



Note: You may want to focus only on a spread or a specific feature of the text rather than covering this non-fiction text in its entirety.

KIDS IN CANADA

Compiled by Tara Harte

TEXT TYPE: Non-fiction: Descriptive—Statistics
GUIDED READING LEVEL: S

SUMMARY: ‘Kids in Canada’ talks to grade four students across the nation about their favourite foods, subjects, interests, and what they love about Canada. This text provides the opportunity to examine both facts and opinions about our country. Interesting trivia facts are sure to engage the reader.

TEXT FEATURES

- headings/subheadings
- bolded terms

VISUAL LITERACY

- table of contents
- pictures
- captions
- graphs (line, bar)
- charts (pie, boxed)
- speech balloons
- checklists/lists

TEXT SUPPORTS

- supportive pictures and illustrations
- facts and opinions are presented using a range of visual literacy features

POSSIBLE TEXT CHALLENGES

- people and place names
- mathematical terms (numerical and measurements)
- graphs, charts, lists
- some difficult words (for both word recognition and word meaning, e.g., ‘official,’ ‘specialty,’ ‘intersection,’ ‘international,’ ‘Multiculturalism’)

FOCUS COMPREHENSION STRATEGY

- evaluating

FURTHER COMPREHENSION STRATEGIES

- analyzing
- making connections: text to self

ORAL LANGUAGE OPPORTUNITIES

- Say Something strategy
- short presentation on student families (option 3 in Focused Rereading)

WORKING WITH WORDS

- word solving and building: frequently uses meaning connections to solve a range of unfamiliar words and construct meanings (e.g., knowing ‘nation’ can help you word solve and understand the meaning of ‘international’)
- word solving and building: uses a range of strategies to read multi-syllabic words, including using knowledge of prefixes and suffixes and chunking words into parts

ASSESSMENT OPPORTUNITIES

Observe each student’s ability to:

- retrieve information from visual literacy features
- use information from the text to provide evidence for opinions and ideas
- understand the difference between fiction and non-fiction and between fact and opinion, and provide personal opinions about facts and ideas
- evaluate the author’s bias

ASSESSMENT TOOLS

Select from the following:

- Evaluating Strategy Checklist
- Comprehension Strategies Anecdotal Record

First Session (pages 1–7)

BEFORE READING

Predicting and Evaluating

Activate and build prior knowledge

- Examine the front and back covers and read the blurb together. Discuss: *What topics do you predict will be explored in this text? As a grade four student, what facts and opinions would you like to see reflected in this book?*

Word Solving and Building

Introduce supports and challenges

- Direct students to page 3 of the text. Locate the word ‘international.’ Discuss how readers can solve unfamiliar words by focusing on connections. Ask: *What smaller word do you recognize within this word? Can you think of other words in which ‘nation’ can be found?* Record these words on a chart. Model how to colour code the words by using one colour for the root word, and different colours for the prefixes and suffixes. Colour coding the words will encourage students to focus on structure and meaning cues.

Visual Literacy Features and Evaluating

- Direct students to page 3 of the text and read the information together. Ask, *Is this book fiction or non-fiction?*
- Instruct students to turn to the section ‘Living in Canada’ on pages 4–5. Discuss the importance of closely examining all the many features found on the page, including titles, subtitles, photographs, captions, graph, and chart.
- Invite students to examine the graph on page 6. Ask: *How are these representations similar or different to the graph on page 4? Which representation do you find the easiest to read?*

Evaluating

Set a purpose for reading

- Direct students to read all the information on pages 4–7. Instruct students to consider the following questions: *How does the information provided represent you and where you live? Do you agree or disagree with the opinions stated in the text?*

Provide for early finishers

- Early finishers can write a response indicating agreement or disagreement of the opinions represented in the pie chart on page 6.

DURING READING

Monitor reading

- Have each student read a portion of the text aloud to you. Assist with word solving, vocabulary, and comprehension of written text as well as text and visual literacy features. Always provide a comprehension

prompt that highlights the focus strategy (evaluating), e.g., *What is your opinion about this topic or idea? What do you believe? How did the author get us to believe that?*

Observe

- Make observations on your assessment tools. (See the *Evaluating Strategy Checklist* and the *Comprehension Strategies Anecdotal Record* in the *Grade 4 Literacy Support Guide*.)
- Note any successful reading strategies you observe, e.g., students distinguishing between fiction and non-fiction, and fact and opinion, students retrieving information from visual literacy features, students using meaning connections to solve a range of unfamiliar words and construct meaning.

AFTER READING

Revisit the purpose for reading

- Revisit your purpose for reading. Discuss: *How does the information provided represent you and where you live? Do you agree or disagree with the opinions stated in the text?* The Say Something strategy (see Oral Language Strategies in the *Grade 4 Literacy Support Guide*) provides an effective structure for facilitating this conversation.
- Introduce the BLM organizer *Kids in Canada: Fact or Opinion?* (Please visit www.movingupwithliteracyplace.ca for a reproducible version of the organizer.) Students can work with a partner to review the information from this session, and record examples of facts and opinions stated by the author.

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 or a challenging visual literacy feature.

Note successful strategy use

- Explain a successful reading strategy you observed, e.g., *When Elle was reading, I noticed how she was paying close attention to the difference between a fact and an opinion, as she thought they were mixed closely together in this book. When she recognized an opinion, she stopped and considered her own view on the topic.*

Evaluating

Optional Approach

You may wish to have students read the rest of the text independently. Set a purpose for reading and choose a date to come back together to discuss and work with the text using the Optional After Reading session (see page 7). It is recommended that you do some diagnostic work with students or hold a book discussion halfway through to check their comprehension of the text.

Evaluating

Setting a Purpose

Read the text in order to find and record facts and opinions about living in Canada. Use the BLM organizer *Kids in Canada: Fact or Opinion?* to record the information.

Second Session (pages 8–11)

BEFORE READING

Activate and build prior knowledge

ESL NOTE: Discuss different types of families: single-parent, step-parents, divorced parents, common-law, same-sex partners, and so on, since students from some cultures may not have encountered some of these situations before. Students should have an awareness and understanding of these families.

Evaluating

- Review why it is important for readers to evaluate text by recognizing the difference between fiction and non-fiction, and facts and opinions.

Word Solving and Building

Introduce supports and challenges

- Direct students to page 8 of the text ('Canadian Families'). Locate the word 'adoptive.' Review how readers can solve unfamiliar words by focusing on connections. Ask: *What smaller word do you recognize within this word? How can you use your understanding of 'special' to help you solve and construct meaning of the word 'specialty'? Can you think of other words in which 'adopt' can be found?*

Evaluating and Analyzing

- Provide students with the opportunity to preview pages 8–11. Revisit the importance of closely examining all the features located on the pages, including titles, subtitles, visuals, captions, chart, and graph.
- Direct attention to the chart on page 10 ('What's Your Favourite Physical Activity?'). Discuss how the information is organized. Ask: *Why has the author included three columns of numbers for each activity? Does this chart represent your opinions about favourite physical activities? How has the author decided how to order the list of activities?*

Evaluating

Set a purpose for reading

- Instruct students to read pages 8–11. While reading, students should continue to consider the following questions: *How does the information provided represent you and where you live? Do you agree or disagree with the opinions stated in the text?* Instruct students to continue to record facts and opinions on the BLM organizer *Kids in Canada: Fact or Opinion?*

Provide for early finishers

- Instruct an early finisher to reread sections of the text to add more information to the BLM.

DURING READING

Monitor reading

- Have each student read a portion of the text aloud to you. Assist with word solving, vocabulary, and comprehension of written text and text and visual literacy features. Always provide a comprehension prompt that highlights the focus strategy (evaluating), e.g., *What’s your opinion about...? Is this true or is this opinion? How do you know?*
- Give feedback on student successes and an area that may need attention.

Observe

- Note any successful reading strategies you observe, e.g., students providing their own opinions about facts, ideas, and opinions covered in the text, and students understanding the difference between fiction and non-fiction, and between facts and opinions.

AFTER READING

Revisit the purpose for reading

- Discuss the importance of evaluating an author’s possible bias when reading. Revisit ‘Canadian Families’ (pages 8–9). Challenge students to consider whether or not this section of the text represents all types of families in Canada. Ask: *How does the information in this section represent your family? Is there any important information about your family missing?* This dialogue will provide a meaningful context for discussing the many family variations in Canada, including same-sex partner families, for which students should develop an awareness and understanding.
- Ask students to share facts and opinions recorded on the BLM.

Evaluating

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 or a challenging visual literacy format. Did students have difficulty reading the chart on page 10?

Note successful strategy use

- Explain a successful reading strategy you observed, e.g., *I asked Tristan to identify where the author did an effective job of presenting facts to the reader. Tristan showed me the chart on page 10. He commented on how the author divided the data into viewpoints of girls and boys. He felt that this made the information easier to understand.*

Third Session (pages 12–16)

BEFORE READING

Evaluating

Activate and build prior knowledge

- Invite students to briefly scan pages 12–16, predicting content using the various visual literacy features.
- Encourage students to consider the importance of evaluating the author’s presentation of the facts and opinions in the text. Ask: *When you were reading the other sections of this book, which features (e.g., lists, charts, and graphs) did you find the easiest to read and locate information? Why did you prefer these features?* Direct students to revisit the text and refer to specific examples of the features in discussion.

Word Solving and Building

Introduce supports and challenges

- Direct students to pages 14–15 of the text. Assist students by reviewing challenging place names included in the text, e.g., ‘Transportation Museum,’ ‘Lake Diefenbaker,’ ‘Nanaimo.’ Encourage students to chunk words such as these into smaller parts.

Evaluating

Set a purpose for reading

- Instruct students to read pages 12–16, noting facts and opinions on the student organizer (please note there are no boxes provided for ‘Final Thoughts’ on the BLM). Encourage students to continue to evaluate the author’s presentation of ideas and facts during this reading session.

Provide for early finishers

- Instruct an early finisher to revisit ‘Final Thoughts’ on page 16. Ask: *What final thoughts statement might you make if you were interviewed about living in Canada?*

DURING READING

Monitor reading

- Have each student read a portion of the text aloud to you. Assist with word solving, vocabulary, and comprehension of written text and text and visual literacy features. Always provide a comprehension prompt that highlights the focus strategy (evaluating), e.g., *What is the general feeling kids living in Canada have about their country, as seen on page 16?*

Observe

- Note any successful reading strategies you observe. Encourage students to use a variety of strategies if needed. If a student is struggling with a specific word and a strategy is not helping, discuss other possible strategies to try.

AFTER READING

Revisit the purpose for reading

- Ask students to share facts and opinions recorded on the student organizer.

Check on outstanding challenges

- Ask students what they found most challenging in this book: the complex layout, line graph, distinguishing between facts and opinions, new exposure to different kinds of families? Discuss these outstanding challenges and how best to overcome them.

Note successful strategy use

- Explain a successful reading strategy you observed, e.g., *I asked Mina to evaluate the author's section on food trivia. She suggested that it would be helpful if the author commented on a wider range of food options. Mina felt that not all grade four students would be represented in the information on pages 12–13.*

Evaluating

Optional After Reading

Analyzing

If students have completed the text independently, use the following After Reading Discussion and activity suggestions to support comprehension, word solving, and good reader strategies.

Ask students, *What new facts did you learn about Canada that surprised you?*

Evaluating

Ask, *Were there any cultures or backgrounds you did not see in this book that would have been nice to read about?*

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 prefer to choose a Reader Response activity from the *Grade 4 Literacy Support Guide*.

Written

- Instruct students to reread the ‘Final Thoughts’ section on page 16. Direct each student to interview and discuss with classmates their opinions on living in Canada. Then have the students organize the responses in a similar fashion to the ‘Final Thoughts’ page, and post the final version on a class wall. After this activity is complete, follow up with those who conducted and published the interviews. Ask them how their skills in listening and reading helped them in writing the interviews they presented for the class. Students should be aware that they used all these skills to accomplish this written activity.

Artistic

- Invite each student to create a poster or brochure advertising a popular or favourite Canadian location or attraction.

Oral/dramatic

- Invite students to give a short presentation on their family’s experience in Canada. This activity aims to give exposure to different family experiences in Canada by encouraging students from a variety of backgrounds and family structures to share with other students what living in Canada is like for their family.

Analyzing and Evaluating

Evaluating

**Making Connections:
Text to Self**