

# Guardian Angel

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**Text Type:** Non-fiction: Description — Magazine Article

**Guided Reading Level:** M

**Summary:** This magazine article is about an 11-year-old boy named Austin, who is saved from a cougar attack by his heroic golden retriever, Angel. Students learn about cougars, their habitat, food source, and what to do if you encounter a cougar.



## Text Features

- ▶ subheading
- ▶ captions
- ▶ quotations
- ▶ dashes
- ▶ coloured square to show the end of the article

## Visual Literacy

- ▶ photographs
- ▶ italics for a magazine title
- ▶ coloured drop capital

## Text Supports

- ▶ photographs with captions
- ▶ title and subtitle

## Possible Text Challenges

- ▶ magazine article format may be new
- ▶ specialized vocabulary: *carnivore, feline, habitat, competition, prevented, canine, guardian angel*

## Reading Strategies

### Comprehension

- ▶ evaluating
- ▶ making connections

### Working with Words

- ▶ using photographic clues, background knowledge, and word-solving strategies to solve unfamiliar words

## Assessment Opportunities

Note each student's ability to:

- ▶ evaluate whether or not Angel is a hero and provide evidence
- ▶ make connections and access prior knowledge
- ▶ solve unfamiliar words

## Oral Language Opportunities

- ▶ discuss in groups and in pairs
- ▶ present information

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at [www.lpey.ca](http://www.lpey.ca) and in the Grade Two Reading Guide.



# BEFORE READING

Making connections

## Activating and Building Background Knowledge

- ▶ Ask students to think about what a guardian angel is. Use the Think-Pair-Share strategy to activate prior knowledge and have students share with a partner before bringing their ideas together as a whole group.

*What do you know about guardian angels? If you have not heard of them, what do you think they would be or do?*

- ▶ Hand out a copy of the magazine article to each student. Read the title and explain that they are going to read a text about a dog that saves an 11-year-old boy from a cougar attack.

Inferring

- ▶ Ask students who they think the guardian angel will be in the story.

*Who do you think the guardian angel is in the story?*

## Discussing Supports and Challenges

Text features/analyzing/inferring

- ▶ Have students look carefully at the layout of the story. Read the title and subtitle to the students. Ask them why the font is a different size and colour. Then ask how they know who the article is written by.

Print concepts

- ▶ Discuss with students where they should begin to read. Remind students that magazine articles are written in columns and ask them what order the columns should be read in.

*This is a non-fiction text. What does non-fiction mean? How do we know where to start to read? A magazine article has columns. How do we know what order to read the columns in?*

Print concepts

- ▶ Point out the dashes in the first column and explain that dashes can be used instead of commas to emphasize important information.

Text features/visual literacy

- ▶ Ask the students to look for other features of the article that support their understanding of the text and help them predict what the text will be about. Explain that photographs and captions help a reader to connect to the story.

*What other supports does this article have that help the reader understand the text? How do photographs help readers understand the text?*

### ELL Note:

Make a list of challenging words on chart paper or on the board (e.g., *carnivore, feline, habitat, competition, prevented, canine*). The meanings of the words should be discussed.

Evaluating

## Setting a Purpose

- ▶ Focus the reader on a comprehension focus.

*As you read the article ask yourself, "Is Angel a hero? Why or why not?" Be ready to provide reasons to support your answer.*

### 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](http://www.lpey.ca).



## DURING READING

**Self-monitoring**  
**Evaluating/analyzing**  
**Inferring: visualizing**

- ▶ Ask students 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. Respond to questions and offer prompts to help them problem solve. Possible prompts:
  - Can you take that work apart? Do you recognize part of the word?
  - Are there reasons why you think Angel is or is not a hero?
  - What words help you visualize or make pictures in your mind? How do these words help you to understand the text?
- ▶ If students finish early, ask them to reread and look for words that are action verbs or adjectives. Students can reread independently or with a partner. The words found can be recorded on sticky notes.
- ▶ Note successful reading strategies and any remaining reading challenges.



## AFTER READING

**Evaluating**  
  
**Inferring: visualizing**  
  
**Evaluating**  
  
**Self-monitoring**

- ▶ Revisit the purpose for reading: Is Angel a hero? Why or why not? Be ready to provide reasons to support your answer.
- ▶ Extend the understanding by connecting students' reasons for why Angel is a hero to the descriptive words within the article that helped them to visualize how dangerous cougars can be.
- ▶ Ask students if "Guardian Angel" is a good title for this article. Why or why not?
- ▶ Comment on any effective reading strategies you observed.

*Is Angel a hero? Why or why not? How does what we've learned about cougars help us to decide if Angel was a hero?*

*What descriptive words helped you to visualize and understand how dangerous cougars can be when encountering pets or humans?*

*I noticed Raj studying the word "feline" to see if there were any parts of the word he knew. He sounded out "fe" and he found "line." When he blended them together he could read the word "feline."*

### 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 a Journal Entry***

- ▶ Invite students to write a journal entry reflecting on their pets or heroes. Journal prompts can include:
  - What do you like about your pet?
  - What makes a hero?
  - Who is your hero? Why?

### ***Research and Presentation***

- ▶ Invite students to work in groups of three or four to research and present other animal heroes to the class. Students can share their learning in a format of their choice (play, poster, slideshow, etc.). Each presentation should include a summary of the heroic story and the examples of what makes the animal a hero.

### ***Word Building***

- ▶ Using pictures of animals, or video clips, have students brainstorm lists of words to describe the animals. Use the descriptive words that students found in the article as examples.