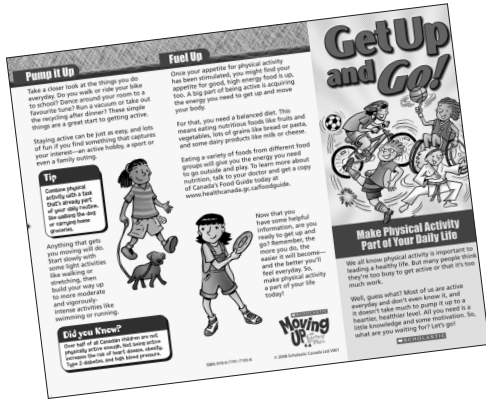


GET UP AND GO!

TEXT TYPE: Non-fiction: Persuasive—Brochure
GUIDED READING LEVEL: R



SUMMARY: This brochure is about being active. Topics covered include: staying fit, measuring your heart rate, taking a pulse, and proper nutrition.

TEXT FEATURES

- text boxes
- Website
- bulleted list
- numbered list of instructions

VISUAL LITERACY

- illustrations

TEXT SUPPORTS

- headings
- chart

POSSIBLE TEXT CHALLENGES

- brochure layout
- some health and science content might be unfamiliar (stress, blood circulation, oxygen)
- specialized vocabulary: ‘Endurance,’ ‘cardiovascular,’ ‘obesity,’ ‘Type 2 diabetes’

FOCUS COMPREHENSION STRATEGY

- self-monitoring

FURTHER COMPREHENSION STRATEGIES

- making connections: text to self, text to world
- predicting

ORAL LANGUAGE OPPORTUNITIES

- Ranking Ladder strategy
- discussing with a group
- healthy living commercial performed by students (option 3 in Focused Rereading)

WORKING WITH WORDS

- language predictability: uses language strategies (e.g., rereads, pauses and self-corrects, refers back to a previous sentence or a chart) to support predictions for unfamiliar words in context
- language predictability: uses dictionaries and reference tools to check on word meanings

ASSESSMENT OPPORTUNITIES

Observe each student’s ability to:

- make predictions from text and picture cues
- recognize and analyze multi-syllabic words
- use transition phrases to aid in comprehension of text

ASSESSMENT TOOLS

Select from the following:

- Self-monitoring Strategy Checklist
- Comprehension Strategies Anecdotal Record

BEFORE READING

Making Connections: Text to Self

Activate and build prior knowledge

- Ask students what kinds of activities they enjoy. Create a list with students of all the activities they enjoy. Then ask students which activities listed are good for their health and why they think they are healthy. As a Ranking Ladder activity, (see Oral Language Strategies in the *Grade 4 Literacy Support Guide*) direct students to come up with a two-column chart. This chart should organize the hobbies and activities they enjoy by placing them in either column one, which contains activities that are physical, or in column two, which lists those that do not have a physical component.

Self-monitoring

Introduce supports and challenges

- Ask students whether they think asking themselves ‘Does this word or sentence make sense?’ is important to understanding while reading. Let them know that while reading this brochure, there are sure to be words they will find challenging. Encourage them to meet these challenges by using appropriate reading strategies, e.g., inferring as to meaning using context clues as a guide, chunking large words, or using a dictionary. If there is time, have students look at the section that discusses measuring a pulse. Ask them, *What strategy would help understand these steps?* (sequencing)

Predicting

- Show students the front cover of the brochure. Read the title and ask them what they think this text might be about. Ask, *Have you ever seen this type of text before? What do you think the purpose of a brochure is? What do you think the purpose of this specific brochure might be?*

Text and Visual Literacy Features

- Distribute copies of the brochure to students and point out the different panels of the brochure and how it is set up. Discuss the various features of the brochure: headings, text boxes, Website reference, illustrations, and so on. Have students open the brochure and identify the bulleted list on the ‘Go for the Glow’ panel. Ask students to explain the purpose of this list. Have students find the chart in the ‘Staying Fit’ panel. Ask them how to read this chart.

Language Predictability

- Point out the word ‘Endurance.’ Ask, *How would you go about reading this word? What strategies would you use?* With the help of students, read the word and determine its meaning, using strategies, such as syllabication, prior knowledge, reading on, context clues, and using a dictionary and/or thesaurus. Encourage students to use these strategies when reading other challenging words, e.g., ‘obesity’ and ‘cardiovascular.’

Self-monitoring

Set a purpose for reading

- Say, *I want you to read this text to find out about how to stay active and be healthy.* Distribute two different coloured sticky notes (pink and green) to students. Remind students of the strategies they used to

figure out the words ‘Endurance,’ ‘obesity,’ and ‘cardiovascular.’ Let them know that different strategies might be better suited to different challenges and to ask themselves what will work best for them as they encounter different challenges in the text.

- Ask students to put a pink sticky note on the part of the brochure where they had difficulty with a word they couldn’t figure out and a green sticky note where they figured out a word using one or more of the strategies discussed. You may want to model this first. Ask, *How did you solve a problem where this green sticky note is placed? What worked best for you?*

ESL NOTE: Allow students to use a dictionary for some challenging words, e.g., ‘resistance,’ ‘accumulate,’ ‘increments,’ ‘moderate.’

Provide for early finishers

- Students who finish early can share where they had their pink sticky notes with another student who is finished.

DURING READING

Monitor reading

- Have a student read a portion of the text aloud to you. Always provide a comprehension prompt that highlights the focus strategy (self-monitoring), e.g., *How could you figure out that word? Did you find you needed or used a dictionary? Do some ways of figuring out what is being said help more than other ways for you?*

Observe

- Make observations on your assessment tools. (See the *Self-monitoring Strategy Checklist* and the *Comprehension Strategies Anecdotal Record* in the *Grade 4 Literacy Support Guide*.)

AFTER READING

Revisit the purpose for reading

- Ask students what they learned about staying active. Ask, *Where did you find difficulties in this brochure? How did you overcome them to gain your new knowledge? Did you find you had to adapt, or change, your strategies as you encountered different challenges or things that were harder to understand?*

Check on outstanding challenges

- Your observations will help you work out other challenges students experienced. Discuss and clarify at this point, e.g., a difficult word, the format of a brochure, the three-column chart, and so on.

Self-monitoring

- Ask students to share their green sticky notes and explain how they solved any of the words they had difficulty with. Might these strategies help them in figuring out the text marked with the pink sticky notes?

Note successful strategy use

- Explain a successful strategy you observed, e.g., *Rania was having difficulty with the word ‘cardiovascular.’ I really like how she went to the science dictionary when she realized there was no glossary in the brochure. She also realized on breaking down this word, ‘cardio’ sounded familiar—she had heard this word before in reference to the heart.*

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

- Using their two-column charts from Before Reading’s Ranking Ladder activity as a reference, students can write a paragraph or two on what they can do to get more active in their own daily lives. Encourage students to make a first draft, then a final draft, using aids (such as a thesaurus) during their writing process.

Artistic

- As a group, brainstorm ideas for other brochures students could create related to health and fitness. Have a variety of brochures on hand for students to look at. Invite students to create their own brochures working alone or in pairs.

Oral/dramatic

- Students can write and create a public service commercial promoting active, healthy living, to be performed for other students. If students are unsure what a public service announcement is, give a quick description of what it is, and where they might have seen one (on TV, posters, brochures). Students can use the information learned from the brochure, and they can supplement this information by researching nutrition, fitness, and other health topics (students can use the Website noted in the brochure as an online starting point). The commercial can be a minute or so in length and have the tone of a public service message, but should include students’ own personal voice.

Synthesizing

**Making Connections:
Text to Text**

**Making Connections:
Text to World**