



## DISCOVER MONGOLIA

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

**SUMMARY:** This brochure persuades the reader to board a time travel machine during a six-day tour of Mongolia as its territory expanded from approximately 214 BCE through to the 14<sup>th</sup> century. This time period spans the creation of the Great Wall of China, the reign of Genghis Khan, and the creation of a world empire under his sons and grandson.

**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.

### TEXT FEATURES

- sidebars
- headings and subheadings
- captions
- text boxes

### VISUAL LITERACY

- maps
- map insets
- map key
- photographs
- timeline
- chart
- logo of 'Once Upon a Time Travel'

### TEXT SUPPORTS

- sequential layout of itinerary
- timeline
- strong photographic support

### POSSIBLE TEXT CHALLENGES

- names of countries, cities, towns, sites
- subject-specific vocabulary describing Mongolian weaponry, clothing, food
- print and design layout (e.g., vertical, diagonal, horizontal, captions above and below photographs, labels on maps)

### FOCUS COMPREHENSION STRATEGY

- inferring

### FURTHER COMPREHENSION STRATEGIES

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

### ORAL LANGUAGE OPPORTUNITIES

- Say Something strategy
- sharing ideas
- interview of Mongolian ruler for TV show (option 3 in Focused Rereading)

### WORKING WITH WORDS

- word solving and building: uses a range of strategies to read multi-syllabic words, including chunking words into parts
- language predictability: uses context (text and visual features such as maps, pictures, and timelines) and some basic strategies such as background knowledge and rereading the sentences around to work out word meanings

### ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- read text and visual literacy features in assorted arrangements and layouts
- infer the meaning of words and ideas through using words in context, visualizing, making connections to relevant background knowledge, and questioning
- understand and evaluate features of persuasive writing

### ASSESSMENT TOOLS

Select from the following:

- Inferring Strategy Checklist
- Comprehension Strategies Anecdotal Record

# First Session (pages 2–3)

## BEFORE READING

### **Activate and build prior knowledge**

**ESL NOTE:** Allow students to read a bit about Mongolia either in English or in their first language beforehand.

### **Predicting and Making Connections: Text to Self, Text to Text, and Text to World**

- Ask students, *Has anyone taken a trip to a faraway destination? How did you get there? How did you know which sites to see?* Tell students that they will be reading a travel brochure. Explain that the purpose of a travel brochure is to persuade people to take a trip.
- Distribute the text to students. Tell them that they are going to read a non-fiction brochure that will take the reader back in time, eight centuries ago (800 years), to the year 1206, during the period of the Mongolian Empire. Ask students what they know about Mongolia or the Mongolian Empire. Ask them to examine the cover to predict what they will be learning about.

### **Inferring and Text and Visual Literacy Features**

### **Introduce supports and challenges**

- Ask students to think about the layout of the text. Ask, *Where are the maps, pictures, captions, and text boxes placed on the page? Why do you think it was done this way?* (They are placed beside sections of print to highlight important additional information to what is stated under the headings. They help the reader visualize and infer information.)
- Tell students to look at the ‘Quick Facts’ sidebar on page 2. Ask, *What information does this give the reader? Infer how this information might help the traveller in preparing for the trip?*
- Ask students to refer to the timeline at the bottom of the pages. Ask, *What information is placed on a timeline? How does the use of a timeline support the reader?* Explain that the timeline gives a sequential overview of the most important dates in the history of the Mongolian Empire. Read the timeline as a think-aloud, so that students become more comfortable referring to it while reading details in the paragraphs above it.
- Point out to students that another way of denoting time in this text is the use of the term ‘century.’ Say, *We live in the 21<sup>st</sup> century. That includes the years 2000 to 2099. Most of the information in this text includes the 1100s (12<sup>th</sup> century) to the 1300s (14<sup>th</sup> century).*
- Tell students that they will encounter many Mongolian names and words whose meanings and pronunciations cannot be found in an English dictionary. Suggest that students chunk parts of words and blend the parts together when pronouncing the names of places on the map (e.g.,

### **Word Solving and Building and Language Predictability**

‘Ningxia’). What other words from this session’s reading can they chunk into more manageable parts and reblend?

- Remind students that they can infer the meaning of words, based on their context in the sentence. Say, *Find the word ‘Elevation’ in the ‘Quick Facts’ sidebar. How would you figure out the meaning of this word? Point out that they need to read the word, in context of the description, in order to determine that it means Mongolia is high above sea level.*

**Set a purpose for reading**

**Inferring**

- Review the meaning of inferring. (Reading between the lines by asking what the author hasn’t mentioned and linking the information presented to our own experiences to ‘fill in the gaps.’) Remind students that they can infer meaning from text and visual literacy features, words, actions, punctuation, descriptions, feelings, and ideas. Provide an example of how they can infer from the front cover of the text using the following Inferring Graphic Organizer:

It ‘says’ in the text...	I can visualize...	This reminds me of...	I wonder...	I can infer...
on the cover are photographs of the people of Mongolia	a parade, with people dressed in uniforms	the Olympic ceremonies where everyone wears a national costume with pride	if the people of Mongolia still wear this type of clothing today	that they might still dress like this on special occasions or in remote areas because these photos couldn’t have been taken during the time of the Mongolian Empire as the camera had not yet been invented

- Say, *In your reading today of pages 2–3, focus on the inferring strategy to help you make meaning from the text. Refer to the Inferring Graphic Organizer to guide your thinking.*
- Instruct students to track their thinking on individual sticky notes: inferences (‘I’), questions (‘Q’), and confusing parts (‘??’).

**Provide for early finishers**

- Ask early finishers to discuss their inferences with a partner.

## DURING READING

---

### **Monitor reading**

- As students read silently from pages 2–3, listen to individual students read aloud a small section of the text where they are inferring. Ask them to explain their inference to you, using the graphic organizer as a guide.

### **Observe**

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

## AFTER READING

---

### **Revisit the purpose for reading**

- Ask students to share their inferences. Tell them to refer to their graphic organizers as they explain their inferences. Encourage students to build on each other's ideas.

### **Check on outstanding challenges**

- Ask students to refer to their sticky notes and describe any problems they had in reading the text.

### **Note successful strategy use**

- Ask, *Which word(s) did you find difficult to understand or pronounce at first? What strategies did you use to help you overcome the problem?*

Inferring

## Optional Approach

Synthesizing

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.

### **Setting a Purpose**

Say, *Read pages 4–8 to learn about each day's itinerary. Use one sticky note to summarize the key events of each day's itinerary.*

## Second Session (pages 4–5)

### Text and Visual Literacy Features

### Inferring

#### Key events

- Say, *Day 1 of the itinerary focused on Mongolia’s history from the time that it was a warring country under different tribes until it united under Genghis Khan. During today’s session, we will focus on Days 2 and 3. You will learn about aspects of traditional life during the Mongolian Empire—clothing, weapons, words, food, and shelter. Some of the questions you had during our last session may be answered in today’s session.*

#### Introduce supports and challenges

- Review supports; ask students to name the text and visual literacy features in the brochure and explain how they support comprehension (e.g., the photo of the ‘ger’). Point out that today’s reading includes a comparison chart and text boxes.

#### Set a purpose for reading

- Remind students to continue to use sticky notes to code the text for inferences and to use the graphic organizer seen in the first session to guide and support their thinking, using supporting evidence from the brochure or from relevant background knowledge. Suggest that they might refer back to the ‘Quick Facts’ information on page 2. Some ideas for discussion might include: *Why do you think Mongolians were nomadic? What is missing from the Mongolian diet that we need to stay healthy? What do you notice about the materials and foods used by the Mongolians?*

## Third Session (pages 6–8)

#### Key events

- Ask students to share key events of the itinerary to date. Encourage them to use Mongolian vocabulary, wherever possible. Tell students that during Days 4 and 5, they will learn about the expansion of the Mongolian Empire under the rule of Ogadai, one of Genghis Khan’s sons, and Kublai Khan, one of his grandsons. During this time, they will also visit some key ‘tourist spots’: Karakorum, the capital of Mongolia, the Golden Gorge Palace, Dadu (modern day Beijing), the City of Kublai Khan, the Grand Canal, Xanadu and Kublai Khan’s palace, and the Silk Road. On the last day, Day 6, students will be able to participate in three of seven activities before they return home via the time travel machine: visit the ger of Kublai Khan, ride a camel in the Gobi Desert, play a game of chess, visit a silk factory, see a herd of wild Bactrian camels, ride on the yam, watch archery contests and wrestling matches.

**Text and Visual Literacy  
Features and Word Solving  
and Building**

**Analyzing**

**Introduce supports and challenges**

- Highlight the supports in the brochure, including the use of the timeline and pink arrows that act as a ‘You Are Here’ marker, photographs, map, and map inset.
- Direct students to the maps on page 7. Explain that the inset map shows current boundaries.
- Address challenges, including names of people (Ogadai, Kublai Khan) and names of key places (Karakorum, Dadu, Xanadu, and the Mediterranean Ocean).

**Set a purpose for reading**

- Tell students they will be learning facts about the expansion of the Mongolian Empire and will visit key places and times of the empire. Say, *Think about which visual features support your reading as you read about the names of places in the brochure.* Ask students to refer to the timeline and direct them to the timeframe they will be visiting, from approximately 1227–1290.

**Fourth Session (The Writer’s Craft: Persuasive Writing)**

**Inferring and Visual  
Literacy Features**

**Evaluating**

**Key events**

- The brochure serves as a text for persuasive, non-fiction writing. This last session gives each student an opportunity to reread portions of the text to find and evaluate persuasive writing techniques that are embedded in the brochure.

**Introduce supports and challenges**

- This brochure uses many photographs that capture exciting images. Ask students to explain why specific photographs are used in this brochure (to promote adventure, thrills, interesting scenery and customs, and so on).

**Set a purpose for reading**

- Tell students that this non-fiction brochure is a form of persuasive text. Its purpose is to get people interested in taking a trip to visit Mongolia. Ask students, *Do you think this brochure does a good job of convincing people to ‘discover Mongolia’?* Which parts of the brochure were exciting to students? Were there any parts that would make students not want to take a time travel trip back to Mongolia? As a Say Something activity (see Oral Language Strategies in the *Grade 4 Literacy Support Guide*), prepare an anchor chart, listing the following prompts (you may also use different prompts that provoke evaluative responses from students):

- This brochure is good because...
- I like/don't like the part where...
- This part makes me want to take the trip because...
- This trip might not be for everyone because...

- In partners, have students choose a prompt, think of a response, and share their response with their partner. When the first partner is finished his or her evaluation, the second partner shares his or her own. If students choose the last prompt example, have them explain their reasons in some detail. Note that people wanting an easygoing tropical getaway, or perhaps those interested in seeing other historical periods, might prefer to read a brochure for other holidays or adventure travel. While some people might be compelled by the exciting content of this brochure, others may prefer a different experience and would respond differently to another persuasive brochure.

## Optional After Reading

### Making Connections: Text to Self, Text to Text, and Text to World

#### Inferring

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.

Students can compare and contrast aspects of Mongolian life (food, clothing, shelter, sports) with life in today's world. A chart would be an effective way of comparing the two.

Ask, *How did the Mongolian nomadic lifestyle affect their day-to-day life? Use the Inferring Graphic Organizer to support your thinking.*

#### Evaluating

Say, *Reread the brochure to identify the techniques the writer uses to persuade the reader to enjoy learning about life during the time of the Mongolian Empire.* Students might list descriptive words, such as 'amazing' or 'magnificent,' the bright and dynamic photographs capturing scenes of adventure, effective use of punctuation (exclamation marks), and so on.

## 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*.

### Self-monitoring

#### **Written**

- Write a letter to a chef, perhaps a famous chef they have seen on TV or otherwise heard of, persuading him or her to open up a restaurant that will serve only Mongolian food.

### Sequencing

#### **Artistic**

- Write instructions for building a traditional ger and follow the steps to create a model of it.

### Synthesizing and Inferring

- Using a variety of materials, create a model of a typical day in a Mongolian village. Include details from the brochure.

### Synthesizing

#### **Oral/dramatic**

- Interview one of the rulers of the Mongolian Empire for a TV show. Prepare a script with a list of questions and responses in preparation for a live interview.