

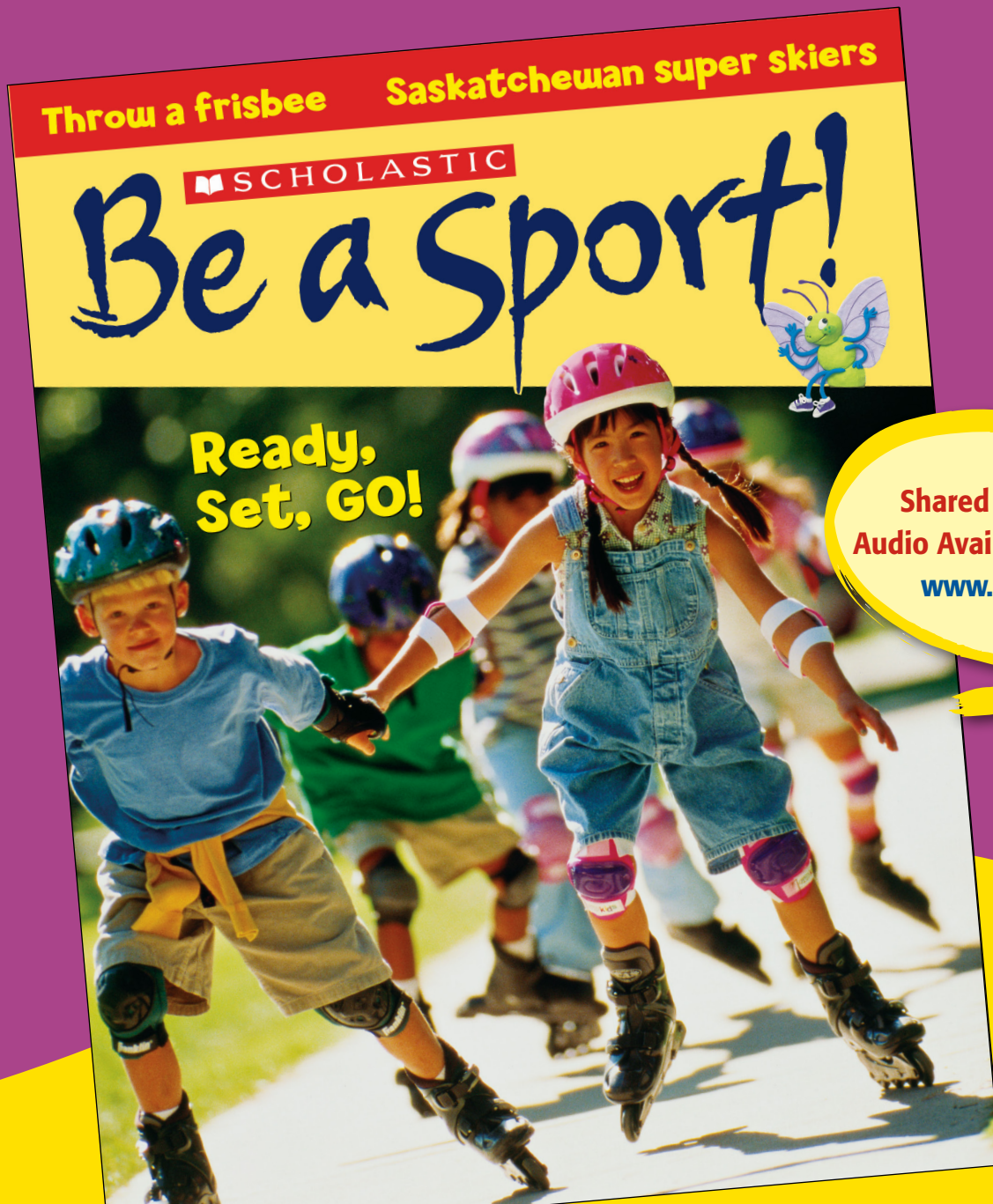
SCHOLASTIC
Literacy Place
for the Early Years



Grade **3**

Magazine

Shared Reading Teaching Plans



Shared Reading
Audio Available Online
www.lpey.ca

Be a Sport! Magazine Teaching Plans
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Literacy Place for the Early Years


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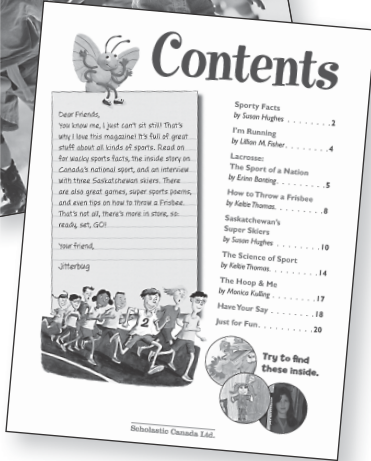
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Be a Sport!

Introduction

(cover; Contents; Sand's Up!; Let's get physical; Just for Fun; Gather Your Gear)



Text Type: Fiction/Non-fiction: Various Text Types

Summary: A variety of text types, including a game, are represented in this magazine. In this lesson, students are introduced to the magazine by previewing the selections and focusing on text features.

See the Planning Charts in the Grade Three *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

Text Features

- ▶ table of contents
- ▶ letter
- ▶ titles and subtitle
- ▶ captions

Visual Literacy

- ▶ photographs
- ▶ illustrations
- ▶ advertisement with logo
- ▶ game board

Print Concepts

- ▶ variety of fonts and print sizes
- ▶ variety of punctuation

First Reading

Reading Strategies

Comprehension

- ▶ making connections: text to self
- ▶ analyzing

Working with Words

- ▶ understanding subject-specific vocabulary
- ▶ recognizing words with multiple meanings

Assessment Opportunities

Note each student's ability to:

- ▶ draw on personal experiences to make text-to-self connections
- ▶ make inferences
- ▶ understand subject-specific vocabulary
- ▶ recognize words with more than one meaning

Oral Language Opportunities

- ▶ listening to others
- ▶ stating personal opinions



BEFORE READING

Making connections: text to self, text to text

Activating and Building Prior Knowledge

Show students a selection of magazines available in the classroom/school library. Ask students if they read these or other magazines and identify the main topics, e.g., sports, animals, TV, computers. Ask, *What is the difference between reading a book and a magazine about the same topic?* Make a list of students' suggestions on chart paper using the heading "Features of a Magazine."

Text features/predicting

Show students the front cover and read the title, *Be a Sport!*, and subtitle, *Ready, Set, GO!* Read aloud the titles in the banner at the top of the page, "Throw a frisbee" and "Saskatchewan super skiers."

Turn to the back cover and locate Jitterbug and the Scholastic logo. (Explain that this is the company that made the magazine and not part of the title.) Ask students to use the titles and photographs to predict the topics they expect to read about in this magazine.

Inferring/evaluating

Read the inside front cover, "Sand's Up!" Ask students if they have ever seen a sport like this. Ask, *Does the picture remind you of any other sports? Why do you think the publishers of the magazine decided to put this photograph and description at the front of the magazine? Does it make you more interested in the magazine?* Read the description. Ask, *How do you think it feels to sandboard down the dune? How would it feel to hike back up?*

Text features

Point out the letter from Jitterbug on the Contents page. Read the letter together to see if any of students' suggestions for topics are confirmed. Point out that Jitterbug tells us there are many types of texts in this magazine and locate the words that provide clues to the reader, such as *facts, story, interview, games, poems, and tips on how to.*

ESL Note: Have copies of various magazines available for ESL students. Some ESL students may be familiar with magazines from their home country. Encourage students to share what they know with the class.

Analyzing

Setting a Purpose

Read the Contents page. Have students work in pairs and assign each pair a title. Say, *Let's look through the magazine to find the page your assigned title begins on, the topic of the article, and the type of text.* Remind students to be prepared to report to the rest of the group.



DURING READING

Text features

Walk through the magazine, reading aloud the titles and asking each pair of students to note the main topic and type of text. Assist students with terms as needed, such as facts, poems, articles, directions or procedures, interviews, opinions, and jokes.

**Making connections:
text to self**

Ask, *Have you tried any of these sports? Are there new sports you would like to try?*

**Inferring/language
predictability**

Read the jokes in “Just for Fun” on page 20. Encourage students to predict the answers before revealing them. If the answer has been guessed, ask students how they were able to guess it. Assist with the meanings of words where necessary.

Text features/infering

Examine the inside back cover (“Let’s get physical”). Read the caption, the acronym *CAHPERD/ACSEPLD*, and what the acronym stands for. Ask students if the full title helps them understand the photograph.

Explain that designers of advertisements usually try to get us to do or buy something. Ask, *What is this advertisement trying to get us to do? What does it mean to “get physical”?*

**Making connections:
text to self**

Direct students’ attention to the back cover (“Gather Your Gear”). Read the title and directions. Locate the words *Start* and *Finish*. Trace a path for one sport and identify the equipment. Allow students time to trace one or two paths on their own.

Teaching Tip:

If the names of any of the equipment are unfamiliar, tell students they might be able to identify them after reading the magazine.



AFTER READING

Sequencing/analyzing

Have students turn to the Contents page. Read the title of each article in sequence. Have each pair of students report on their findings about the topic of the article and the type of text.

**Making connections:
text to text/evaluating**

Refer to students the list “Features of a Magazine” made earlier in the lesson. Confirm and place a checkmark beside any features they noticed in *Be a Sport!* Add others they may have noticed as the text was read.

**Evaluating/making
connections: text to self**

Ask each student to tell their partner the part of the magazine they would like to read first and why. Ask students to share their partners’ ideas with the rest of the group.

Second and Further Readings

Many texts benefit from being reread with students. Participation will increase when text material becomes familiar and students will become more comfortable taking turns and using a pointer to track print.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your class.

Text features	<p>Print Concepts, Book Handling, and Text Features</p> <p>Have students turn to the Contents page. Indicate the inset photograph and illustrations. Say, <i>Try to find these inside</i>, and ask students to find the page on which they can be found in the magazine.</p>
Print concepts/evaluating	<p>Examine the title and subtitle on the front cover. Ask students to write them in different ways, such as in all capitals, different colours, or different styles of print. Discuss which ones they feel are most effective and why.</p>
Making connections: text to self	<p>Focusing on Comprehension</p>
Inferring	<p>Ask students to select a favourite sport from the magazine, then make up a title for a magazine article and design an accompanying illustration.</p>
Making connections: text to text	<p>Select photographs or illustrations in the magazine and ask students to describe the person's feelings.</p>
Language predictability	<p>Read the letter from Jitterbug, emphasizing the topics and text types mentioned. Ask students to locate the topics and text types in the magazine.</p>
	<p>Working with Words</p>
	<p>Select sport-related words from the magazine and ask students to provide a definition. Then ask them to explain words from the text that have more than one meaning, such as <i>strike</i>, <i>turkey</i>, <i>first place</i>, <i>stick</i>, and <i>train</i>. Invite students to explain both meanings of the words. Students can provide sentences using these alternate meanings orally, in writing, and/or with illustrations. You may wish to create a list of such sports-related words that students can refer to as they read the magazine articles.</p>



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

Create a list of sports or games in which your students are involved. Ask students to suggest different text types they could write for each. For example, students may choose to interview a coach for figure skating. Work together to come up with interesting titles and create a Contents page.

Independent Reading

Make copies of the magazine *Be a Sport!* and the online audio available for students. Invite students to use these materials to read the magazine independently.

Teaching Tip: The online audio for this book includes a fluent reading of the text.

Collect a selection of magazines and invite students to look for differences and similarities to *Be a Sport!*



Home Links

Encourage students to take home magazines from the class or school library that include stories about sports and games.

Invite students to bring from home other examples of magazines written for students their age.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.

See also the specific Building Words lesson (“Physical”) under Word Solving and Building in the *Working with Words Guide*.

Read Aloud

Read to students excerpts from other magazines.

Sporty Facts

Written by Susan Hughes

Illustrated by Bonnie Lemaire



Text Type: Non-fiction: Description — Facts

Summary: This article provides brief descriptions and interesting facts about several sports.

See the Planning Charts in the Grade Three *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

Text Features

- ▶ single paragraphs of text

Visual Literacy

- ▶ inset illustrations
- ▶ environmental print

Print Concepts

- ▶ metric symbols (L and km)

First Reading

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ evaluating

Working with Words

- ▶ using word parts to solve unfamiliar words
- ▶ attending to print (tracking print beside pictures)

Assessment Opportunities

Note each student's ability to:

- ▶ analyze text and illustrations
- ▶ evaluate: give opinions
- ▶ use word parts to solve unfamiliar words
- ▶ attend to print

Oral Language Opportunities

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



BEFORE READING

Predicting/ making connections: text to self

Activating and Building Prior Knowledge

Ask students to turn to the table of contents and locate the page on which “Sporty Facts” can be found and then turn to the page in the magazine. Ask, *Based on the title, what do you think might be included in this article?* Invite students to share any facts they know about sports.

ESL Note: Ensure that ESL students understand the meaning of words related to sports (e.g., *rink, ski hill, strike, bowling, baseball, turkey, soccer*).

Analyzing

Setting a Purpose

Say, *Let’s read the article to find out facts about these sports.*



DURING READING

Tracking print

Use a pointer to track print. Point out to students that the text appears beside each illustration. Invite students to join in and then pause after each paragraph to allow students time to assimilate the information before moving on.

Word solving and building

Point out familiar words in some of the two-syllable words (e.g., *bathtubs, someone, middle, indoor, baseball, and turkey*). Ask students to explain how looking for familiar words in larger words is a good strategy for solving unfamiliar words.

Teaching Tip: If, while reading, you happen to make a miscue, use it as an opportunity to model how readers might need to pause, reread, and correct themselves while reading. Thinking aloud will help students monitor themselves.



AFTER READING

Analyzing

Point to each illustration one at a time and ask students to identify the sport and the facts they learned from the text and pictures. You may wish to create a chart and record the facts under each sport using point form.

Evaluating

Ask, *Which fact from the article did you think was the most interesting?* Have pairs of students discuss the question and then ask them to share their opinions, providing explanations for their choices.

Second and Further Readings

Many texts benefit from being reread with students. Participation will increase when text material becomes familiar and students will become more comfortable taking turns and using a pointer to track print.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your class.

Print Concepts, Book Handling, and Text Features

Tracking print

Have students take turns reading the article from different starting points. Ask, *Does it matter where we begin to read this article? Why do you think that way?*

Print concepts

Point out the metric symbols that appear in the article. Ask, *What does the “L” stand for? How do you read “km” in words?* Discuss with students the approximations used in the text, such as “455 bathtubs full of water” and “about 12 km.” Encourage students to describe in their own words the amount of water used and the distance travelled.

Focusing on Comprehension

Making connections: text to self

Ask students if any of them have played the sports listed in the magazine. Encourage them to share their personal experiences playing hockey or soccer or while skiing or bowling, and note any sports words students may use.

Working with Words

Language predictability

Discuss the term *turkey* with students. Talk about how the word came to mean bowling three strikes in a row. Invite students to share any words they know in sports that have different meanings, such as *hat trick*, *double double*, and *sack*.

Word solving and building

Make a two-column chart using the verbs from the article, such as *skate*, *ski*, *bowl*, and *run*. Talk about the changes that occur to the verb when the “-ing” ending is added. Point out to students the unusual occurrence of the two “i”s in the word *skiing*.



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

Have students research, either in pairs or individually, a sport of their choice. Direct students to use the facts from their research to write a short, interesting paragraph using a format similar to the article, “Sporty Facts.” Then, assemble the completed paragraphs into a magazine article called “More Sporty Facts,” which can be placed in the class library.

Independent Reading

Make copies of the magazine *Be a Sport!* and the online audio available for students. Invite students to use these materials to read this piece independently.

Teaching Tip: The online audio for this book includes a fluent reading of the text.



Home Links

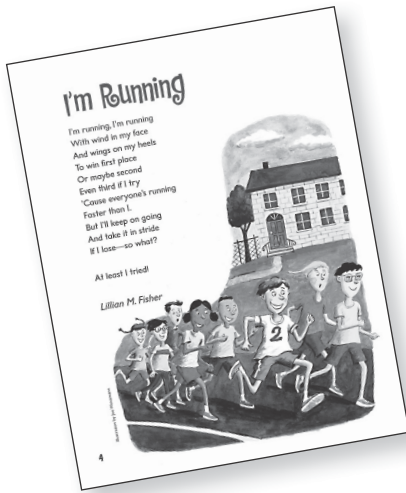
Have students take turns bringing home copies of the magazine to read the “Sporty Facts” selection to family members.

Provide a variety of age-appropriate sports magazines for students to read individually in the classroom.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.

I'm Running



Written by *Lillian M. Fisher*

Illustrated by *Joe Weissman*

Text Type: Fiction: Description — Rhyming Poem

Summary: This poem describes the attitude and exhilaration felt by a distance runner.

See the Planning Charts in the Grade Three *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

Text Features

- ▶ vernacular or informal speech

Print Concepts

- ▶ dash

First Reading

Reading Strategies

Comprehension

- ▶ making connections: text to self
- ▶ inferring

Working with Words

- ▶ attending to print

Assessment Opportunities

Note each student's ability to:

- ▶ make connections by linking textual information with personal knowledge
- ▶ make inferences based on the text and illustration
- ▶ attend to print

Oral Language Opportunities

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



BEFORE READING

Predicting

Activating and Building Prior Knowledge

Read the title of this poem, and the author's and illustrator's names. Explain to students that they will be reading a poem today. Have students predict what the poem will be about.

Making connections: text to self

Invite students to share any experiences they may have had running. Encourage students to elaborate upon their ideas rather than responding with one-word answers.

Inferring

Setting a Purpose

Say, *Let's read the poem to find out how the runner in this poem feels.*



DURING READING

Tracking print/print concepts

Track the text, drawing attention to the dash, apostrophe, and exclamation mark. As you read, encourage students to join in, since there are many words they will know.

Text features

Direct students' attention to the dash in the second-last line. Ask *What are we to do when we come to a dash while we are reading?* Point out the last line of the poem. Ask, *Why do you think this line is separated from the rest of the poem?* Have students read the poem again, taking a brief pause after the dash and pausing a little longer after the second-last line.



AFTER READING

Inferring

Discuss with students how the runner felt in the poem. Allow sufficient time for students to share their answers orally and provide reasons. Ask, *Does the runner care if he wins? How do you know?*

Teaching Tip: Some students may experience difficulty inferring how the runner feels. If so, model how to examine the illustration and read the accompanying words to look for clues provided by the poet. As you think aloud, students become aware of the problem-solving process that readers must use when making inferences. It may be necessary to model this process several times for some students to understand the strategy of inferring.

Second and Further Readings

Many texts benefit from being reread with students. Participation will increase when text material becomes familiar and students will become more comfortable taking turns and using a pointer to track print.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your class.

Print Concepts, Book Handling, and Text Features

Tracking print

Continue to track print, reading expressively before the question and exclamation marks. Have students focus on the purpose of the punctuation, pausing after a comma, stopping after the periods, and pausing briefly after the dash.

Inferring/making connections: text to self

Focusing on Comprehension

Discuss with students how they feel when they run. Ask, *Are there times when you have felt like this when participating in a different sport?* Encourage students to explain their responses, either in partners or with the group.

Evaluating

Discuss whether this poem is fact or fiction. Ask, *What clues in "I'm Running" helped you decide whether this poem was fact or fiction?*

Word solving and building

Working with Words

Emphasize the rhyming words in the text, for example *face/place, try/I, and I/stride*. Ask students to suggest other words that rhyme with each rhyming pair.

Word solving and building

Discuss the informal use of *'cause* in this poem. Ask, *How would we write 'cause if we were using it in our journals? What is it short for?* Discuss with students when and/or if it is appropriate to use vernacular, or informal, forms of words in writing.

ESL Note: Write the word *'cause* on the board, explaining that it is the short form of the word *because*.



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

Write the poem on chart paper with several of the descriptors missing. For example:

I'm _____, I'm _____

With _____ in my face

And wings on my _____

To win first place . . .

With students' assistance, rewrite the poem about a different sport and record their feelings using the poem's format. Ask, *What words would you use to make the reader understand how you feel?*

Students could also write a poem about a sport or activity of their choice, such as skiing, biking, jumping, or kicking. Poems do not necessarily have to rhyme, but simply convey a similar emotion and energy to that of the poem “I’m Running.” Place the poems together in a class book.

Independent Reading

Make copies of the magazine *Be a Sport!* and the online audio available for students. Invite students to use these materials to read this piece independently.

Teaching Tip: The online audio for this book includes a fluent reading of the text.



Home Links

Have students take turns bringing home the class book of poems to read to family members.

Gather a selection of poems for reading individually or in pairs.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.

Read Aloud

Read aloud to the class another example of a poem about sports.

Lacrosse: The Sport of a Nation

Written by Erinn Banting

Text Type: Non-fiction: Description — Article

Summary: This article introduces the reader to Canada's national summer sport of lacrosse.



See the Planning Charts in the Grade Three *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

Text Features

- ▶ headings

Visual Literacy

- ▶ photographs and illustrations with captions
- ▶ diagram with labels

First Reading

Reading Strategies

Comprehension

- ▶ making connections: text to self
- ▶ inferring

Working with Words

- ▶ attending to print
- ▶ identifying root words to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ draw on personal experiences to make text-to-self connections
- ▶ make inferences based on the text, illustrations, and photographs
- ▶ attend to print
- ▶ identify root words to solve unfamiliar words

Oral Language Opportunities

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



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Ask students to share with a partner a sport they enjoy participating in or watching.

Draw students' attention to the title of the article and the "Quick" question, "What's Canada's national sport?" Encourage responses, then ask students whether or not they have seen a hockey game. Allow students to describe how a hockey game is played and what equipment is needed. Then ask if they've ever heard of lacrosse. Allow students familiar with the sport to explain it. If students are not familiar with lacrosse, direct them to look at the illustrations and photographs on pages 5–7 to see what it involves.

ESL Note: If possible, have a lacrosse stick available and use it to demonstrate how the sport is played. Use the words from the text, such as *netting*, *goal*, and *team* to help explain how the game is played.

Inferring

Setting a Purpose

Say, *Let's read to find out why the author used the title "Lacrosse: The Sport of a Nation."* Tell students that they will learn about the history of lacrosse from the past to the present.



DURING READING

Language predictability

Clarify what *national* means (belonging to a nation or country). Talk about Canada's First Nations, including a description of the Aboriginal peoples, or First Peoples, in Canada.

Visual literacy

When drawing attention to the illustrations and photographs, explain how the captions give further information to the readers. They help readers locate information more quickly.

Text features/building confidence

Track the text and point out the different-coloured headings, illustrations, and photographs. Draw students' attention to the two headings "Past" and "Present." Explain how they'll help the reader better locate the information about how lacrosse has changed over time. As you continue to read each page, ask students to join in.

Inferring/evaluating

After reading page 5, ask students, *Why do you think lacrosse is called "The Sport of a Nation"?* *Does the author answer the question?* Model a think-aloud to encourage students to realize that the author has provided clues.

Encourage students to realize that they are to infer from the text that since lacrosse has a long history in Canada and was played by First Nations across Canada, the reader would then deduce that these are the reasons that lacrosse is called the sport of a nation.

Language predictability

As you read on with students, point out some challenging words, such as *disputes*, *versions*, and *protective*. Model how a reader would use some strategies to work out the meaning of these words, e.g., sounding it out, looking at the picture, and reading ahead to see the context of the word to help determine the meaning.



AFTER READING

Making connections: text to self

Ask students, *Have you ever played lacrosse? If not, would you like to play?* Encourage them to explain their answers.

Text features/visual literacy

Draw students' attention to the photographs, illustrations, diagram, and captions on pages 6–7. Ask, *How do the photographs and illustrations help you understand the game of lacrosse? What is the purpose of the diagram? Do the captions help you better understand the photographs and illustrations?*

Inferring

Discuss how lacrosse is different in the present than it was the past. Use a Venn diagram to show the similarities and differences between the sport it is today and yesterday. Ask questions to compare and contrast lacrosse, such as, *Why do/did people play this sport? How many players were/are allowed on the field at one time? What equipment was/is needed? What is the main goal in a lacrosse game?* Label one circle “Past” and the other “Present,” then record the answers to the questions in the appropriate sections. Record any similarities in the intersecting part of the diagram. Have students, in pairs, practise explaining the differences and similarities in lacrosse.

Teaching Tip: If students are not familiar with a Venn diagram, take time to explain its constructions and purpose. Explain that a Venn diagram is made up of two overlapping circles. Venn diagrams help students organize similarities and differences in a visual format.

Second and Further Readings

Many texts benefit from being reread with students. Participation will increase when text material becomes familiar and students will become more comfortable taking turns and using a pointer to track print.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your class.

Print Concepts, Book Handling, and Text Features

Tracking print/ visual literacy

Invite students to track print as you reread the article by pointing to the captions above or below the illustrations or photographs. Point out the diagram on page 7. Ask, *How do the labels help the reader better understand lacrosse?*

Text features Have students also point to the coloured headings, explaining how the red coloured-headings “Past” and “Present” help quickly locate the information about the differences and similarities between lacrosse then and now.

Evaluating Ask, *Do you think that “Lacrosse: The Sport of a Nation” is a good title for this article?* Have students explain their reasons.

Word solving and building Explain how knowing a root word or a smaller word can help with reading unfamiliar words. Ask students to identify root words or smaller words in such words as *equipment, lacrosse, national, and championship*.

High-frequency words Frame a selection of high-frequency words, such as *half, winter, summer, ago, and since*.



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

Work as a class or have pairs of students compare and contrast other sports where there are differences and similarities from yesterday to today. For example, in hockey or football. Provide students with various library resources for information.

Students can also compare two sports, noting any similarities and differences. Students can then draw a picture of, or find a photograph of, an athlete who plays one of the sports, and then label it.

Independent Reading

Make copies of the magazine *Be a Sport!* and the online audio available for students. Invite students to use these materials to read this piece independently.

Teaching Tip: The online audio for this book includes a fluent reading of the text.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.

See also the specific Building Words lesson (“Lacrosse”) under Word Solving and Building in the *Working with Words Guide*.



Home Links

Ask students to go home to see if they can find more information about lacrosse and share it in class. Encourage students to discuss with family members what they learned about lacrosse, providing details from both past and present versions of the sport.

Read Aloud

Read aloud other books about lacrosse, such as the following:

- ▶ *The Warriors and Children of the Longhouse* by Joseph Bruchac
- ▶ *Lacrosse: The National Game of the Iroquois* by Diane Hoyt-Goldsmith

How to Throw a Frisbee

Written by Keltie Thomas

Text Type: Non-fiction: Procedure — Instructions

Summary: This article contains a set of instructions for throwing a Frisbee. It provides a number of steps to follow and photographs to show how to throw a Frisbee.

Text Features

- ▶ headings

Visual Literacy

- ▶ photographs support the procedure
- ▶ each step has a corresponding photo or photos

Print Concepts

- ▶ numbered steps
- ▶ different size, colour, and type of font

See the Planning Charts in the Grade Three *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

First Reading

Reading Strategies

Comprehension

- ▶ sequencing
- ▶ analyzing

Working with Words

- ▶ chunking words into syllables
- ▶ identifying compound words

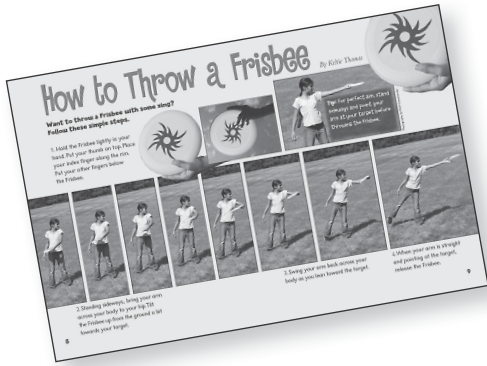
Assessment Opportunities

Note each student's ability to:

- ▶ sequence: follow a series of instructions
- ▶ analyze text to find information
- ▶ chunk words into syllables
- ▶ identify compound words

Oral Language Opportunities

- ▶ discussing with a group and a partner
- ▶ listening to others
- ▶ retelling





BEFORE READING

Predicting

Activating and Building Prior Knowledge

Introduce the magazine article “How to Throw a Frisbee.” Ask students what information you can gather from reading the title. Have students look at the photographs and predict what the article will be about.

ESL Note: Some students may not be familiar with a Frisbee. If possible, have a Frisbee available and have volunteers demonstrate how to hold and throw it in an open space, like a gymnasium or outdoors. Use this opportunity to have students act out words from the text, like *sideways*, *tilt*, *swing*, *straight*, and *release*.

Making connections: text to self

Ask, *Have you ever read a set of instructions?* Share with students an experience of your own when you’ve had to follow instructions, such as when you wanted to use something new. Ask, *Have you ever had to follow the instructions for a new card game? How are the instructions usually given?*

Sequencing

Setting a Purpose

Read the title of the article and the author’s name. Say, *Let’s read the article to find out how to throw a Frisbee. Listen carefully when I read, because I want you to try to get everything in the right order.*



DURING READING

Text features/building confidence

Track the text, drawing attention to the different-coloured headings, and the use of different sizes, colour, and style of fonts. Explain that these features help readers locate information quickly. Draw students’ attention to the photographs and the numbered steps. Explain that these features help readers follow and locate information step by step. As you continue to read, ask students to join in.

Language predictability

As you read, point out some challenging words, such as *zing*, *tilt*, and *release*, that students will come across. Model how a reader would use some strategies to work out the meanings of these words. For example, say, *I sounded it out, I looked at the picture, and I read ahead to see the context of the words to help determine their meanings.*

Sequencing

After reading page 9, ask, *How should someone hold a Frisbee?* Continue to ask questions about each step, having students show their understanding by demonstrating each step.



AFTER READING

Sequencing: retelling

Have students work in pairs, taking turns retelling in sequence the steps involved in throwing a Frisbee. Write the numbered steps on chart paper or the board and prompt students for the steps by asking questions, such as, *What do you do first? What is the next step?*

Once the list has been completed, compare it with the steps in the text, making corrections as needed.

Sequencing

Talk about why it's important to follow the steps in a procedure in the right order. Ask, *Why could you not skip a few steps and just start midway?* Discuss how the photographs help readers visualize each step.

Word solving and building

Point out some compound words, such as *target, sideways, below, along, and toward*. Write these words on the board or on chart paper. With students' help, break these words into two separate words (e.g., *tar/get, side/ways, be/low, a/long, and to/ward*). Explain to students that breaking the words separately can make them easier to read.

Ask students to give other examples of compound words to confirm their understanding.

Second and Further Readings

Many texts benefit from being reread with students. Participation will increase when text material becomes familiar and students will become more comfortable taking turns and using a pointer to track print.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your class.

Print Concepts, Book Handling, and Text Features

Tracking print/ text features

Review the features of this procedural text, such as the numbered steps and photographs.

As you reread the article, invite students to track print by pointing to the captions above or below the illustrations and photographs. Have students also point to the headings, explaining how the coloured heading helped quickly locate the information and give the reader an idea of what this article is about.

Focusing on Comprehension

Sequencing: retelling

Have students work in pairs, retelling the steps involved in throwing a Frisbee with zing. Students may demonstrate the movements involved.

Working with Words

Word solving and building

Focus on words that start with specific letters or sounds, such as "th" in *throwing* and *thumb*.



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing and Visual Arts

Provide materials, such as paper plates, for students to use to create their own Frisbees. After the Frisbees have been created, hold a Frisbee contest to see who can throw it the farthest or who can throw it into a target. You will need a measuring tape to measure the farthest distance and a hula hoop for students to aim their Frisbees into.

Pairs of students, or the whole group, can write a procedure titled “How to Decorate Your Frisbee.” Alternatively, students could choose a piece of sport equipment and write a procedure explaining how to use it.

Independent Reading

Make copies of the magazine *Be a Sport!* and the online audio available for students. Invite students to use these materials to read this piece independently.

Teaching Tip: The online audio for this book includes a fluent reading of the text.



Home Links

Encourage students to look for and read other procedural texts at home. For example: recipes; instruction manuals; and directions on products, such as soup cans, pasta boxes, and laundry detergent. Have students share their findings and retell the steps involved.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.

See also the specific Building Words lesson (“Straight”) under Word Solving and Building in the *Working with Words Guide*.

Read Aloud

Read other procedural texts and compare them to “How to Throw a Frisbee.” Identify and discuss the similarities and differences between the text features in the two procedures.

Saskatchewan's Super Skiers

Written by Susan Hughes

Photographed by Sharon Feschuk

Text Type: Non-fiction: Retell — Interview

Summary: This article is an interview with three children from one family who have dedicated themselves to becoming top-ranked cross-country skiers.

Text Features

- ▶ interview format
- ▶ questions are highlighted in colour
- ▶ initials are used to identify the person answering the question
- ▶ varied illustration/text layout
- ▶ photographs aid students' understanding
- ▶ question-and-answer format

See the Planning Charts in the Grade Three *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

First Reading

Reading Strategies

Comprehension

- ▶ inferring
- ▶ synthesizing

Working with Words

- ▶ identifying challenging words

Assessment Opportunities

Note each student's ability to:

- ▶ make inferences about interviewees' character and feelings
- ▶ synthesize the information in the text
- ▶ discuss text features
- ▶ use text features to track print in a variety of spatial arrangements
- ▶ solve unfamiliar words

Oral Language Opportunities

- ▶ discussing with a group and a partner
- ▶ rereading as a Readers' Theatre





BEFORE READING

Predicting

Activating and Building Prior Knowledge

Read the title, then the author's and photographer's names. Have students scan the text and briefly look at photos and some captions. Ask, *What do you think the text will be about?*

ESL Note: Some students may have no experience with skiing. You may wish to bring in a pair of skis for students to handle. If you can show a video of cross-country skiing, that will help provide some context for ESL students.

Making connections: text to self

Ask, *Have you ever been skiing? What do you know about skiing?* Ask students to think about these questions, then turn and talk to their partners about their thoughts and experiences.

Read the bolded introduction. Summarize what you have learned about the Trottier family so far. Ask students what inferences can be made from this small bit of information.

ESL Note: The think-pair-share strategy will provide ESL students with opportunities to engage in conversational language about a topic for which they may lack background knowledge. They will be able to ask questions for clarification in a low-risk environment (working in a pair or trio) and to hear others using vocabulary that may be used in the article.

Synthesizing

Setting a Purpose

Tell students, *We're now going to read about the Trottier family. Let's see what we can learn about them as we read.*



DURING READING

Text features

Point out the different colours of text and how initials are used to indicate who is talking. Model checking back with the photographs to clarify who each person is.

Discuss the layout of the text. Explain that this interview is written in columns. Have a student demonstrate how to read the columns. Point out that the photographs have captions and that they provide extra information and will help students keep track of which of the Trottiers is speaking during the interview.

Building confidence

Once a student has modelled navigating through part of the text and students are clear about how to keep track of who is answering each question, you may wish to encourage students to join in the reading. You may have students chorally read the question while you read aloud the answer, or vice-versa.

Inferring Stop to discuss what was learned after each interview question. Think aloud some questions and inferences that can be made during the reading. Ask students to share their thinking, as well.

Synthesizing Remind students to think about what they learn about the Trottier family. Have them share some of their thinking as you read along.



AFTER READING

**Synthesizing/infering/
analyzing**

Have a class discussion about what students learned about the Trottier family. Guide students to synthesize the text (connect ideas into a cohesive whole). For example, students may conclude that the family is talented, or that they are hard working, or that they are dedicated to their sport. Ask students to identify supporting information for their synthesis, e.g., the family is dedicated to becoming champion cross-country skiers. Support for this synthesis might include:

- ▶ family does it together
- ▶ top-ranked in the province
- ▶ Dad is the coach
- ▶ spend a lot of time training
- ▶ train even in very cold weather
- ▶ fit training into their busy lives
- ▶ don't stop when going around the track
- ▶ give up eating candies
- ▶ teach skiing during lunch time
- ▶ try their best in races

Reinforce that some of these clues are inferences that were made during the reading and some are stated directly in the text.

Second and Further Readings

Many texts benefit from being reread with students. Participation will increase when text material becomes familiar and students will become more comfortable taking turns and using a pointer to track print.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your class.

Print Concepts, Book Handling, and Text Features

Text features/evaluating

Discuss with students the importance of the photographs and the captions. Ask, *If this information was not included in the text, what problems might you encounter while reading? How do the photographs and captions make the text better?*

**Tracking print/print
concepts**

Offer a range of print tracking and book handling prompts to meet the needs of individual students, e.g., ask, *Where do I start or continue reading? Why is there a question mark here?*

Synthesizing

Focusing on Comprehension

Synthesizing information can be difficult for students. Rereading the text to have students look for text support for some of the synthesis statements would be beneficial.

Students may work in groups to read the text as a Readers' Theatre. Assign one reader to be the interviewer and other students to respond. When rereading, students might think about questions such as, *What do you think are the best and worst things about skiing for these youngsters?* Or, *What is their ambition?*

Making connections: text to self

Encourage students to discuss any sports or hobbies they have that make special demands on them. Ask, *Is there something you do that takes a lot of practice time? Do you have to give up anything to do your sport or hobby? What is that like? Is it hard or easy to do?*

Word solving and building

Working with Words

Challenging words in this text might include *improved* (p. 11), *straight* (p. 12), and *nervous* (p. 13). Use cloze flaps to reinforce using context, and initial word parts to help students to identify tricky words. This helps students reread and read ahead to maximize their opportunities to use predictable elements.

Language predictability

Have students pick out at least two words that have two different meanings. (*make, lot, train, coach, laps, pants, fall*) Have them use the word in two sentences, one for each meaning.



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

You might wish to have students interview each other about what they do well individually (e.g., play hockey, play the piano, draw, etc.). Brainstorm generic interview questions together. Model for students how you might conduct an interview. Have another staff member or parent come to the classroom for you to interview. After asking a question, model jotting down notes. Following this demonstration, have students work in pairs to interview one another. Once students have completed their notes, show them how to turn the notes into an interview article. You might choose to use similar text features, such as writing the question in red, using the interviewee's initial to mark the response. Share the interviews with the class to help learn more about each other.

Show students how they can look for more information on the Internet. Model using a search engine such as *Google*. By putting in multiple descriptors, students will be more likely to find a direct link. For example, have students type in *trottier+cross-country skiing+Saskatchewan*.

Students will find a number of current sites about the Trottiers. For example, go to this site: http://www.crosscountrysask.ca/athete_stories.html. Have students click on Keewetin Trottier's bio and make notes from the information

in the bio, comparing it to the information contained in the interview article in the magazine. Ask students, *Which text-type gave more information about Keewetin? Why do you think so?* Encourage students to use both sources to make a “fact sheet” about Keewetin.

Independent Reading

Make copies of the magazine *Be a Sport!* and the online audio available for students. Invite students to use these materials to read this piece independently.

Teaching Tip: The online audio for this book includes a fluent reading of the text.



Home Links

Students may wish to ask for help from family members with locating—in magazines, newspapers, or on the Internet—interviews about someone in whom they are interested. For example, they might search for a favourite music group, movie star, sports hero, civic leader, or local hero. They may bring this information to school to share with classmates.

You might also look for sports magazines that include articles about skiing.

Working with Words

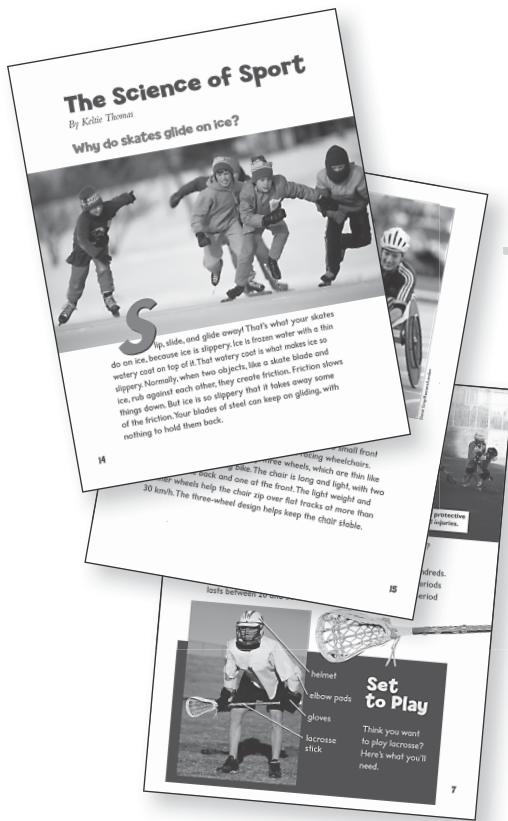
Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it. For example, see “Possessive Pronouns: To What Do I Refer?” under Language Predictability.

See also the specific Building Words lesson (“Athletes”) under Word Solving and Building in the *Working with Words Guide*.

Read Aloud

Read aloud articles on skiing from sports magazines and from the Internet, particularly those that feature very young skiers and Canadian Olympic champions.

The Science of Sport



Written by Keltie Thomas

Text Type: Non-fiction: Explanation — Question and Answer

Summary: These three sports articles take science out of the laboratory and into our lives. They explain how activities we do for fun would not be possible without science.

See the Planning Charts in the Grade Three *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

Text Features

Visual Literacy

- ▶ inset photographs

Print Concepts

- ▶ dashes
- ▶ hyphen
- ▶ metric symbol (km/h)
- ▶ special treatment of the word *splash*
- ▶ the word *rip* in quotation marks
- ▶ boldfaced questions (subtitles)

First Reading

Reading Strategies

Comprehension

- ▶ making connections: text to self
- ▶ analyzing

Working with Words

- ▶ using word parts, syllabication, context cues, and reading ahead to solve unfamiliar words
- ▶ associating meanings with words

Assessment Opportunities

Note each student's ability to:

- ▶ make connections by linking textual information with their own knowledge
- ▶ analyze text and find answers to questions
- ▶ use word parts, syllabication, context cues, and reading ahead to solve unfamiliar words
- ▶ retell answers to questions

Oral Language Opportunities

- ▶ discussing with a group
- ▶ listening to others
- ▶ choral reading

Teaching Tip: Prior to beginning this lesson, record “I Wonder Why” on chart paper. Write the three subtitle questions from the magazine below the title: “Why do skates glide on ice?” “How are racing wheelchairs different from regular ones?” “How can you dive without making a splash?”



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Say, *Wondering is one of the most powerful strategies we use when we read. Wondering lets us think about what we know well and how that information can help us figure out something we don't know as well. Today, we're going to wonder about sports.* Direct students' attention to the chart and read the questions aloud. Divide the class into three groups and assign a question to each group. Have each group record what they know about the question on a sheet of paper. Invite students to record as many different facts about the question as they know. Then, direct groups to exchange questions and add only information that wasn't mentioned. Continue exchanging questions until all groups have made contributions to each question.

ESL Note: Encourage ESL students to share sports that are popular in their home countries and demonstrate how they are played.

Text features

Show the initial page of this magazine and read the title and name of the author. Point out the photographs and encourage students to add any new information they can determine from these features.

Analyzing

Setting a Purpose

Say, *Let's read this article together to find the answers to the three questions.* Divide the class into three groups and assign each group a question. Explain that when they read the answer to their assigned questions, they are to listen for information that answers the question. Later on, students will be asked to share what they learned and the information recorded on the chart.



DURING READING

Tracking print/building confidence

Track the print, drawing attention to the subtitles or questions in boldfaced print. Explain that these features help students find information quickly. Read each page and invite students to join in.

Print concepts

Point to “30 km/h” on page 15 and ask, *How do we read “30 km/h”? What does it mean?* If not suggested, explain that “30 km/h” is read as “thirty kilometres per hour.” It means that a distance of 30 kilometres can be travelled in one hour.

Language predictability

As you read the book, clarify difficult vocabulary, such as *normally*, *professional*, and *straight*. Encourage students to look for smaller words they recognize, and use syllabication, context cues, and reading ahead to explore meaning.



AFTER READING

Analyzing

Read each of the questions aloud and have the groups assigned to that question explain the answers. Record the answers using students' wording under each question on the chart. Ask, *Is there anything else that could be added?* Add any new information to the chart as agreed upon by the class.

Ask students to identify the most important points for each question. Underline each point and then create a bulleted list that students can refer to when making an oral report.

Print concepts

Talk about the reasons that the word *splash* is shown with water drops around it. Ask students why *rip* is in quotation marks. Discuss how both of these words should be read, noting that *splash* has a question mark following it.

Ask students how they would read the question at the top of page 16, as well as the word *rip* in quotation marks near the bottom of the page.

Second and Further Readings

Many texts benefit from being reread with students. Participation will increase when text material becomes familiar and students will become more comfortable taking turns and using a pointer to track print.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your class.

Print Concepts, Book Handling, and Text Features

Tracking print

Invite volunteers to track print during the rereadings. Encourage students to use the appropriate inflections and expression when reaching question marks and exclamation marks.

Print concepts

Invite students to find the dashes (page 15) and colon (page 16) in the text. For each, ask, *What is this mark called? How can you use your voice when reading aloud to show what this mark means?*

Focusing on Comprehension

Inferring

Ask, *Why is it important to be first across the finish line? Do you think it is important to finish first? Why or why not?*

Working with Words

High-frequency words

Frame a selection of high-frequency words, such as *against*, *light*, *nothing*, and *front*.



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

Model a question-and-answer text with the class. Brainstorm a list of other questions that link science to sports (e.g., *Why aren't soccer balls made of one piece of leather? Why do swimmers put oil on their bodies? Why do football players put black lines under their eyes? Why do bicycle helmets have pointy ends? Why don't race cars have doors?*).

Alternatively, students could follow the format in “The Science of Sport” and choose a question, record what they know, research the answer (e.g., in books or other resource materials, such as the Internet), and record their answer. See the Explanation text-type writing study for writing a question-and-answer text in the *Writing Guide*.

Independent Reading

Make copies of the magazine *Be a Sport!* and the online audio available for students. Invite students to use these materials to read this piece independently.

Teaching Tip: The online audio for this book includes a fluent reading of the text.



Home Links

Send the three questions from “The Science of Sport” home with students. Students can ask their family members the questions and listen to their responses. Then, using the bulleted form of their retellings as a reference, they can fill in any gaps in information their family members may have had.

Provide a variety of age-appropriate sports magazines for students to read individually in the classroom.

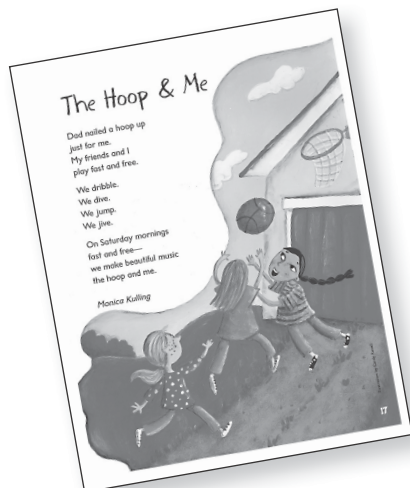
Working with Words

The word *pro* is found in the diving article. Discuss this short or abbreviated form for the word *professional*. Say, *Sometimes, the short form of a word is used so much that it actually becomes a word on its own. Sometimes a word is shortened and sometimes abbreviations are used so much that they become words. They are called acronyms. Here are some common acronyms.* Write on the board:

1. He's such a great player, he was voted the MVP.
2. Do you watch the NHL on CBC?
3. I watch the CFL on CTV.
4. He came to town in a private jet. He must be a VIP.

Ask students to figure out what the acronyms mean.

The Hoop & Me



Written by Monica Kulling

Text Type: Fiction: Description — Rhyming Poem

Summary: *The Hoop & Me* is a rhyming poem about a child who loves to play basketball.

See the Planning Charts in the Grade Three *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

Text Features

Print Concepts

- ▶ arrangement of text in stanzas
- ▶ dash

First Reading

Reading Strategies

Comprehension

- ▶ making connections: text to self
- ▶ inferring

Working with Words

- ▶ identifying rhyming words

Assessment Opportunities

Note each student's ability to:

- ▶ draw on background knowledge and recount personal experiences to make text-to-self connections
- ▶ make inferences based on the text and illustration
- ▶ identify rhyming words

Oral Language Opportunities

- ▶ think-pair-sharing
- ▶ discussing in a group
- ▶ choral reading



BEFORE READING

Print concepts/text features

Activating and Building Prior Knowledge

Read the title and author's name. Show students the text and ask, *What kind of text is this? How do you know?* Initiate a think-pair-share activity in which students discuss the features they might expect to find in a poem, and then share their findings with the rest of the group.

**Making connections:
text to self/evaluating**

Invite students to share any experience they may have had playing basketball. Then ask, *What kinds of things do you do when you play basketball? How do you move? What do you like best about playing basketball?*

ESL Note: Some students may have had little or no experience playing basketball. If possible, bring in a basketball and/or visit a basketball court and have volunteers model how to play the game. Use words from the poem, such as *hoop*, *dribble*, and *jump* to describe the sport.

Inferring

Setting a Purpose

Say, *Let's read this poem to find out who is talking and how they feel about playing basketball.*



DURING READING

Tracking print

Use a pointer to track print. Invite students to join in and then pause after each stanza is read to allow students time to assimilate the information before moving on.

Text features

Ask, *What are we to do when we come to a dash while reading?* Point out the dash in the last stanza of the poem. Ask, *Why do you think this line is separated from the rest of the poem?* Have students read the poem again, pausing briefly after the dash.



AFTER READING

Inferring

Ask, *Who is talking in the poem? Why do you think so? How does the author feel about basketball? How do you know? Is it always the case that a poem reflects the feelings of its author?*

**Making connections:
text to self**

Ask students to think of a time when they played basketball or another sport they enjoyed. Say, *What did you see? How did you feel?* Compare the emotions and feelings students experienced with those of the children in the poem.

Second and Further Readings

Many texts benefit from being reread with students. Participation will increase when text material becomes familiar and students will become more comfortable taking turns and using a pointer to track print.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your class.

Print Concepts, Book Handling, and Text Features

Tracking print

Invite individual students to lead a reading of the poem, using the pointer. Note those students who are able to track print accurately.

Print concepts

Point out to students that this poem is similar to many they have read, since it is arranged in stanzas. Demonstrate how to read the poem by reading the first stanza. After stopping after the second period, ask, *Why do we take a longer break here while reading?* Continue reading, pausing after punctuation marks, and stopping at the end of each stanza to discuss what has happened.

Focusing on Comprehension

Self-monitoring/infering

Remind students that good readers ask themselves questions to make sure they understand what they are reading. You might ask, *What does the poet mean here? Is this poem based on what is true or did the poet make up the ideas?*

Infering/making connections: text to self

Discuss with students the meaning of the line “fast and free.” Encourage them to use the cues in the text and their own personal experience. Then ask what the poet meant by the line “we make beautiful music/the hoop and me.”

Word solving and building/synthesizing

Working with Words

Take students to an outside area or gymnasium. Post the words *dribble*, *dive*, *jump*, and *jive*. Ask students to act out the motions from the poem while reciting the lines “We dribble./We dive./We jump./We jive.” Discuss with students how these verbs help readers visualize the action and movements in the poem.



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

Brainstorm with students other sports they are interested in, such as soccer, hockey, and baseball. Use a shared-writing approach to create a rhyming or free-verse poem.

Independent Reading

Make copies of the magazine *Be a Sport!* and the online audio available for students. Invite students to use these materials to read this piece independently.

Teaching Tip:

The online audio for this book includes a fluent reading of the text.



Home Links

Have students select a favourite poem to share at home with family members. Students may choose one of their own poems or one from the class library.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.

Read Aloud

Model making text-to-text connections. Read aloud a book that relates to the theme of this poem in some way.

Have Your Say



Text Type: Non-fiction: Persuasive — Arguments

Summary: “Have Your Say” poses the question of whether boys and girls should play on the same sports teams. Both sides of the argument are presented.

See the Planning Charts in the Grade Three *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

Text Features

- ▶ layout reflecting two opinions: yes and no
- ▶ captions

Print Concepts

- ▶ provincial abbreviations

Visual Literacy

- ▶ children’s original art supports the arguments
- ▶ speech bubbles

First Reading

Reading Strategies

Comprehension

- ▶ making connections: text to self
- ▶ analyzing

Working with Words

- ▶ recognizing high-frequency words
- ▶ identifying silent letters

Assessment Opportunities

Note each student’s ability to:

- ▶ draw on background knowledge and recount personal experiences to make text-to-self connections
- ▶ analyze text to find information
- ▶ recognize high-frequency words
- ▶ identify silent letters in words

Oral Language Opportunities

- ▶ discussing with a group
- ▶ choral reading
- ▶ responding to questions
- ▶ listening to others



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Write the question from the text on chart paper and then read it aloud, *Do you think boys and girls should play on the same sports teams?* Poll the class and tally the results under the headings “Yes” and “No.” Then say, *Why do you think this way? What is the reason for your opinion?*

Discuss with students how to respond to a question by stating an opinion and backing up that opinion. Point out that an opinion isn’t just an immediate reaction to a question or problem; an opinion is well thought-out and supported by relevant information. In other words, students need to be able to tell not only what they think, but why they think that way.

Have students state and record several opinions in the chart under the headings “Yes” and “No.”

Analyzing

Setting a Purpose

Divide the class into two groups. Give each group 10 sticky notes or small sheets of paper. Say, *Now, you’re going to have an opportunity to read what some other students in grade three wrote about this question. Group one will read the “Yes” side and group two will read the “No” side. As you read, gather information about students’ opinions. Write the reasons on the sticky notes or pieces of paper.*



DURING READING

Text features

Track the text and direct students’ attention to the layout on pages 18 and 19. Read the question in the speech bubble and point out both the opinions on page 18, or the “Yes” side, and the opinions on page 19, or the “No” side.

Tracking print

Use a pointer to track print. Encourage students to read expressively, reminding them that they are reflecting the child’s opinion.

Visual literacy/infering

Direct students’ attention to the illustrations on pages 18 and 19. Ask, *How do these drawings reflect the opinions on both sides?*

Print concepts/text features

Point out the captions that appear under students’ artwork. Point to the provincial abbreviations after the cities and ask, *What do these two letters stand for?* Write on chart paper or the board “BC—British Columbia, NB—New Brunswick,” and “NS—Nova Scotia” for students to refer to while reading.

Language predictability

Clarify any words that prove difficult for students. Explore the meaning of challenging words, such as *competition, rampage, trophy, and bossy.*

ESL Note: Some students may be unfamiliar with the colloquialisms in the text, such as “hog the ball” and “go on a rampage.” Invite volunteers to explain the meaning of these terms used in everyday speech.



AFTER READING

Analyzing/making connections: comparing

With students' assistance, create a chart showing the "Yes/No" opinions. Begin with one side of the argument and have students read aloud the opinion and then place it under the correct heading. Ask students to look at each side of the argument and decide who has the strongest argument. Encourage students to express well-thought-out opinions that are supported by relevant information.

Evaluating

Invite a volunteer to read one of the sticky notes. Direct the other students to decide if the opinion is true all of the time or just some of the time, and whether or not it is fair. Encourage students to think about the power of the words that were chosen. Something that might seem to be true sometimes may not be true all of the time. Explain that it is the reader's role to think carefully while reading and decide how true it really is. For example, say, *Jessica says, "The boys are always too bossy." Is this true all of the time or just some of the time? Is it fair to say this about boys?*

Continue in a similar manner for the other opinions and have students decide if the statements are true all of the time or some of the time, and whether or not the statements are fair.

Second and Further Readings

Many texts benefit from being reread with students. Participation will increase when text material becomes familiar and students will become more comfortable taking turns and using a pointer to track print.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your class.

Print Concepts, Book Handling, and Text Features

Tracking print

Continue to track the print, but have the group switch roles, reading the opposite opinion to the one they read earlier in the session.

Focusing on Comprehension

Making connections: comparing

Ask students the same survey question asked earlier in the session: "Should boys and girls play on the same sports teams?" Create a new tally of their "Yes/No" responses and compare it to the original tally. Ask, *Did anyone change their opinion after reading these two pages? What made you change your mind, or what made you keep your opinion?*

Visual literacy

Ask students to examine the drawings and ask whether they just show children playing a sport. Then ask students to create their own opinion posters. The only words on the poster should be "Yes" or "No." The picture must show their opinions and the reason for their opinions. Some students may want to show both opinions (see Katie's from Springfield, NB).

High-frequency words

Working with Words

Frame a selection of high-frequency words, such as *probably*, *builds*, *between*, and *turns*.

Word solving and building

Point out the words *rough* and *tough* on page 19. Ask, *How does knowing the word rough help when trying to read the word tough?* Explain that some spelling patterns are unusual and students should try to remember how these unusual words appear.

Word solving and building

List some words with silent letters from the book on chart paper or the board. With the class, read each word and have students identify the silent letters. Examples include *should*, *would*, *fight*, and *might*.



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

Brainstorm a list of “Yes/No” questions students would like to investigate. Choose one of the questions. Divide the class into two groups and assign one group the “Yes” side and the other group the “No” side. Initiate a discussion about both opinions and have students record at least one to three opinions for their assigned group. Students may wish to choose one of their opinions to illustrate. Their illustrations and opinions can be posted in a bulletin board display.

Independent Reading

Make copies of the magazine *Be a Sport!* and the online audio available for students. Invite students to use these materials to read this piece independently.

Teaching Tip: The online audio for this book includes a fluent reading of the text.



Home Links

Have students take home a “Yes/No” question, such as, *Should children do chores at home?* Have students survey their family members and share their findings with the class. Findings can be tallied and a bar graph created to show the results.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.

See also the specific Building Words lesson (“Teamwork”) under Word Solving and Building in the *Working with Words Guide*.

Read Aloud

Model making text-to-text connections. Read aloud a book that relates to the theme of this poem in some way.



Grade 3

***Literacy Place for the Early Years* supports balanced literacy in Grade 3 with these components:**

- **10 Read Aloud Books** with Teaching Plans
- **10 Shared Reading Packs** that include a Big Book or online PDF, student versions, Teaching Plan, and audio, or 16 copies of a Student Magazine or Media Text that come with a teaching plan and audio
- **44 Guided Reading Titles**, sold in 6-packs with Teaching Plans

Levels	# of titles
K	3
L	5
M, N, O, P	7
Q, R	4

- **Teaching Resource Package**
 - Planning Guide
 - Grade 3 Reading Guide
 - Grade 3 Writing Guide
 - Grade 3 Working with Words Guide



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