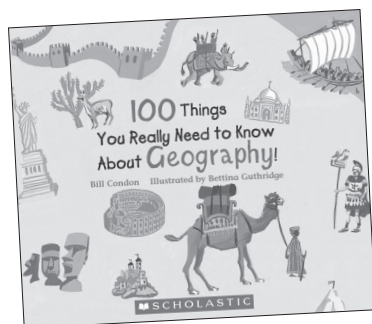


100 THINGS YOU REALLY NEED TO KNOW ABOUT GEOGRAPHY!

Written by Bill Condon

Illustrated by Bettina Guthridge



TEXT TYPE: Non-fiction: Description—List
GUIDED READING LEVEL: P

SUMMARY: 100 interesting pieces of information related to geography are listed 1–100. The author divides the list into various categories, alphabetically. Most of the listed information is factual but some are non-fiction items, included to add humour.

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

- 100-item list
- headings
- labels
- captions

VISUAL LITERACY

- many illustrations that support text
- illustrated maps with labels, key
- illustrated diagrams

TEXT SUPPORTS

- sequential order of facts
- compartmentalized text; facts and concepts are often limited to each number or page
- humour engages reader

POSSIBLE TEXT CHALLENGES

- specific vocabulary related to geography ('Dominion,' 'International Date Line,' 'tsunami')
- words with unfamiliar sound or silent letter patterns ('Venezuela,' 'Mojave,' 'Reykjavik,' 'Wai'ale'ale')
- no glossary or pronunciation instructions

FOCUS COMPREHENSION STRATEGY

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

FURTHER COMPREHENSION STRATEGIES

- sequencing
- self-monitoring

ORAL LANGUAGE OPPORTUNITIES

- Say Something strategy
- discussing with a group
- presenting a top 10 list (option 3 in Focused Rereading)

WORKING WITH WORDS

- word solving and building: using chunking and syllabication
- word solving and building: constructs meaning through knowledge of comparative adjectives
- language predictability: using context to work out word meanings

ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- make text to self, text to text, and text to world connections
- understand vocabulary in context
- recognize and use comparative adjectives
- self-monitor strategies to better comprehend material

ASSESSMENT TOOLS

Select from the following:

- Making Connections Strategy Checklist
- Comprehension Strategies Anecdotal Record

First Session (pages 2–8)

Predicting and Making Connections: Text to Text

Visual Literacy Features and Making Connections: Text to World

Sequencing

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

BEFORE READING

Activate and build prior knowledge

- Ask students, *Looking at the title, what do you think the author is going to tell us in this book? Do you think it is fiction or non-fiction? Have you seen 'list' style texts before?*
- Read the front and back covers and look at the illustrations. Ask students, *What words and ideas come to your mind when you see these pictures and think about the word 'geography'?*

Introduce supports and challenges

- Note that this book is a numbered list of facts and assorted pieces of information on places, people, and other points of interest around the world. Point out that in addition to the information presented in a numeric order, it is simultaneously organized in an alphabetical order (note with students that 'Atlases' comes first, followed by 'Bargains,' 'Capital Cities,' and so on). Ask students how having ordered, easy-to-identify information might assist them with reading the book.

Set a purpose for reading

- Give each student a few small sticky notes. Explain that they are going to read to the end of page 8, and should stop a few times to think of a connection they might have to one of the facts the author has listed. For example, you may connect to the polar bears in the Arctic because you have been on a tundra buggy tour, so you would put 'tundra buggy tour' on a sticky and place it next to the polar bear in the Arctic region on page 2.
- You may want to prompt a connection. For example, *Can you see a country where someone you know came from or visited? Can you see a picture or place that reminds you of something we have read before? Do you recognize any of the pictures? If so, what can you tell me about the picture?*

ESL NOTE: To assist with making connections, allow students to use a dual language dictionary for some unfamiliar words.

Provide for early finishers

- Have early finishers list 3 places they have been to (or would like to visit) outside their home town, in order of most recent, and one interesting point associated with each of these places.

DURING READING

Monitor reading

- Note the various ways in which students read the text. List the strategies that students use. Some students may ‘read’ the pictures first, some may have looked at the names of the countries or looked for familiar words or places. It is important to help students understand that our connections can often help us find a starting point for comprehension.

Observe

- Observe the various ways that students read the map on pages 2–3. Do they read the print and then the pictures? Do they read the pictures first, or do they look for what is familiar and start from that point? Ask students to individually share with you some of their connections as they read the map, and the nature of the connection (to self, text, or world).

AFTER READING

Revisit the purpose for reading

- Ask each student to read to the end of page 8, and as they read to place a sticky note next to those numbered items that remind them of something they have seen, heard of, or read about. Ask students to share one of their connections with the group.

Check on outstanding challenges

- Ask students what they can do when they come to a name or word they may not be able to understand or pronounce, so that meaning is not interrupted. You may want to focus on the context in which names like ‘Isaouane-n-Tifernine’ (page 7) appear so students will still be able to understand the meaning of certain sentences despite having difficulty reading the challenging words.

Note successful strategy use

- Commend students who you observe utilizing a strategy to support their reading. For example, *Carlos mentioned to me how he had seen a television program on prehistoric life a few weeks ago and remembering this helped him to picture the cave art listed at number 11 in this book. This is a terrific example of making a connection to something you’ve seen when reading.*

Optional Approach

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

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 8). 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

Encourage students to monitor and record their connections to the text as they read. Remind them that strong readers ask themselves questions to make connections. As they read, students should be asking themselves if the listed facts remind them of something they've experienced, of another text they have read, or if they can link the facts to the world in some way.

Second Session (pages 9–15)

Text and Visual Literacy Features

Text Features

Word Solving and Building

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

BEFORE READING

Activate and build prior knowledge

- Tell students to quickly revisit pages 2–8 and ask how the headings on these pages helped them to read the information that followed. You may need to discuss the idea of ‘Bargains’ and how that might fit with the topic of the purchases of the Louisiana Territory and Rupert’s Land. What about the illustrations? How does an illustration like the one seen on page 4 support the text above it? Do illustrations such as this help students to expand their comprehension of the text?

Introduce supports and challenges

- Point out that one of the characteristics of a ‘list’ type of text, its brevity in content, can be helpful to students. The compartmentalized, quick bits of information do not require the kind of detail in following along or engaging a plot as in a chapter book, for example. This can work to a student’s advantage and support the reading experience.
- Discuss breaking down longer words and names into more manageable parts. For example, break down ‘Michelangelo’ (page 11) into separate chunks, associating the sounds with the individual parts and then reblending to form one fluent pronunciation.

Set a purpose for reading

- Continue to give each student a few sticky notes for making connections. Explain that they are going to read to the end of page 15 and will again stop a few times when they think of and note a connection to a fact that the author has presented in the text.

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

Provide for early finishers

- If some students finish early they can think of their own ‘Geographic Giggles,’ as seen on page 15. They can share ones they find particularly funny with others in the group if there is time.

DURING READING

Monitor reading

- Have a student read a portion of the text aloud to you. Assist with word solving, comprehension, and vocabulary. Always provide a comprehension prompt that highlights the focus strategy (making connections), e.g., *Is there anything you’ve read about or seen somewhere you’d compare this fact to?*

Observe

- You may have a second student read or spend time observing other group members and provide them with comprehension prompts. Be sure to ask students to provide evidence for their answers.

AFTER READING

Revisit the purpose for reading

- When students have completed reading to the end of page 15, ask them to go over their sticky notes, read them with a partner, and decide if their connections are text to self, text to text, or text to world. Make a chart on paper with these three headings.
- Go through each section of the text and ask students to share their sticky notes and their connections and then discuss which category the connection belongs in.
- Ask students to place their stickies on the chart in the appropriate column. Analyze the chart to decide what type of connections students are making to this text and if their connections are supporting their comprehension of the facts.
- Remind students that readers make connections when they link the text they are reading to experiences that they have had or to knowledge they already have.

Check on outstanding challenges

- If students are not making connections, you may wish to model this process again by sharing some of your own connections to any of these facts. You may also wish to provide some prompts to facilitate their connections. For example, you may use the tsunami example (fact 22) and ask if anyone has any previous knowledge of tsunamis.

Alternatively, you can offer prompts through the Say Something strategy's Making Connections stems (see Oral Language Strategies in the *Grade 5 Literacy Support Guide*) to engage students in an oral exchange on connections they can make while reading.

Note successful strategy use

- Highlight a student that uses a comprehension strategy to assist in their understanding of what the author is trying to communicate. For example, *Tessa noticed that facts related to extreme records were listed under the word, 'Extremes.'* She pointed out that the author was connecting the geographic facts to alphabetically ordered categories. She said these categories were named to describe the facts that followed. This is a very good example of both inferring and sequencing. Well done, Tessa.

Third Session (pages 16–32)

BEFORE READING

Activate and build prior knowledge

- Remind students that the categories are in alphabetical order and the facts are in numerical order. You may want to look at how many facts have been given to this point, and how many remain.
- Ask students to now go back and find any words that they are unsure of how to pronounce, e.g., 'Reykjavik' (page 10). Discuss these words in relation to the rest of the text. Remind students that gauging the meaning of these words within the context of the text that surrounds them is very important to understanding.
- Have students find comparative adjectives in the text ('longest,' 'highest,' 'largest,' and so on). Make a list of these words. Review both the root word and the comparative modifier (-est, -er). Have students add to the list with other comparative words that they have seen or know.
- Remind students of the suggested strategies to deal with words that were harder to pronounce from the previous sessions. Stress that readers should ask themselves questions about what they are reading so that they can best understand what is presented to them.

Introduce supports and challenges

- Ask students to think about other titles that could have been used in the book to designate other possible categories related to geography. For example, instead of 'Extremes' perhaps facts on different 'Ecosystems' might have been covered.

Sequencing

Language Predictability

Word Solving and Building

Self-monitoring

Self-monitoring and Text Features

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

Set a purpose for reading

- Give each student 5 or 6 sticky notes and ask them to read the rest of the text and mark places where they make connections either to personal experience or another text, visual, print, or audio source. Their connections may also be to larger world issues or issues in their community.

Provide for early finishers

- If students finish before others, ask them to share their connection notes with other early finishers.

DURING READING

Monitor reading

- As students read the text independently, observe and listen to the reading. Ask each student to read 2 or 3 numbered facts aloud to you. Promote reading strategies such as those previously discussed on pronouncing words and making connections. Assist with word solving strategies and comprehension queries when necessary.

Observe

- Make observations on your assessment tools. (See the Making Connections Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 5 Literacy Support Guide*.)

AFTER READING

Revisit the purpose for reading

- Ask students to think about and comment on their connections and whether they are text to self, text to text, or text to world connections. You may choose to have students place these new connection stickies on the chart started in the previous session.

Check on outstanding challenges

- Discuss any of the words that students encountered that were difficult to pronounce. Ask students, *Would a glossary or pronunciation instructions have been useful for some words? If so, which words?*

Note successful strategy use

- Discuss an example of a student using a reading strategy effectively. You might say, *I was impressed when Dawn pointed out that 'Plate Theory 2,' on page 25, was not really a theory but actually a funny item of fiction, meant to add some humour to the text. Even though most of the text is non-fiction she instantly knew this to be a fictional item. This is a good example of evaluating what you read and understanding the difference between fiction and non-fiction.*

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

Optional After Reading

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.

Synthesizing

Have students reread to find the facts that relate to Canada and synthesize these on a map of Canada using print and illustrations, similar to the map on pages 2–3 of the text.

Evaluating

Have students reread to choose what they think are the 10 most interesting facts and place them on a map of the world, with the fact matching the country, continent, or region to which it relates.

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 5 Literacy Support Guide*.

Written

Analyzing

- Have students choose one of the facts and research it further to find more details. Ensure that students have thoughtfully reviewed whether the information they've accumulated is relevant and/or adequate, or if additional research is needed before writing out their findings in a few paragraphs. Students should also remember to correctly spell words that are not familiar to them using a variety of strategies like those discussed earlier, e.g., the principles regarding comparative modifiers, and others that might assist them in spelling (considering and accommodating for different word structures like those that include silent letters).

Artistic

Inferring

- Have students choose some of the facts that have not been illustrated and create illustrations or creative representations that go with the fact. These can be done as drawings, paintings, structures from building blocks, or other building materials.

Oral/dramatic

Making Connections: Text to Self and Text to World

- Have students create a presentation entitled '10 Things You Really Should Know About _____.' Their topics can include a variety of areas such as a current event, a charity, or perhaps another subject, like Math or History. Students can model the presentation on a format they have had exposure to via an entertainment or media source, school, or some other connection. The presentation can be in the form of a commercial ad, public service announcement, TV special, and so on. Students should be able to describe, with good detail, the topic, purpose, and audience for their presentation. To facilitate this you might want to ask students, *Who is your list directed towards? What do you want them to walk away thinking?*