

How to Plan a Trip



Text Type: Non-fiction: Procedure — Poster

Guided Reading Level: N

Summary: This two-sided poster provides information in two formats. Side one is a procedure about how to plan a trip. Side two provides information on six different activities and what you will need for each activity.

Text Features

- ▶ title
- ▶ headings
- ▶ subheadings
- ▶ text boxes
- ▶ bulleted text

Visual Literacy

- ▶ photographs
- ▶ map
- ▶ sticky notes

Text Supports

- ▶ numbered instructions
- ▶ photographs and captions
- ▶ title, headings, and subheadings

Possible Text Challenges

- ▶ variety in layout
- ▶ specialized vocabulary: *brochures, guidebooks, destination, schedules, accommodations, reservation, portable, kayak*

First Session (How to Plan a Trip)

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ evaluating

Working with Words

- ▶ using photographic clues, background knowledge, and word-solving strategies to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ analyze the features of the text
- ▶ evaluate the organization of the text
- ▶ use a range of strategies to solve unfamiliar words

Oral Language Opportunities

- ▶ discussing in groups and pairs

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

Activating and Building Background Knowledge

Making connections

- ▶ Ask students to think about a trip that they have taken with their families or that someone they know has taken. Where were they going on the trip and what did they need to plan for before they left? Use the Think-Pair-Share strategy to activate prior knowledge and have students share with a partner before sharing their ideas with the class.

Has your family ever planned for a trip? Do you know someone who has planned for a trip? What did they, or your family, need to plan for before leaving for the trip?

Making connections/
analyzing

- ▶ Hand out a copy of the poster to each student with the *How to Plan a Trip* side up. Read the title and explain that they're going to read a poster about how to plan for a trip. Ask students to look over the different features of the poster.

Take a minute to look over the different parts of the poster. How does the author share information about planning for a trip?

Discussing Supports and Challenges

Text features/analyzing

- ▶ Have students look carefully at the layout of the poster. Read the introduction text on the large blue sticky note to students and ask them about its purpose: "With some careful planning ahead, you can relax and enjoy a great trip in Canada."

Look at the blue sticky note just below the title. What does it tell you about the poster?

- ▶ Point out the various text features, e.g., headings, subheadings, text boxes, and numbered steps. Read the headings "What You'll Need" and "What You Need To Do," and note that there are numbered steps.

There are headings that organize the information for us. There are also bullet points under each subheading that organize the information. This poster outlines four steps for planning a trip, so we read these in order from 1 to 4.

ELL Note: Work with students to compile a text features chart, including bold headings and subheadings, coloured numbers, captions, and sticky notes. Students can add other features as they notice them.

Text features/analyzing/
sequencing

- ▶ Ask students why we chose to read the blue note and headings first.

Why did we read the blue note first? That's right. The text is right under the title, and it has a special treatment so that we know it's important. It gives us more information about the poster. How do we know what we should read next? Yes, the headings are in colour so they jump out at us.

Sequencing

- ▶ Help students to recognize the structure of instructions. Ask students what to read next.

This poster shows us how to plan for a trip, so we need to read the text in order. First, we need to find out what items we will need to plan for the trip. Then we need to find out the instructions for what we need to do—what steps to follow.

Text features/analyzing/sequencing

- ▶ Point out the numbers and the coloured sticky notes. Explain that the author has used numbers to show us the order of the instructions. Ask students what else the author has done to help them as they read.

The numbers are here to help us follow the steps in order. Why do you think the sticky notes for each step are different colours?

Word solving and building

- ▶ Point out the four instruction subheadings. Ask students to read each of the subheadings. Model breaking up a word in order to solve it.

Let's read the four instruction subheadings for what we need to do to plan a trip. Do we know these words? Let's break them up and skim the bullets underneath to discover the meaning of the words.

Visual literacy/analyzing

- ▶ Tell students that the author has included photographs to support the instructions on planning for a trip. Ask students which of the instructions the photographs support.

How do the photographs help readers plan for a trip? Which of the four instructions do these photographs support?

- ▶ Point out the map on the poster. Have students think about why the author included the map of Canada.

Why is there a map of Canada on this poster?

Analyzing

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

As you read the poster ask yourself, "How is the information organized? Is the information organized in a way that makes sense to me?"

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

- ▶ Ask students to read the text independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read quietly, assisting them as needed. Some may require help word solving and with word meaning. Respond to questions and offer prompts to help them problem solve. Possible prompts:

Self-monitoring
Analyzing/evaluating
Making connections
Word solving and building

- You look puzzled. Read that text box sentence by sentence and then think about the meaning of each sentence.
- How is the information organized? Why is that information included under this heading?
- How does this information connect to what you have experienced on a trip?
- You've read that word a few times. What can you do to try and solve that word?

- ▶ If some students finish early, ask them to read each step with a partner.
- ▶ Note successful reading strategies and any remaining reading challenges.



AFTER READING

Analyzing

- ▶ Revisit the purpose for reading. Have students think about the way the information is organized.

You read this poster to find out how to plan for a trip. How is the information organized? What is the first step to planning for a trip? What do you do next? What can you use to help you read the steps in order?

Evaluating

- ▶ Have students consider if the way the information is organized makes sense to them.

Think about the way the information is organized. Does it make sense to you? Why did the author put the steps in that order? Could the steps be put in a different order? How would you organize the information differently, if at all?

Self-monitoring

- ▶ Comment on any effective reading strategies you observed.

I saw some of you notice you were reading ahead in the wrong order, so you went back to the What You'll Need list, read that first, then moved on to What You Need To Do. Then you went on to reading those instructions in number order. That was good; that's what good readers do.

Word solving and building

- ▶ Revisit any challenging words students encountered and discuss the strategies they used to figure out the words.

Show me a word that you didn't know. What strategy did you use to solve that word?

ELL Note: Reinforce the meaning of the instruction subheads, e.g., "Transportation" and "Accommodations," using the context provided by the bulleted text below each head.

Second Session (Planning for Adventure)

Reading Strategies

Comprehension

- ▶ evaluating
- ▶ making connections

Working with Words

- ▶ using photographic clues, background knowledge, and word-solving strategies to solve unfamiliar words
- ▶ identifying adjectives

Assessment Opportunities

Note each student's ability to:

- ▶ evaluate information provided in the text
- ▶ make connections and access prior knowledge
- ▶ use a range of strategies to solve unfamiliar words
- ▶ identify adjectives

Oral Language Opportunities

- ▶ discussing in groups and pairs



BEFORE READING

Activating and Building Background Knowledge

Making connections

- ▶ Tell students that they will be looking at the second side of the *How to Plan a Trip* poster. Ask students to think about activities on a trip that they have taken or that someone they know has taken. Use the Think-Pair-Share strategy to activate prior knowledge and have students share with a partner before sharing with the class.

What activities did you do on your trip? What about a trip someone has told you about taking? What activities did they tell you about?

Making connections/ analyzing

- ▶ Hand out a copy of the poster to each student with the "Planning for Adventure" side up. Read the title and explain that the title gives information about the whole page. Tell students they are going to read about a few possible activities that they could plan on trip in Canada.

Take a look at the pictures on the poster. Do you see any activities on the poster that were shared by you or one of your classmates?

Text features/analyzing

Discussing Supports and Challenges

- ▶ Have students look carefully at the layout of the poster and think about the information the author is sharing.

How many different activities are included on the poster? What information is included for each activity?

- ▶ Point out the features of each text box (e.g., heading, bulleted text, photograph) as you describe it. Read the headings for one of the activities, noting that they are all organized in a similar way.

There are headings that organize the information for us. There are also bullet points under each heading that organize further information. This poster outlines six possible activities you could do in Canada and what you will need to do each activity.

Visual literacy

- ▶ Have students think about why the author used photographs in the poster.

Why did the author include pictures for each of the six possible activities to do on a trip in Canada?

ELL Note:

Provide additional photographs or videos to support students' understanding if required.

Evaluating

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

As you read the poster, think about why you will need the items listed for each activity.

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

Self-monitoring

Analyzing/evaluating

Making connections

Word solving and building

- ▶ Ask students to read the text independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read quietly, assisting them as needed. Some may require help word solving and with word meaning. Respond to questions and offer prompts to help them problem solve. Possible prompts:
 - Did that make sense? Reread the sentence and think about what would make sense.
 - Why would you need that item when participating in that activity?
 - What items would you need if you wanted to go hiking?
 - Are there any other items that you would need?
 - Have you ever taken these items on an activity that you participated in?
- ▶ Ask students what strategies they can use with unfamiliar words.
- ▶ Note successful reading strategies and any remaining challenges.



AFTER READING

Evaluating

- ▶ Revisit the purpose for reading: Why will you need the items listed for each activity?

You read this poster to discover possible activities you could do when planning a trip in Canada. Each activity lists items you will need when participating in the various activities. Why do you need these items?

Evaluating

- ▶ Have students think about the items required for the activity they would most like to do and write them down. Then ask students to turn to a partner and explain why they would need the items that they listed.

When looking at the activity that you would most like to do, what are some of the items needed for the activity? Discuss why you would need them with a partner.

ELL Note:

ELLs can share an activity popular in their home countries. If necessary, their partners can help them figure out the English words for their items.

Making connections

- ▶ Have students turn and talk to a partner about one activity on the poster that they would like to do. Where in your local community could they take part in the activity? Then have students think about an activity that they could add to the poster and discuss it with their partner.

Turn to your partner and talk about the activity. What items would you need to take part?

Word solving and building

Self-monitoring

- ▶ Have students reflect on strategies they used to solve unfamiliar words.
- ▶ Comment on any effective reading strategies you observed.

I noticed Carlo break the word "sightseeing" into chunks and then reread the sentence. Then he read on and went back to the word. Great strategy, Carlo.

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.

Planning a Trip Poster

- ▶ Have students work through the steps of planning a trip in Canada. As a class, brainstorm the possible places they could plan to go, how they could get there, and where they would stay. Invite students to work individually or in partners to select their destination, method of transportation, and their accommodations. Then have students make a packing list for their trip. These items can be included on a poster and presented to their classmates.

Planning for an Adventure Brochure

- ▶ Ask students to search online for various activities that can be done in Canada. Have students individually, in partners, or in small groups select an activity and create a brochure. The brochure should describe the activity, include pictures, and outline a list of items required in order to participate in the activity.

Word solving and building

Adventure Skit

- ▶ Have students plan and present a skit to the class on an activity they would do on a trip. The skit should include preparing for and participating in the activity. Props could be used to outline the items required when planning the activity.

Adjectives

- ▶ Invite students to identify adjectives, e.g., *amazing*, *great*, *fabulous*, and *fun-filled*. Record the words on a chart. Discuss the purpose of adjectives (to describe nouns) and whether they're used effectively in "Planning for Adventure." Invite students to continue collecting more adjectives from their independent reading and adding them to the chart.