birthday invitation provides details of an upcoming birthday party. Also, students are given a map with a key to find out how to get to the party.

Text Features

- ▶ headings

Visual Literacy

- ▶ map and map key
- ▶ coloured text

Text Supports

- ▶ visuals to support locations on map
- ▶ use of colour to highlight key information

Possible Text Challenges

- ▶ variety in layout
- ▶ map with grid format may be new
- ▶ time expressed in analog
- ▶ specialized vocabulary: *RSVP*, *Map Key*

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ making connections

Working with Words

- ▶ solve content-specific words using picture cues within the text

Assessment Opportunities

Note each student's ability to:

- ▶ analyze the important facts, information
- ▶ make connections to personal experiences
- ▶ solve content-specific words using picture cues

Oral Language Opportunities

- ▶ discussing in pairs and groups

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

- ▶ Ask students to think of their last birthday. Invite them to turn to a partner and share a memory of their last birthday.

Does anyone have a birthday coming up? Let's look at the birthday graph (or whatever visual is used in the class to mark birthdays).

ELL Note:

Be sensitive to the various cultural traditions in your classroom. Ask children to share how birthdays are observed in their families. Some cultures may not mark or celebrate birthdays in the same way. Consider bringing in North American birthday party items to show children such as a party hat, streamers, candles, visuals of cakes.

Making connections

- ▶ Ask students to think of a time when they were going somewhere they hadn't been before.

How did you know where to go? Did you use anything to help you?

Analyzing

- ▶ Hand out a copy of the birthday invitation to each student. Explain that they are going to read an invitation to a birthday party. Provide time for students to look at the text. Have them look carefully to see what information is important to them.

Is there anything to help you find out where the birthday party is taking place?

Discussing Supports and Challenges

Text features/analyzing

- ▶ Have students look carefully at how the text is arranged on the page. Read the main title aloud, "Time to Blast Off!," inviting students to track the print along with you.

Notice how the words are larger than the rest of the text. Are there any other words that stand out? Why would the author want us to notice these words?

Print concepts

- ▶ Ask the students where they would begin to read. Ask if this is non-fiction or fiction. Why do you think that? What clues does the author give us?

This is a non-fiction text. We could begin reading anywhere but it does follow a sequence. We need to know who the party is for and where it is taking place. The author suggests which information to read first.

Visual literacy

- ▶ Have students look at the map key on the back of the text. Ask if anyone knows what we would call this? Why would the author include this with the invitation?

Is there anything that will help us to read the map? Who can find Jake's House? How did you know that?

Text features

- ▶ Point out the coloured headings: “Where:, When:, RSVP:,” and the information written under each heading. Ask the students what the author has done to help them as they read. Explain that when an author uses colour and larger type size, it lets us know that it’s important information.

The words are in colour and in bigger type size so we know they are important. The information underneath the headings tells us important details about the party.

Analyzing

- ▶ **Setting a Purpose**
- ▶ Focus the readers on a comprehension purpose.

The author has included important information for us about the birthday party. What is important for us to know? What helpful things did the author include?

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



DURING READING

Self-monitoring Self-monitoring Analyzing

- ▶ Ask each student to read independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read quietly, assisting them as needed. Some may require help word solving and with word meanings. Respond to questions and offer prompts to help them problem solve. Possible prompts:
 - Slow down and search for the information again.
 - Reread that again. Think about the ideas in text. Does that make sense?
 - Look at the map key. What kind of information will you find here? What clues does the author give you?

Text features

- ▶ If students finish early, ask them to reread independently or with a partner and look for words or any special features that make the reader excited to be going to the party.



AFTER READING

Analyzing

- ▶ Revisit the purpose for reading: The author has included important information for us about the birthday party. What is important for you to know? What helpful things did the author include?

Inferring

Self-monitoring Evaluating Evaluating

- ▶ Extend the understanding by offering prompts to continue the discussion:
 - What kind of party do you think it will be? (refer to “Time to Blast Off!” and “Don’t get lost in the stars!”)
 - Which part did you read first? Why?
 - What do you think is the most important piece of information?
 - Do you think the birthday party will be exciting? What makes you think that?
 - Does this give you any ideas to include if you send an invitation?

Analyzing

- ▶ Using the map key, ask students to locate places on the map. Have students identify where they are using the Avenue and Street names.

Who can tell me where the Town Hall is located?

ELL Note:

Help ELLs to understand the connection between the title “Time to Blast Off” and the spaceship theme of the party by doing a group brainstorm of vocabulary relating to space travel.

Self-monitoring

- ▶ Comment on any effective reading strategies you observed.

I saw John matching the pictures on the map to the map key. That helped him figure out new words like grocery store. Great strategy John!

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 an Invitation

- ▶ Invite students to make their own invitation to a special gathering in the class or at the school. Brainstorm for possible classroom events. Encourage students to create a map of the classroom in relation to the school, or to the school in relation to the neighbourhood.

ELL Note:

An invitation template can be provided for ELLs with the headings “What, Where, When, RSVP,” and “Map.”

Word Building

- ▶ Have students investigate address abbreviations, i.e., “St.” for “Street,” and “Ave.” for “Avenue.”