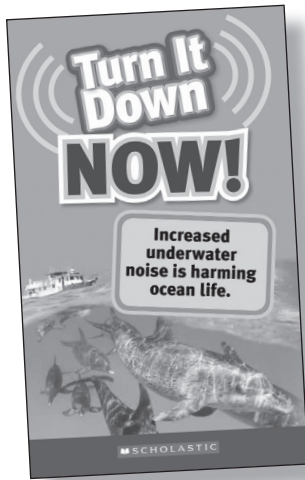


# Turn It Down NOW!



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

**Guided Reading Level:** P

**Summary:** This brochure talks about the harmful effects of underwater noise pollution.

## Text Features

- ▶ text boxes
- ▶ headings
- ▶ bullets

## Visual Literacy

- ▶ variety of fonts and text sizes
- ▶ illustrations and photographs

## Text Supports

- ▶ photographs support the text
- ▶ short informative sentences and lists
- ▶ boxes to separate information

## Possible Text Challenges

- ▶ brochure format may be new
- ▶ specialized vocabulary: *motorized, sonar, acidity, propeller*
- ▶ lots of factual information
- ▶ combination of lists and sentences
- ▶ embedded quotation

## Reading Strategies

### Comprehension

- ▶ synthesizing
- ▶ evaluating
- ▶ making connections

### Working with Words

- ▶ using photographic clues, context, and word solving strategies to solve unfamiliar words
- ▶ word solving and building: suffixes

## Assessment Opportunities

Note each student's ability to:

- ▶ synthesize information to identify the main ideas
- ▶ evaluate/make connections: give personal opinions based on the text and their own experiences
- ▶ solve unfamiliar words
- ▶ identify suffixes

## Oral Language Opportunities

- ▶ discuss in groups and pairs
- ▶ present to the group

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

**Making connections**

## **Activating and Building Background Knowledge**

- ▶ Print the words “noise pollution” on the board. Using the Think-Pair-Share strategy, ask students to discuss what they know about noise and about pollution.

*Who knows something about pollution? Think about all the places we find pollution. What do you think noise has to do with pollution?*

**Making connections/  
text features**

- ▶ Hand out a copy of the brochure to each student. Explain they are going to read about noise pollution under water. Provide time for students to briefly look at the text and identify some of the text features and make connections to any details they might find in the brochure.

*Let’s look at the first bullet under “Hear This!” You probably know sound travels through the air, but did you know sound travels farther and faster in water? Let’s see what other information there is.*

**Text features/analyzing**

## **Discussing Supports and Challenges**

- ▶ Have students look carefully at how the text is placed on the page. Focus their attention on the text boxes. Ask them to find the heading in each box.

*Let’s look at each of the headings. What do you think we will learn in that box?*

**Print concepts**

- ▶ Discuss with the students where they should begin to read. Explain that each section can be read in any order, since this is a non-fiction text and each section contains connected but different information.

*This is a non-fiction text and we can begin to read any section. We need to be sure we read all the sections so we can learn as much as we can about the topic.*

**Visual literacy**

- ▶ Encourage students to look for other special features on the pages. Explain the structure of a brochure and the purpose of photos, illustrations, headings, and panels.

*A brochure uses pictures and words to quickly give people a lot of information about a topic. It is usually folded into sections, and sometimes each panel has more than one section. All the information is connected.*

**Print concepts**

- ▶ Look at the section “Hear This!” and draw the students’ attention to the bullets. Ask them how bullets help them as readers.

*There are a lot of bullets in this text box. Can anyone tell me how that helps readers sort out the information?*

**Synthesizing**

## **Setting a Purpose**

- ▶ Focus the reader on a comprehension purpose. Remind the students that they will be practising the strategy of synthesis as they read. It is important to understand what is important when they are reading a lot of information.

*As you read, I want you to find the main idea for each section and the supporting details. Think about how these ideas fit with what you already know about sound, pollution, and marine life.*

**Teaching Tip:** Synthesis and prediction are closely linked. Be sure that the students understand they are trying to determine what information is most important from *what they have read*. They are not simply trying to make accurate predictions about *what they will be reading*.

**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](http://www.lpey.ca).



## DURING READING

Word solving and building  
Self-monitoring  
Self-monitoring  
Analyzing  
  
Analyzing

- ▶ Ask each student to read the text at their own pace, 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 meanings. Respond to questions and offer prompts to help them problem solve. Possible prompts:
  - Does that word remind you of another word?
  - Did that idea make sense? Maybe you should go back and read that again?
  - What questions are you asking yourself about underwater noise pollution?
  - Show me the bulleted text that lists the harmful effects of noise pollution on marine mammals.
  - Where does it tell you how deep-sea drilling creates noise under water?
- ▶ If students finish early, ask them to reread and look for words that contain suffixes. The words can be recorded on a sticky note.
- ▶ Note successful reading strategies and any remaining reading challenges.



## AFTER READING

Synthesizing

- ▶ Revisit the purpose for reading:  
Finding the main idea and the supporting details for each section.

*What main ideas did you learn about? What details supported each main idea? Did any of your thinking about noise pollution or marine life change as you read this brochure? If so, in what way?*

Evaluating

- ▶ Extend the understanding by offering prompts to continue the discussion:
  - Which bullet was the most interesting to you? Why?
  - Did you learn something new about noise pollution?
  - Does it matter which section you read first? Explain your thinking.
  - Did this brochure convince you that underwater noise pollution is an important issue? Why or why not?

Making connections

- ▶ Revisit the “Take Action” section and discuss what things students could incorporate into their own lives. As a group, come up with additional actions to add to the list.

*What have you learned about noise pollution that you can use in your own life?*

## 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 Brochure***

- ▶ Invite the students to make a brochure about the effects of pollution in the world, considering how each panel can be related, but has a different focus. They could also make a brochure on a topic of their choice.

### ***Group Presentation***

- ▶ Students can present their brochures to the group/class, describing their favourite panel, and the process they went through to create the panel.

### ***Analyze Other Brochures***

- ▶ Have student collect brochures from home or within their community and compare the types of information that they find. Invite them to practise synthesizing the information to determine the main point of the brochure.

### ***Dramatize***

- ▶ Students could choose a scenario from the brochure to present to the rest of the class.

### ***Suffixes***

- ▶ Invite students to find words with suffixes in this brochure and to record them on small cards. Make cards that show the root of each word. They might also make additional cards using the root words and other suffixes. These cards could be use for a matching game.
- ▶ Have student locate words containing suffixes in other texts they are reading. They can also identify suffixes deliberately as they create their own brochures (or in other writing).

## Word Solving and Building