



WACKY BRIDGES

TEXT TYPE: Non-fiction: Description—Magazine Article
GUIDED READING LEVEL: M

SUMMARY: Most people think all bridges are the same. This piece looks at some very interesting and different types of bridges found in various parts of the world.

TEXT FEATURES

- insets (Fun Facts)

VISUAL LITERACY

- photographs

TEXT SUPPORTS

- headings
- subheadings

POSSIBLE TEXT CHALLENGES

- layout
- some difficult vocabulary, e.g., 'pedestrian,' 'octagon,' 'alcove'
- some difficult place names, e.g., 'Telok Blangah,' 'Meghalaya'

FOCUS COMPREHENSION STRATEGY

- analyzing

FURTHER COMPREHENSION STRATEGIES

- synthesizing
- self-monitoring

ORAL LANGUAGE OPPORTUNITIES

- List/Group/Label strategy
- group discussion
- mock interview (option 3 in Focused Rereading)

WORKING WITH WORDS

- word solving and building: using word chunks to figure out unknown words

ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- analyze to find facts
- retrieve information from text and visual features
- identify the most important pieces of information

ASSESSMENT TOOLS

Select from the following:

- Analyzing Strategy Checklist
- Comprehension Strategies Anecdotal Record

BEFORE READING

Making Connections: Text to Self and Text to World

Activate and build prior knowledge

- Introduce students to text by making connections to their own lives. Ask, *Have you ever travelled across a bridge?* Discuss where the bridge was located and its purpose. Ask students if they know of any famous bridges. Discuss the features of these bridges and why the bridges are famous.

TEACHING TIP: Remind students that making connections means activating their background knowledge and experiences. For text to self, they should link the author's ideas to their own experiences and the knowledge they have acquired. For text for world connections, they should compare the information in the text with information with other texts and link it to larger issues in the world.

Text Features and Visual Literacy Features

Introduce supports and challenges

- Have students skim the text. Direct them to the inserts. Ask, *What do you think the purpose of the Fun Fact text boxes are?*
- Ask students to identify whether this text is fiction or non-fiction. Ask, *Do you have to read this text in the same way you would read a fiction text?* Discuss that the text does not have to be read from start to finish in the same manner a fiction text is read.

Word Solving and Building

- Point out the word 'pedestrian.' Talk to students about strategies they could use to determine what the word is and the meaning.
- Explain to students there are some place names in the text that they may have to figure out, e.g., 'Telok Blangah Hill.' Ask, *What are some strategies you can use to figure out new place names?*

Analyzing

Set a purpose for reading

- Say, *As you read this text, find some reasons why the bridges you are reading about are different than most of the bridges you already know about.* Remind students of the strategies discussed to solve new words and place names they may encounter in the text.

Provide for early finishers

- Students who finish early can reread the text to find additional reasons as to why the bridges they read about are so unique.

Analyzing

DURING READING

Monitor reading

- Have a student read a portion of the text aloud to you. Provide comprehension prompts that highlight the analyzing strategy. For example, *What do you think makes this bridge so different from other bridges?* Note the word solving strategies used as the students read the text.

Observe

- Make observations on your assessment tools. (See the Analyzing Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 4 Literacy Support Guide*.)
- Note any successful strategies used by students as they read the text.

AFTER READING

Revisit the purpose for reading

- Use the List/Group/Label strategy to determine what students learned about the unique bridges. Ask, *What were some of the facts you learned that made these bridges different from the bridges you already know about?* Give the students sticky notes to record their ideas. Place common ideas found on the sticky notes into groups. Label each group. Review all of the groups created together, looking at the facts students selected about the various bridges.

Check on outstanding challenges

- Your observations will help you determine any challenges students experienced. Discuss and clarify these, e.g., difficult words, the layout of non-fiction text, and so on.

Note successful strategy use

- Have students share the strategies they used to solve any words that were new to them. Ask students, *Can you give me an example of a word you did not know at first and what strategy you used to figure the word out?*

FOCUSED REREADING

Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 4 Literacy Support Guide*.

Written

Analyzing

- Have students write a Top Five List of the most amazing facts they learned about the bridges they read in the text.

Artistic

Synthesizing

- Invite students design and draw a plan for their very own ‘wacky bridge.’ The plan should include the location of the bridge, the features that make it unique, and any other details the students feel are important.

Oral/dramatic

Synthesizing

- Students can work in partners, one student being the interviewer, the other being the interviewee. The interviewee has visited all four bridges mentioned in the text. The interviewer will ask questions related to the ‘wacky bridges,’ including the most interesting facts about each bridge.