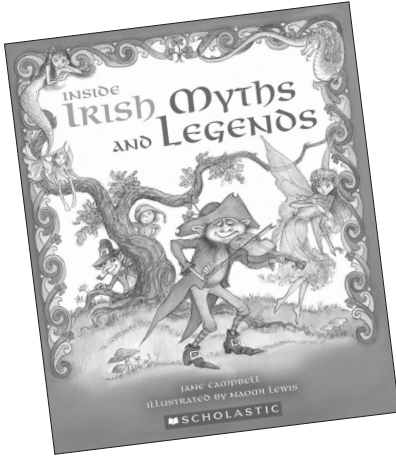


INSIDE IRISH MYTHS AND LEGENDS

Written by Jane Campbell

Illustrated by Naomi Lewis



TEXT TYPE: Non-fiction: Description—Report
GUIDED READING LEVEL: Q

SUMMARY: The Irish are well known for their storytelling tradition. This story provides fascinating facts about some of the heroes and fabled creatures from the myths and legends of Ireland. The reader will be introduced to the history of leprechauns, giants, dragons, and many more intriguing characters!

TEXT FEATURES

- headings
- captions
- index

VISUAL LITERACY

- table of contents
- bolded terms and glossary
- insets (boxed information)
- illustrations and photographs
- maps, compass rose

TEXT SUPPORTS

- bolded terms and glossary
- pronunciation instructions
- predictable text patterns (text boxes)
- table of contents

POSSIBLE TEXT CHALLENGES

- some difficult words (for both word recognition and word meaning, e.g., ‘Leinster,’ ‘Connacht,’ ‘causeway,’ ‘elusive,’ ‘eloquence’)
- text features including insets (boxed information), instructions for pronunciation, glossary
- some complex sentence structures

FOCUS COMPREHENSION STRATEGY

- analyzing

FURTHER COMPREHENSION STRATEGIES

- predicting
- evaluating

ORAL LANGUAGE OPPORTUNITIES

- Ranking Ladder strategy
- Book Rap or chant (option 3 in Focused Rereading)

WORKING WITH WORDS

- language predictability: using context to work out word meanings

ASSESSMENT OPPORTUNITIES

Observe each student’s ability to:

- determine the main idea and supporting details from text and visual literacy cues
- make predictions regarding the content of the text
- use context cues to determine the meaning of unfamiliar words

ASSESSMENT TOOLS

Select from the following:

- Analyzing Strategy Checklist
- Comprehension Strategies Anecdotal Record

BEFORE READING

Predicting

Activate and build prior knowledge

- Have students examine the front and back covers of the book and, using the title, pictures, and back cover synopsis, predict content. Discuss: *What do you think this book will be about? Which of the heroes and fabled creatures do you recognize on the front cover?*

Text and Visual Literacy Features

Introduce supports and challenges

- Have students preview the text to identify text features and visual literacy features. Provide an opportunity for students to share specific examples found in the text. Discuss the text features on page 11, including the pronunciation instructions, bolded terms (locate the accompanying glossary), and the inset (boxed information). For each feature, ask, *Why has the author included this? How can this feature help the reader to understand the main idea?*

ESL NOTE: Introduce vocabulary related to fabled creatures and legends of Ireland using pictures with the word printed at the bottom (e.g., dragon, leprechaun, shamrock). Invite students to share storytelling myths and legends told in their native country.

Language Predictability

- Direct students to page 13 of the text. Read aloud the ‘According to Legend’ information found within the inset. Use the bolded term ‘**intently**’ to model how to use context cues as a strategy for determining word meanings. Discuss the importance of using both context cues and glossary definitions to acquire meaning.

Analyzing

Set a purpose for reading

- Explain how the author has provided at least one main idea or characteristic for each hero or creature. Instruct students to skim and read pages 8 and 9 independently. Discuss: *What do you think is the most important characteristic of the Irish giant named Finn McCool? What details has the author given to support your answer?* Encourage students to chart (in point form) their ideas and answers.

Provide for early finishers

- Students who finish early should compare two imaginary creatures. *What are the similarities? What are the differences?* Have them share answers with another early finisher.

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 visual features. Always provide a comprehension prompt that highlights the focus strategy (analyzing), e.g., *Did it tell you the main idea or the most important detail? Where does it say that? What details does the author tell you about the main idea?* Note students' use of text and visual features in determining main ideas and supporting details.
- Give feedback to students about successes and any areas that may need attention.

Observe

- Make observations on your assessment tools. (See the Analyzing Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 5 Literacy Support Guide*.)
- Note any successful reading strategies you observe, e.g., students identifying main idea and supporting details, using context cues to determine the meaning of unfamiliar words, using the text and visual literacy features to determine important information.

AFTER READING

Revisit the purpose for reading

- Revisit your purpose for reading by discussing the main characteristics and supporting details identified for each imaginary character. Alternatively, students can list the main characteristics via a Ranking Ladder activity (see Oral Language Strategies in the *Grade 5 Literacy Support Guide*). Encourage students to reflect on the analyzing strategies they used to locate this information. Ask, *Can you show me where it says that? Did it tell you about the main or most important idea? Would you be interested in reading any Irish myths or legends? Explain.*

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 comprehension issue.

Analyzing

Note successful strategy use

- Explain a successful reading strategy you observed, e.g., *I asked Tristan how he determined the main characteristics of leprechauns. Tristan explained how he noticed that several key words were printed in bold letters (e.g., ‘mischievous’), so he knew they were important. He showed me the paragraph containing the bolded words, and compared these words to their definitions in the glossary.*

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

- Invite students to write in the role of an imaginary character. This character will express his or her opinion of the written description provided by the author. The leprechaun, for example, is described as mischievous. Would the leprechaun agree or disagree with this comment?

Artistic

- Have students illustrate an event described by the author. For example, the author describes how, according to legend, Finn McCool created the Giant’s Causeway.

Oral/dramatic

- Students work with a partner to compose and present a Book Rap or song (based on a familiar tune) about the legendary Irish heroes and creatures. The goal of their book rap or chant is to entice their classmates to locate and read Irish myths and legends.

Analyzing and Evaluating

Analyzing

Analyzing and Synthesizing