

# Visit Manitoba's Whiteshell Provincial Park



**Text Type:** Non-fiction: Persuasive — Flyer

**Guided Reading Level:** K

**Summary:** This flyer highlights outdoor activities in Manitoba's Whiteshell Provincial Park. There are lots of things for visitors to do in the summer and winter. The park even has special weekends, too!

## Text Features

- ▶ headings and subheadings
- ▶ bulleted information
- ▶ blocks of text

## Visual Literacy

- ▶ colour photographs
- ▶ text “blasts”
- ▶ different coloured text
- ▶ variety of font sizes

## Text Supports

- ▶ strong photo support
- ▶ use of colour and different font sizes to indicate topic change
- ▶ information organized in blocks of text

## Possible Text Challenges

- ▶ flyer layout with varied placement of print
- ▶ bulleted information
- ▶ seasonal activities and special weekends: background knowledge
- ▶ some difficult vocabulary: *canoe, kayak, sanctuary, museum, lily pond*

## Reading Strategies

### Comprehension

- ▶ making connections
- ▶ evaluating

### Working with Words

- ▶ identifying compound words
- ▶ using ‘chunking’ to solve multi-syllabic words

## Assessment Opportunities

Note each student’s ability to:

- ▶ make connections to personal experiences
- ▶ evaluate the use of the flyer format to persuade
- ▶ identify meaning of compound words
- ▶ use ‘chunking’ to solve multi-syllabic words

## Oral Language Opportunities

- ▶ discussing in groups and pairs
- ▶ listening to others

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



# BEFORE READING

## Activating and Building Background Knowledge

**Making connections**

- ▶ Using the Think-Pair-Share strategy, invite students to share their experiences with outdoor activities in the summer and winter, and then record whole-group ideas in chart format on a whiteboard or chart paper. Do a tally to show how many students like to do outdoor activities in the summer, then in the winter. Keep this tally for future reference.

*What kinds of outdoor activities do you like to do in the summer? What about in the winter?*

### ELL Note:

ELLs.

Have students quickly explain activities that are unfamiliar to

**Making connections**

- ▶ Ask students to recall any flyers posted recently for special events in the school or community (e.g., parent open-house, school play, library events, or garage sales). Remind students that flyers are intended to get their attention and persuade them to do something.

**Making connections:  
text to self**

- ▶ Hand out a copy of the flyer to each student and read the title with them. Explain that they are going to read about a provincial park in Manitoba.

*Today we're going to read a flyer that tries to persuade us to visit Manitoba's Whiteshell Provincial Park.*

**Making connections/  
word solving**

- ▶ Discuss the meaning of "provincial park."

*A provincial park is place where we can preserve plants and animals in their natural environment. It is a place where people can enjoy outdoor activities, and learn about and appreciate our natural heritage while still protecting it.*

## Discussing Supports and Challenges

**Text features**

- ▶ Explain that this form of non-fiction text is a flyer and is a text format that authors use to persuade a reader to do something.

*In this case, the flyer is trying to persuade us to visit Manitoba's Whiteshell Provincial Park. Have you been to a provincial park? Do you know of any provincial parks where we live?*

**Text features/visual literacy**

- ▶ Provide time for students to look at the text. Be sure to point out the varying font sizes, use of colour, photographs, headings and subheadings, along with the dates and time.

*Flyers often use many colours and different sizes of type to try to get our attention and make us interested in reading the flyer. They also use photographs or drawings to give us lots of information in a hurry.*

**Print concepts**

- ▶ Discuss with students where they should begin to read. Explain that each section can be read in any order, but all sections should be read to get the author's intended message.

*The title tells us what the flyer is about. The subheading tells us there are many fun things to do! You will need to read every section to find out information about the park, but you can read the sections in any order.*

Making connections

### Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

*Read to find out what summer and winter outdoor activities are similar to the activities you suggested for our chart.*

**Teaching Tip:** You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at [www.lpey.ca](http://www.lpey.ca).



## DURING READING

Self-monitoring  
Self-monitoring

Making connections

Self-monitoring/analyzing  
Making connections

Word solving

- ▶ Ask students to read the first page of the text independently, thinking about the purpose for reading.
- ▶ If students finish early, they can share with a partner the activities that were the same as the activities listed on the outdoors activities chart.
- ▶ Observe and listen to students as they read, assisting them as needed. Some students may require help with solving words and with word meanings. Respond to questions and offer prompts to help them problem solve. Possible prompts:
  - What have you found out about Whiteshell Provincial Park?
  - Did that make sense? Reread that part and think what would make sense and sound right.
- ▶ With the students, revisit the summer and winter activities chart.
  - Are there any activities at the park that we didn't list in our chart? Let's list them.*
- ▶ Have students read the rest of the flyer independently.
  - Read the rest of the flyer to find out even more things that are available at Whiteshell Provincial Park.*
- ▶ Offer prompts when reading with an individual student, such as:
  - "Special weekends..." What might this mean?
  - Which photograph or activity in the flyer did you like best? Why? Is there an activity you would like to try?
  - Check for understanding of the sayings "drop in" at a goose sanctuary, "check out" some cool rock forms, and "stop off" at a lily pond.
- ▶ If students finish early, ask them to reread and decide how this flyer persuaded them to come and visit Whiteshell Provincial Park. Students can read individually or with a partner.
- ▶ Note successful reading strategies and any remaining reading challenges.



## AFTER READING

Making connections

Evaluating

- ▶ Revisit the purpose for reading.
  - What outdoor activities are the same as those in our chart? What activities have you done that are not at Whiteshell Provincial Park?*
- ▶ Ask students the reasons for going to this provincial park.
  - Why do you think it is important to have a provincial park like this one?*

## Evaluating

- ▶ Ask students if they would consider going to visit Whiteshell Provincial Park.

*Did the information in this flyer persuade you to consider visiting Whiteshell Provincial Park?*

## Evaluating/synthesizing

- ▶ Have students evaluate the flyer format.

*What do you think of the flyer format? What was the best part for you?*

## Self-monitoring/word solving

- ▶ Discuss the term “sanctuary” on the back of the flyer. Revisit any challenging words students encountered and discuss the strategies they used to figure out the words.

## Self-monitoring

- ▶ Point out effective reading strategies you observed.

*I noticed when Sam came to the word “museum,” he slowly read through the word, breaking it into chunks and then reread the sentence and then he checked the picture.*

## Rereadings

- ▶ Provide opportunities for each student to reread the text independently or with a partner.

## Focused Follow-Up

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

### **Create a Flyer**

- ▶ Discuss how the author attempted to convince the reader to want to go to the park (e.g., photographs, text boxes, layout, variety of fonts, colour, phrases and key words that might interest the reader). Create a list of features of this form of text. Invite students to make a flyer using the format of *Manitoba’s Whiteshell Provincial Park*.

### **Compound Words**

- ▶ Prepare index cards with word parts of compound words found within the text: *white, shell, sun, screen, snow, shoe, week, end, snow, mobile, out, doors, ice, and fish*. Spread out the cards face up in front of students. Ask students to put two words together to form a new compound word. Model with *sun + screen = sunscreen*. Show students how the meanings of the individual words help us understand the new word, e.g., “Sunscreen is something that screens (or protects) us from the sun.”

### **Multi-syllabic Words**

- ▶ Review what a multi-syllabic word is. For example, use a student’s name, such as Benjamin (Ben-ja-min—three syllables) or Kathy (Kath-y—two syllables). Locate two- or three-syllable words in the text (e.g., *visit, kayak, canoe, explore, many, summer, winter*, etc.) and model breaking the words into syllables to reinforce the use of chunking to solve unfamiliar words. Then have students work in partners or small groups to locate words within the text that are more than two syllables and practise chunking the words into syllables.

**Note:** Decoding multi-syllabic words would need to be taught during a Shared Reading lesson prior to introducing it as an activity here.

## Word solving and building