

Summer Camping in Nova Scotia



Text Type: Non-fiction: Persuasion — Brochure with photographs

Summary: This brochure describes a variety of summer camping locations and activities in Nova Scotia. The teaching emphasis is on examining the features of a persuasive brochure and evaluating the text's effectiveness.

Audio Available Online
www.lpey.ca

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

Text Features

- ▶ headings and subheadings
- ▶ varying fonts and colours of print
- ▶ imperative sentences

Visual Literacy

- ▶ photographs
- ▶ map
- ▶ bullets
- ▶ logo (camping)

First Reading

Reading Strategies

Comprehension

- ▶ making connections: text to self
- ▶ inferring

Working with Words

- ▶ attending to print: using text features to recognize divisions of panels
- ▶ recognizing descriptive vocabulary (adjectives)

Assessment Opportunities

Note each student's ability to:

- ▶ draw on background knowledge and experience to make a personal connection to the text
- ▶ infer based on the text, map, and photographs
- ▶ make predictions on use and content of brochure
- ▶ use visuals and text to locate information
- ▶ discuss the meaning of descriptive vocabulary

Oral Language Opportunities

- ▶ sharing ideas with a partner
- ▶ reporting to a group
- ▶ asking questions



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Before passing out the shared copies of the brochure, show students the front cover and read the title. Point out the photographs to evoke a sense of place. Ask students if they have seen any other examples of brochures, and if so, where. Share an example from your experience, e.g., a brochure about buying a certain product or one about a tourist attraction/accommodation. Ask, *When might you want to read a brochure about summer camping in Nova Scotia? What information would you want to find out?* List students' responses in question format, e.g., *Where can I camp?*

Making connections: text to world

Ask, *Have any of you been to Nova Scotia?* If your class is in Nova Scotia, ask, *Have any of you been camping?* Ask what students might like to learn about a place before visiting.

ESL Note: Some students may have come from countries located on the sea/ocean or visited the sea. Invite students to discuss their favourite memories. What did they see there? What kinds of fish did they see? Did they go swimming?

Inferring

Tell students there is no author listed for this brochure. Ask who they think might have written it. Ask, *Why would someone write a brochure about camping in Nova Scotia?* Ask students why they think so many photographs were used.

Text features/sequencing

Have students work in pairs. Pass out the shared copies of the brochure and invite students to preview the brochure with their partners. Explain that there are no page numbers, but that they should decide where they would start reading, what they would read next, etc. Allow students time to share with their partners. Conclude by inviting a few students to share what they decided regarding the sequence of the brochure. Ask what cues they used from the text to help them decide the order.

Tell students that we read the front cover first to get an idea of what is in the brochure, and then usually read the inside panels. Ask students to track the inside title, "Discover Camping in Nova Scotia," across the three inside panels and then to follow quick finger-sweeps as you demonstrate the direction of reading the inside three panels separately. Introduce the term "panels" and show students the fold lines that act as separations. Read each heading to help students track with you. Follow a similar pattern for the fifth and sixth panels. Tell students the order in a brochure doesn't always matter the same as it does in a book.

Setting a Purpose

Inferring

Say, *We have thought of some information we would like to find out about summer camping in Nova Scotia. Let's see if the brochure contains the information we want. We'll also read to see if we can think why someone might have written such a brochure.*



DURING READING

**Text features/
building confidence**

Read the front cover and each of the inside panels, emphasizing the headings. Invite students to join in whenever they are comfortable with the text.

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

Pause at the bottom of the front cover and at the bottom of each inside panel and ask students whether or not they read about something they would like to do. Ask students to locate the information (either in the text or a visual) and share it with their partners. Invite a few students to share their partners' ideas. Draw students' attention to the way the author often tells them to do something, for example, "Take a dip . . . Play in the waves . . . Enjoy hiking . . ."

Word solving and building

Select a few passages (perhaps one per panel) and do a think-aloud for students regarding the use of descriptive vocabulary. For example (from first and second sentences under "Swimming"): *I wonder why the text doesn't just say, "Take a dip in a lake. Play in the waves at a beach." I guess I can picture it better when I see the words "freshwater lake and white, sandy beach."*

Language predictability

Clarify any challenging vocabulary for your students (e.g., *warblers, endangered, hemlocks, widely available*).

Discuss the photograph of the piping plover and minke whale on panels 4 and 5, since your students may not be familiar with these animals.

Text features/infering

Draw students' attention to the bullets on the fifth panel and have them locate each corresponding heading on the inside panels.

Ask students, *What do you think the illustrations on the map show?*



AFTER READING

**Making connections:
text to world/analyzing**

Revisit students' initial list of questions they would like answered about camping in Nova Scotia. Put a checkmark beside any questions on the students' list that were answered in the brochure. Ask students to locate the answers in the brochure.

Evaluating/infering

Ask students if they feel the brochure answered their questions about camping in Nova Scotia. Ask, *What new questions did the brochure answer?* Add to the earlier list. Ask, *Do you have any new ideas about why someone might write a brochure about camping in Nova Scotia?* If the persuasive or "convincing" purpose of the brochure is not mentioned, tell students that brochures are often like advertisements and the brochure could be trying to get them to do or buy something. Ask, *What would this brochure be trying to convince you to do? (go camping) Who might write a brochure like this? (campground owners, people who work at a tourist bureau).*

Second Reading

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ evaluating

Working with Words

- ▶ recognizing descriptive vocabulary
- ▶ discussing meaning of words (synonyms) using context

Assessment Opportunities

Note each student's ability to:

- ▶ analyze: use visuals and text to state facts
- ▶ evaluate: form opinions based on information in the brochure
- ▶ join in the reading
- ▶ discuss meaning of words using context

Oral Language Opportunities

- ▶ sharing ideas with a partner
- ▶ reporting to a group
- ▶ stating opinions



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Remind students of their previous discussion about why someone might write a brochure about camping in Nova Scotia. Ask, *Now that you've read the brochure, would you like to go camping in Nova Scotia?* Ask students to share their opinions with their partners and to tell why or why not. Invite a few students to share their partners' ideas.

ESL Note: Prepare and help students fill in a KWL Chart on chart paper with the headings "What I Know About Camping," "What I Want to Know About Camping," and "What I Learned About Camping."

Evaluating

Setting a Purpose

Say, *Today when we read, let's watch for things the author includes in the brochure to try to persuade us to go summer camping in Nova Scotia.*



DURING READING

Text features

Ask students to review the cover and inside panels and tell what they notice first. Draw students' attention to features such as colour, headings, different fonts, and photographs. Ask, *Why do you think the author includes all these things on the panels?*

Word solving and building/ inferring

As you read the second panel, invite students to join in as you read. Pause at the end of each section and highlight the author's choice of words to avoid repetition. Invite students to find them with you. ("Swimming"—take a dip/play; perfect/ideal; "Nature Walks"—look for/spot/explore) Ask, *why do you think the author did this?*

Analyzing/visual literacy

In the third panel (the second inside panel), highlight the strong verb choices (e.g., *leap*, *soar*) with a think-aloud. Say, *I think it's more interesting than just saying that the whales jump and the eagles fly.*

When reading the back panel, ask students to work with their partners, using the information in the brochure to say what each of the illustrations on the map means. Invite students to share their ideas. Ask students to locate information that supports their ideas.



AFTER READING

Text features

Say, *You've looked at many things the author of the brochure did to try to convince you to camp in Nova Scotia. Let's make a list of our ideas.* Examples could include: photographs, interesting activities, necessary information, descriptive words, coloured type, sentences that “tell” the reader to do something, etc.

Evaluating

Have students discuss the content. Ask, *Did the author convince you to go camping? Why or why not? If your family was going camping in Nova Scotia, would this brochure help you? Is there any information you would like that isn't in this brochure?*

Third Reading

Reading Strategies

Comprehension

- ▶ sequencing
- ▶ evaluating

Working with Words

- ▶ attending to print
- ▶ discussing meaning of words (verbs and adjectives) using context

Assessment Opportunities

Note each student's ability to:

- ▶ sequence: reading brochure panels in order
- ▶ evaluate: form opinions based on information in brochure
- ▶ discuss meaning of words using context
- ▶ attend to print

Oral Language Opportunities

- ▶ sharing ideas with a partner
- ▶ reporting to a group
- ▶ stating opinions



BEFORE READING

Sequencing

Activating and Building Prior Knowledge

Emphasize the way a six-panel brochure is read by rereading it with students.

Evaluating

Encourage students to think about the kind of language or photos that would make them want to travel somewhere they had never been. Ask, *What would make you want to go here?*

Setting a Purpose

Evaluating

Ask students if they think the writer of this brochure was successful in the aims discussed during the second reading.



DURING READING

Sequencing

Have students work in pairs reading the brochure panels in order. Or you could have an advanced reader read out a panel to a small group.

Evaluating

Use question prompts to stimulate evaluative responses. Ask, *Do you think the writer and photographer have done a good job? Are you interested in making a trip to Nova Scotia?*



AFTER READING

Word solving and building

Talk about the use of verbs that ask students to “take,” “learn,” and “gather.” Discuss the adjectives that complement the photos: “white sandy,” “tall,” “playful,” and “delicious.” Ask students, *Do these colourful words help convince you to want to visit Nova Scotia?*

ESL Note: Write vocabulary from the brochure on word cards for students to form sentences with.



FURTHER READINGS

Many texts benefit from being reread with the students. The three readings suggested in this plan can be expanded to include further readings. Participation will increase when a text becomes familiar.

For each rereading, we suggest 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

Ask students to identify the text features they found most convincing—the most convincing photograph, the most convincing heading (section). Similarly, ask students to identify a text feature they would omit and/or change.

Print concepts/
building confidence

Select examples of sentences ending in periods, question marks, and exclamation marks. Model reading with expression and invite students to join in.

Text features

In each section, highlight the sentences that tell readers to do something. Ask students to work with partners to see how many they can find in each section. Ask students to tell why they think this is an important feature.

Focus on Comprehension

Making connections: text to self

Invite students to read to their partner the activities they would most like to do.

Analyzing

For each section, pose a question students can answer by locating a specific fact. For example, ask, *What kind of fruit could I find on a farm in Nova Scotia? What animals could I see when I go whale-watching?* Read their responses together.

Language predictability

In each section, highlight the descriptive vocabulary chosen by the author and discuss the meanings of the words. Ask students to tell you what pictures the words help them create in their minds.

Word solving and building

Working with Words

Ask students to find root words and “-y” endings as you read various sections. For example: *misty, rocky, sandy, tasty*.

Ask students to find plurals as you read various sections. As a follow-up, words can be sorted according to endings. For example, add “-s”; add “-es”; change the “-y” to “i” and add “-es.”

Select a variety of words with three or more syllables and assist students with “chunking” the syllables to solve the words.

Invite students to tell you the word parts in compound words. Examples include *seaside, lighthouse, campsite, freshwater, sandcastles, coastline, nearby, campgrounds, singalong, homemade, lighthouse, and firewood*.



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

Use the text structure as a model for students to create their own persuasive brochure. Brochures can be written using a shared or independent approach. Brainstorm possible topics. Remind students of the list of text features they created to use as a guideline for their own brochures.

Ask students to write a paragraph to their parents to persuade them to go camping in Nova Scotia. Encourage them to use information from the brochure.

Independent Reading

Make copies of the brochure and the online audio available for students. Invite students to use these materials to read the brochure independently.

Teaching Tip: The online audio for this brochure includes a fluent reading.



Home Links

Ask parents to send in any brochures they might have at home. Use appropriate samples as additional models for shared/independent writing and for read alouds.

Send home any persuasive texts written by students and ask parents to read them with their children.

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 “Plurals: Introducing ‘ies’” under Word Solving and Building.

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

Read Aloud

Read other examples of brochures to the class. Read other examples of persuasive texts to the class, e.g., *Lily’s Purple Plastic Purse* and *Lily’s Big Day* by Kevin Henke.