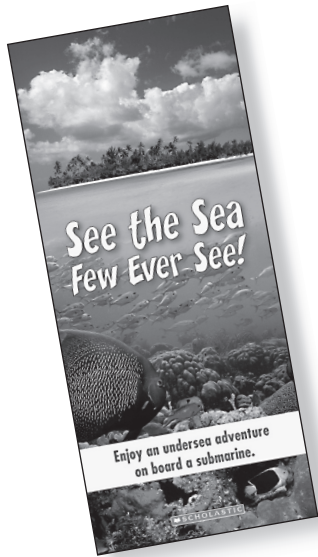


See the Sea Few Ever See!



Illustrated by Dave McKay

Text Type: Fiction: Persuasive — Brochure

Guided Reading Level: M

Summary: Students will read about what it is like to be on board a submarine, taking a closer look at underwater sea life. They will also discover some fascinating facts about submarines and how they work.

Text Features

- ▶ three-panel spread with photographs/illustrations and supporting details

Visual Literacy

- ▶ diagrams of submarines
- ▶ photographs of underwater sea life
- ▶ labels on diagrams

Text Supports

- ▶ quick facts box
- ▶ labelled diagrams
- ▶ colour photographs
- ▶ section headings

Possible Text Challenges

- ▶ brochure format
- ▶ tour timetable
- ▶ use of homonyms (*sea, see*)

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ making connections: text to self, text to world

Working with Words

- ▶ word solving and building: two- and three-syllable words

Assessment Opportunities

Note each student's ability to:

- ▶ self-monitor comprehension by self-questioning
- ▶ analyze: identify key facts based on their reading
- ▶ make text-to-self connections
- ▶ combine new knowledge with prior knowledge to develop connections with the text
- ▶ use word-solving strategies, such as context cues

Oral Language Opportunities

- ▶ discussing with a partner
- ▶ responding to questions and providing supporting details



BEFORE READING

Making connections:
text to world,
text to self

Activating and Building Prior Knowledge

In the centre of a piece of chart paper, write the word *sea*. Have students brainstorm what they know about the sea. Record their ideas using a web format. If students have had any first-hand experience at sea, have them share their experiences with the group. You could ask such questions as, *Who has been to the sea? What did you see or do there? Has anyone ever been underwater?*

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

Text features

Overcoming Text Challenges

Show students the cover of the brochure, read aloud the title and ask them what they think it means, pointing out the homonyms *see/sea*. Tell students that this type of text is called a brochure. Ask students, *Have you ever seen this type of text before? Where have you seen it? What do you think the purpose of a brochure is?* Record their answers on chart paper.

Evaluating

Ask students whether they consider this type of text to be fiction or non-fiction. Have them explain their reasoning. Distribute copies of the text to students and point out the different panels of the brochure and how they are set up.

Word solving and building

On chart paper, copy out some of the following multi-syllabic words found in the brochure: *descends, ballasts, millions, official, and beneath*. Mark the words to show students how they are broken into syllables. Point out that when students come across an unfamiliar word, they can break it into syllables by identifying the parts they know. They can also start by dividing the word between double consonants or verb/consonant/verb (*de/scends, bal/lasts, mil/lions, offici/al, and be/neath*) and then reading them to see if they make sense.

Making connections:
text to self

Setting a Purpose

Have students read the information in the yellow band on the cover of the brochure. As students read the brochure, invite them to think about whether they would enjoy an undersea adventure based on the information presented.



DURING READING

Have each student read the brochure independently, thinking about their purpose for reading.

Observe and listen to students as they read the text, assisting them with word-solving and comprehension strategies. Offer prompts, such as, *What words did the author use to make you want to go on this adventure? Do you think this is a real attraction? How did you figure out that difficult word?*

If students complete the reading early, encourage them to reread the brochure independently or with a partner.



AFTER READING

Word solving and building

Revisit any challenging words students encountered and discuss the strategies they used to figure them out. Point out positive reading strategies you observed during the lesson.

Making connections: text to self/ analyzing

Have students discuss whether they would be interested in going on this undersea adventure. Have them explain their reasoning by using information from the brochure, as well as personal reasons. Have students point out interesting vocabulary the author used to persuade them to take this adventure.

Inferring

Reread the title of the brochure and ask, *Why do you think the title is effective?*

Rereadings

Provide opportunities for each student to reread the brochure independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

Making connections: text to self/ synthesizing

Undersea Adventure Family Vacation

Have students pretend they are going on a vacation with their family, and that one of their possible outings will be an undersea adventure on board a submarine. However, they will need to persuade their parents that this would be a worthwhile adventure. To do this, they will need to provide their parents with the following written information:

1. The total cost for their family,
2. How long the tour would be and what time they would go, and
3. What some highlights from this tour would be.

Making connections: text to text

Design Your Own Brochure

As a group, brainstorm ideas for other brochures students could create. Post the chart you created in the Before Reading discussion about the purposes of brochures. Bring in a variety of brochures and place them in a container so students can read independently. Invite students to create their own brochure using the models provided.

Analyzing

Porthole Facts

Say to students, *Look at the brochure See the Sea Few Ever See! to help you with the activity on the BLM. Decide on eight key facts you have learned about submarines and what it might be like to go under the sea. In each section of the wheel, draw and write about one of these facts. When you have finished, cut out the two circles and then attach them in the middle with a brass fastener to create a submarine porthole.*

Porthole Facts

