

Help a Wild Animal in Need



Text Type: Non-fiction: Persuasive — Brochure

Guided Reading Level: M

Summary: This brochure describes how five starving fox kits were cared for in a wildlife sanctuary. Wildlife sanctuaries are explained and readers are persuaded to participate in “adopt an animal” programs.

Text Features

Visual Literacy

- ▶ inset illustration and text
- ▶ logo
- ▶ slogan

Text Supports

- ▶ photographs support the text
- ▶ headings

Possible Text Challenges

- ▶ brochure layout
- ▶ bulleted list
- ▶ specialized vocabulary: *sanctuary, orphaned, independent, varies, adoption, wilderness, veterinary, anniversary, rehabilitate, volunteers*

Reading Strategies

Comprehension

- ▶ synthesizing
- ▶ evaluating

Working with Words

- ▶ using word parts, context, and photographic cues to solve unfamiliar words
- ▶ using root words and prefixes to solve multi-syllabic words

Assessment Opportunities

Note each student’s ability to:

- ▶ synthesize: find the main idea and supporting ideas
- ▶ evaluate the purpose of the brochure
- ▶ sequence the adoption process
- ▶ use word parts to solve challenging words

Oral Language Opportunities

- ▶ discussing with a group and with a partner



BEFORE READING

Making connections:
 text to self

Activating and Building Prior Knowledge

Talk about a local cause or charity, such as the Terry Fox Run, local food banks, or wildlife sanctuaries. Create a word web listing its cause, purpose, and benefits.

Overcoming Text Challenges

Evaluating

Hand out copies of *Help a Wild Animal in Need* and explain that it is a brochure. Invite students to talk about the purpose of brochures they have seen. For example, brochures may tell about the benefits of products or services. Explain that a brochure must grab the reader's attention quickly by being attractive and interesting.

Print concepts

Direct students' attention to the cover and read the title. Ask, *Does the brochure grab your attention? Why do you think so?*

Visual literacy/infering

Read aloud the slogan at the bottom of the cover page. *How do you think they came up with this slogan? Is it effective?* Point out the play on words, and the different sizes and colours of fonts used in creating the slogan.

Language predictability

Open the brochure and point out the word *sanctuary*. Ask, *How would you go about reading this word? What strategies would you use?* With students' help, read the word and determine its meaning, using strategies such as syllabication, context clues, reading on, prior knowledge, and using reference texts, such as a dictionary or thesaurus. Encourage students to use these strategies when reading other challenging words.

Print concepts

Discuss other layout features, including: coloured headings, appealing photos of baby animals, two-column spread of a baby fox photograph, inset illustration, and the logo.

Have students open the brochure and identify the bulleted list. Invite students to explain the purpose of the bulleted list in the brochure.

Synthesizing

Have students look at the first paragraph. Model determining the main idea by thinking aloud to show how you determine what's important. You may want to use the phrase, *Hmm, that's interesting, but it's not the most important idea*, as you think aloud while reading the paragraph. Guide students through questioning and modelling to establish the main and supporting ideas. Continue with the second paragraph, and only move on when you feel students understand the task.

ESL Note: To reduce "performance" anxiety, have students check with a partner for the main idea. Write "Prompts to Solve Unfamiliar Words" on chart paper for students to refer to for self-monitoring and for fostering independence.

Teaching Tip: Provide sticky notes or notepaper, or have students record the main and supporting ideas in a response journal for each paragraph.

Setting a Purpose

Synthesizing

Say, *The purpose of reading today is to find the main idea of the brochure and the supporting details that make this brochure interesting.*



DURING READING

Ask students to read the brochure independently, thinking about the purpose for their reading. Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts such as, *I noticed Brie reread the paragraph to decide which ideas are most important.*

Note students' successful use of reading strategies and any difficulties they encountered. If students finish before others have completed the reading, have them compare and explain their most important ideas by referring to their notes.



AFTER READING

Synthesizing

Ask, *What is the main idea in this brochure?* Discuss students' suggestions and, after students agree, record the main idea in a word web. Then ask, *What other ideas help support the main idea?* Revisit specific pages of the text where the information is located. Add students' findings to a word web.

Word solving and building

Select a few of the challenging words—*independent, varies, rehabilitate*—or other words that were challenging for students. Ask them what strategies they used to work these out. Mention effective reading strategies you observed as you listened to students read.

Evaluating

Ask, *What do you think this organization wants to persuade us to do? Does the brochure grab your attention? Why or why not?*

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 the needs of your students.

A Helping Letter

Synthesizing

Provide each student with a copy of the BLM and have them write a letter to a family member or a friend, persuading them to contribute to a charity or cause.

Advertising Poster

Making connections: text to self

Students can create a poster advertising the Canadian Children for Wildlife Animal Adoption or another cause of their choice. Encourage them to use pictures and captions to capture the reader's interest. Provide opportunities for students to share their posters.

Sequencing

Role-playing

In pairs, have students play the role of an orphaned baby animal, telling why they need the wildlife sanctuary's help. Encourage them to use the steps involved in adopting a wild animal as they retell the adoption process.

A Helping Letter

Name: _____

Dear _____ ,

Sincerely,
