

Guided Reading Teaching Plan

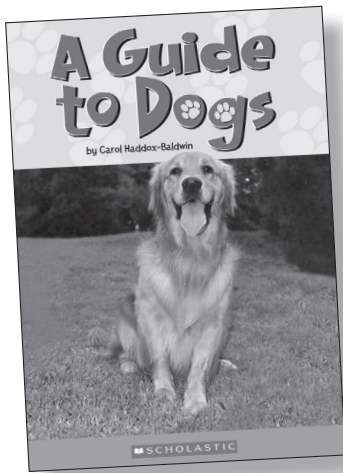
A Guide to Dogs

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Text Type: Non-fiction: Description — Guide

Guided Reading Level: M

Summary: This guide presents several breeds of dogs and their characteristics. Students are invited to think about which dog they like best and why.



Text Features

- ▶ headings and subheadings
- ▶ text boxes
- ▶ bulleted text

Visual Literacy

- ▶ symbols (paw prints and bones)
- ▶ silhouettes for size comparisons
- ▶ bold print

Text Supports

- ▶ specialized vocabulary (*purebred*, *crossbred*, etc.) is clearly defined
- ▶ succinct language, mostly familiar vocabulary
- ▶ consistent format (boxes with bullets) for the characteristics of breeds

Possible Text Challenges

- ▶ amount of information presented about each breed
- ▶ interpretation of information provided in silhouettes

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ evaluating

Working with Words

- ▶ identify multi-syllabic words

Assessment Opportunities

Note each student's ability to:

- ▶ analyze the pictures and text to find out details
- ▶ evaluate to give an opinion
- ▶ solve unfamiliar words

Oral Language Opportunities

- ▶ discussing in pairs and groups
- ▶ orally share opinions with a partner or small group

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at www.lpey.ca and in the Grade Three Reading Guide.



BEFORE READING

Making connections

Activating and Building Background Knowledge

- ▶ Ask students to think about a dog they or someone they know owns. Allow time for students to discuss the shape, size, colour, and, if possible, a trait of the dog with a partner. Invite one or two students to share with the class what they discussed with their partner.

My neighbour has an Irish Wolfhound. It is a very big dog. Its head reaches my shoulder. Do you have a dog? Or do you know someone who has a dog? Think about what they look like and how they act.

Making connections/ predicting

- ▶ Hand out a copy of the book to each student. Explain that they are going to be reading a text that tells about several popular breeds of pet dogs. Provide time for students to look at the text. Ask them to look at the different features (headings, photographs, fact boxes, etc.) and to point out any breeds that are familiar to them.

ELL Note:

Guide students through a picture-walk of the book. Have students view the photographs to build their background knowledge and visual knowledge about dogs.

Analyzing

Discussing Supports and Challenges

- ▶ Examine the contents page with students and ask them to read each section heading silently. After, ask how the author has organized the information in the book. If necessary, clarify that most of the headings are breeds of dogs.

Analyzing/visual literacy

- ▶ Lead a discussion about the book introduction on pages 2 and 3. Explain that the author wants readers to think about three things when choosing a pet dog: size, behaviour, and breed. Discuss how the author made those three areas stand out (font size, coloured bars, exclamation marks, etc.).

Visual literacy/analyzing

- ▶ Have students look at page 2. Tell students that the author has included drawings of a man and three differently sized dogs to help them understand size. Encourage students to compare the size of the man to the sizes of the dogs.

Look at the size of the man compared to the sizes of the dogs. Which is the smallest dog? How can you tell?

Text features/analyzing

- ▶ Turn to page 4 and discuss the layout of the page and the four categories of information. Read the headings aloud with students, clarifying any unfamiliar vocabulary.

What do you notice about this page? Yes, Paul, the text is in boxes. Does that make it easier to read all the information? How about the headings? Why would the author want us to notice these words?

Analyzing/evaluating

Setting a Purpose

- ▶ Focus the readers on a comprehension focus.

As you read, think about what information the author has included. How might this information help someone to choose a dog?

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



DURING READING

Word solving and building

Analyzing/synthesizing

Analyzing

Analyzing/infering

- ▶ Ask each student to read independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read quietly, assisting them as needed. Some students may need help with word solving. Others may need help with the measurements or interpreting the information offered in the silhouettes.
 - You've read that word a few times. What else can you do to figure out the tricky part? Can you break it into syllables or chunks?
 - Look at the drawings on the bottom right (the silhouettes). What information do you find there? Can you tell me what size dog a (Great Dane) is using the drawings?
 - Show me the bulleted text that tells what colour the (Golden Retriever's) fur is.
 - Where does it tell us how much the (Yorkshire Terrier) weighs? What does "kg" stand for? Is there a connection between the size and the weight of the dog?
- ▶ If students finish early, ask them to reread and look for words that describe each dog's fur, e.g., *straight*, *silky*, *thick*, etc. Students can reread independently or with a partner. The words found can be recorded on sticky notes.
- ▶ Note any successful strategies and any remaining reading challenges.



AFTER READING

Analyzing/evaluating

Evaluating/text features

Evaluating/synthesizing

- ▶ Revisit the purpose for reading: What important information did the author include? How would this help someone choose a dog?
- ▶ Discuss with students the text features they found the most useful in helping to read the book.

Did you find the headings and boxes helpful? What is their purpose in the book? What other things in the book helped you?
- ▶ Ask students to share with the group which dog in the book they liked best and explain why. Encourage students to use the characteristics from the book as their reasons. You may wish to model an example first.

Remember the Irish Wolfhound that lives next door to me? It doesn't fit in my car and it scares my grandchildren, so I wouldn't choose that breed of dog. I would choose the Golden Retriever because it likes to be a part of a family and is friendly. (Model looking at page 5 for this information.)

Making connections/ measuring

- ▶ Invite students to find a way to measure how tall they are (e.g., by using measuring tape). Using their height measurements, have students compare their heights to the heights of the dogs in the guide. Encourage students to find objects in the classroom at the sizes of the different dogs, so they can make comparisons more easily. Students may choose to graph their results.

Self-monitoring

- ▶ Comment on any effective reading strategies you observed.

When Elly read “miniature,” she saw the word “mini.” She knew that meant small so she figured out that “miniature” must mean smaller.

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.

Researching Dogs

- ▶ Invite students to research a dog that wasn’t included in the guide. You might provide picture books about dogs or consider bookmarking an appropriate Internet site for students. Focus students on the way the book is organized, having them note the headings used. Invite students to use this layout to create an additional page on their chosen dog for *A Guide to Dogs*.

ELL Note:

ELLs can create their guide page by picking an image and writing a few words to describe their chosen dog.

Write a Letter

- ▶ Invite students to write a letter to their parents explaining why a particular breed of dog would be right for their family. Encourage students to use the relevant information from the guide.

Design a Guide

- ▶ Have students create their own guide on another topic of their choice, e.g., cats, horses, etc. Remind them to include the text features from *A Guide to Dogs*, and any new features they think might be helpful.

Multi-syllabic Words

- ▶ Select some multi-syllabic words from the text (e.g., *choosing*, *Retriever*, *Goldendoodle*, *purebred*, *crossbred*, *miniature*, etc.). Make a word card for each word and cut each card into syllables. Students can rebuild the words, saying each quietly as they rebuild it. Students can also sort the words into columns based on the number of syllables.