

# Discover Arctic Canada



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

**Guided Reading Level:** Q

**Summary:** This brochure encourages readers to plan their own Arctic adventure by describing the transportation, accommodation, and destination highlights of six distinct Arctic destinations. Also included are fitness expectations, safety recommendations, and packing and planning guidelines to help ensure a safe and enjoyable Arctic adventure.

## Text Features

- ▶ maps with key and labels
- ▶ headings and subheadings
- ▶ colour photographs
- ▶ bulleted lists

## Visual Literacy

- ▶ various fonts, bold text, headings, subheadings
- ▶ photographs, maps
- ▶ brochure format

## Text Supports

- ▶ detailed maps
- ▶ engaging topic
- ▶ appealing activities
- ▶ colour photographs

## Possible Text Challenges

- ▶ layout of text information
- ▶ reading the maps
- ▶ multi-syllabic vocabulary
- ▶ location/subject-specific vocabulary (e.g., *Cambridge Bay, Gjoa Haven, Paulatuk, geographic, tundra, Norwegian, Amundsen, Klondike*)

## Reading Strategies

### Comprehension

- ▶ evaluating
- ▶ making connections

### Working with Words

- ▶ using multiple strategies, such as root words, suffixes, context and visual clues to solve multi-syllabic words

## Assessment Opportunities

Note each student's ability to:

- ▶ evaluate the effectiveness of the brochure
- ▶ evaluate the difference between a fact and opinion
- ▶ make connections to personal knowledge and experiences
- ▶ solve unfamiliar words using various strategies

## Oral Language Opportunities

- ▶ discussing in groups and pairs
- ▶ Think-Pair-Share

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

Text features/visual literacy

- ▶ As a group, invite students to take a minute to look at the brochure and discuss how it is organized. Encourage students to identify that brochures are often double-sided with narrow panels of information, include a variety of headings/subheadings, and usually include colourful illustrations or photos.

Evaluating/text features

- ▶ Explain that the purpose of a brochure is to persuade the reader to try their product or service by providing information about the topic. As a group, discuss what text features this brochure has included that helps persuade readers to go visit the Arctic.

*Why do you think Arctic Adventures might have chosen a brochure to share their information? What do you notice about the colours and layout?*

Predicting/  
making connections/  
analyzing

- ▶ Hand out copies of the brochure and have students look through it. Tell students, “Today we are going to read a brochure about Arctic Canada. Has anyone ever been to Arctic Canada before?” Encourage students to analyze the headings carefully to help them make detailed predictions about the various places they could visit in the Arctic and the types of activities they could do while there. As they investigate the brochure further, invite students to add to their initial predictions about the brochure’s content or revise their thinking. Students can do this in partners or you can conduct this as a whole-group activity.

Word solving and building

## Discussing Supports and Challenges

- ▶ Tell students that they will encounter specific vocabulary words associated with the Canadian Arctic (*Cambridge Bay, Gjoa Haven, Paulatuk, geographic, tundra, Norwegian, Klondike*, etc.). Ask them what strategies they can use to figure out unfamiliar words.

*Remember there are lots of strategies you can use to figure out a word you don't know. Who can name some before we start reading? Yes, Michael, you can break up a word and see if there's a smaller word you do know.*

### ELL Note:

Make a list of challenging words on chart paper or on the board (e.g., *fabulous, geographic, tundra, migrate*, etc.). The meanings of the words should be discussed before reading.

Text features

- ▶ Draw students’ attention to the maps found throughout the brochure. Remind students how to use a key and discuss the abbreviations used for various provinces. Encourage discussion about why the author noted the Arctic destination with a red star and wrote the names in yellow as a means of drawing attention to the destination.

Making connections

- ▶ Invite students to notice where the destinations advertised are located in relation to where they live to give them a better idea of the geographic area being discussed.

*Where is Yellowknife? Show me on the map in the brochure. That's right, Suzie, it's in the Northwest Territories. Now, who can show me where we are on the map? Are we close or far away?*

Evaluating

### Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

*As you read this brochure, I want you to think about how effective it is at persuading you to book an Arctic adventure.*

### 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

Word solving and building  
Analyzing  
Analyzing  
Evaluating

- ▶ Ask each student to read independently, keeping in mind the purpose for reading. Remind students to note any vocabulary words they are unfamiliar with on their sticky notes.
- ▶ 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:
  - What have you learned that can help you figure out that word?
  - Where does it tell us the highlights about Victoria Island?
  - Look at the map. What information will you find there?
  - What do you think is the most important piece of information about each place?
- ▶ If students finish early, they can review any words they have recorded on their sticky note and try to predict what they might mean.
- ▶ Note successful reading strategies and any remaining reading challenges.



## AFTER READING

Evaluating

- ▶ Revisit the purpose for reading: Was this brochure effective at persuading you to book an Arctic adventure?

*Did the brochure convince you to take a trip to the Arctic? What different things did the author do to try to persuade you? Think about the language and photographs used. Was there anything included that might make you not want to visit the Arctic?*

### ELL Note:

Work with students to build a Text Features chart for brochures, adding features from this reading such as headings, maps, photographs, logo, etc. Have students examine other brochures to find additional examples of these various text features.

Evaluating

- ▶ With a partner, invite students to share which area they would most like to visit in the Arctic and why. Remind them to share their opinions and rationale for their choice. Once students have shared with their partner, encourage them to share their choice with the whole group. (Think-Pair-Share)

Evaluating

- ▶ As a group, discuss the difference between a fact and an opinion. Encourage students to find specific examples of each in the brochure (e.g., Fact: “Dawson City is located in the Klondike.” Opinion: “The lake is one of the best fishing spots in North America.”). As a group, discuss how effective it is to include both facts and opinions as a persuasive strategy to encourage Arctic travel.

## Word solving and building

- ▶ Discuss the words students recorded on their sticky notes. Have all of the students find each word in the brochure and discuss which strategies they found most successful to solve unfamiliar words. Praise students' effective use of reading strategies and correct any misinterpretations of word meaning or pronunciation.

*There were some hard words in this text. I saw George chunk the word "temperature": temp-er-a-ture. He then put it all together. That's what good readers do.*

## Self-monitoring

- ▶ Comment on any effective reading strategies you observed.

*I noticed Krista had trouble understanding a sentence, so she went back and reread it carefully. Well done, Krista!*

## Rereadings

- ▶ Provide opportunities for students 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.

### **Research**

- ▶ Encourage students to choose one Arctic destination from the brochure that they would like to visit. Have students research three to five interesting facts about that destination to share with the class. Research ideas can include population, entertainment, industry, animal life, etc.

### **Write a Letter**

- ▶ Invite students to write a letter to their parents persuading them why they should be able to go on an Arctic adventure to the destination of their choice. Encourage students to include the relevant information from the brochure (destination name, activity highlights, accommodation, safety aspects, time away, etc.) as well as why the destination appeals to them.

### **Create a Brochure**

- ▶ Students can make their own persuasive brochures. Encourage students to use language and text features they noted from the Discover Arctic Canada text. They can share and compare their final brochures in small groups.

### **Plan a Trip to the Arctic**

- ▶ Tell students they have been given the opportunity to go visit the Arctic, but they need to be prepared. Encourage them to reread the brochure with a critical eye. What, if any, information is missing from the brochure? Encourage students to look for information they would need to take this holiday (e.g., cost of the trip, cost of the flight, number of flights per day, experience of the guide, number of people in each group, etc.). In partners, have students discuss how this information would help them plan a trip.