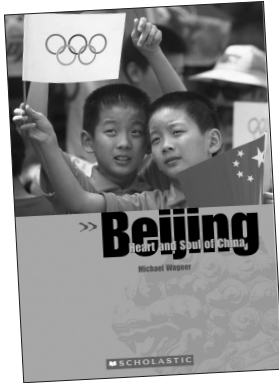


# BEIJING HEART AND SOUL OF CHINA

Written by Michael Wagner



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

**SUMMARY:** Beijing, China's capital city, is both an ancient city and a modern metropolis. This non-fiction book outlines the historical, geographic, culinary, and cultural influences which have made Beijing the vibrant city it is today.

**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

- table of contents
- index
- glossary
- headings
- captions
- fact boxes

## VISUAL LITERACY

- detailed photographs
- illustrated timeline
- maps and enlargements, scales, keys

## TEXT SUPPORTS

- strong photographic support
- content is compartmentalized
- headings
- word pronunciations given
- bolded words supported by glossary

## POSSIBLE TEXT CHALLENGES

- pronouncing Chinese names
- some challenging historical/political references

## FOCUS COMPREHENSION STRATEGY

- synthesizing

## FURTHER COMPREHENSION STRATEGIES

- inferring
- predicting

## ORAL LANGUAGE OPPORTUNITIES

- Think-Pair-Share strategy
- discussing with a partner
- advertisement promoting Beijing tourism (option 3 in Focused Rereading)

## WORKING WITH WORDS

- language predictability: using dictionaries to solve word meanings
- language predictability: using context, background knowledge, and rereading the sentences to work out word meanings
- word solving and building: using knowledge of suffixes

## ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- summarize main ideas
- synthesize and integrate new information and prior knowledge to create new understandings
- use multiple word solving strategies, including context cues, prior knowledge, and use of a glossary and dictionary

## ASSESSMENT TOOLS

Select from the following:

- Synthesizing Strategy Checklist
- Comprehension Strategies Anecdotal Record

# First Session (pages 2–15)

## BEFORE READING

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### Inferring

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

- Tell students they will be reading a non-fiction book called ‘Beijing: Heart and Soul of China.’ Ask, *What do you think ‘Heart and Soul of China’ means?* Read the back of the book aloud and instruct students, *I want you to think about the information given on the front and back covers. What kind of a city is Beijing—new or old? After you have thought about this, I would like you to share your ideas with a partner.*

### Text Features and Language Predictability

#### **Introduce supports and challenges**

- Ask students to turn to page 2. Ask them to locate where they think Canada is on the world map. Ask if they can locate any other countries or continents. Draw their attention to the key, which indicates China in red. Note the compass rose and scale.
- Ask students to turn to page 4. After students have read the page, direct their attention to the word ‘Beijing.’ Ask if the pronunciation in parentheses is helpful. Explain that the capitalized letters indicate that this is where the emphasis in pronunciation should be. Practise reading the word together.
- Look at the opening phrase on page 4, ‘By any measure.’ Ask students how they could figure out the meaning of this phrase. Identify strategies, such as considering the rest of the paragraph, and paying attention to the descriptive vocabulary ‘showcases’ and ‘spectacular.’
- As a group, look at pages 2–15 to find a variety of visual literacy features, including photographs, section headings, and graphic details. Ask, *Why has the author used these features?* Remind students that all the features on the page support their reading and comprehension. On pages 4 and 5, for example, the two contrasting photographs of old and new Beijing are just as important as the text.

### Visual Literacy Features

### Synthesizing

#### **Set a purpose for reading**

- Explain, *Today we’re going to read pages 2 through 15.* Tell students they are reading to find more information about Beijing, past and present.

#### **Provide for early finishers**

- Any students who finish early can discuss with a partner the information they have gathered about Beijing ‘now’ and ‘then.’

## DURING READING

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### **Monitor reading**

- Ask each student to read independently to the end of page 15, keeping the session's purpose in mind. Listen to individual students read aloud to you, assisting them with word solving strategies, vocabulary, and comprehension queries. Offer prompts to help students solve problems as they read. For example, ask, *Can you read on to solve the word? Have you tried rereading to solve that word? Could you use the glossary or a dictionary here?*

### **Observe**

- Make observations regarding the student's ability to summarize the main points on a page. Note students' successful use of reading strategies and any difficulties they encounter.

## AFTER READING

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

- As a Think-Pair-Share activity (see Oral Language Strategies in the *Grade 5 Literacy Support Guide*) students can share what they have learned about Beijing so far. Ask for their shared ideas and record them on a white board. Students can then go through the list with the entire reading group, and use coloured markers to underline those things that relate to modern Beijing and those that relate to Beijing in the past. Students then transfer their ideas from the white board onto a two-column chart, headed 'Beijing Today' and 'Beijing in the Past.'

### **Synthesizing**

**ESL NOTE:** Transfer the ideas from the white board onto individual flashcards. Create a 'timeline' of Beijing along the chalk ledge by putting a sign on the far left of the ledge that says 'Ancient Beijing' and a sign on the right end saying 'Modern Beijing.' Explain to students that the chalk ledge represents the history of Beijing. Students read a flashcard, and place it on the chalk ledge at the appropriate spot on the timeline.

### **Check on outstanding challenges**

- Help students to understand the idea of 'political systems' as the set of ideas by which a country is run.

### **Note successful strategy use**

- Highlight students' use of various reading strategies to support their understanding of the text. For example, *Shireen was not sure why many students were killed at Tiananmen Square, but when she looked up the bolded word 'democracy' on page 13 in the glossary she was able to form a better picture of the nature of the 1989 demonstrations.*

## 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.

### Synthesizing

#### **Setting a Purpose**

Say, *As you read the remaining chapters of the book, use these sticky notes to summarize the main idea or ideas in each section. Remember to use the glossary or a dictionary to check on unfamiliar words.*

## Second Session (pages 16–25)

### BEFORE READING

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#### Synthesizing

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

- Ask students to look over their chart of ‘Beijing Today’ and ‘Beijing in the Past,’ from the previous lesson. Pairs of students should then write a summary statement for each of the columns.

#### Predicting

- Ask students to look at the headings for pages 16 through 25. Ask, *From what you know so far, and from what these headings suggest, what kind of information do you think you might learn from these sections of the book?*

#### Language Predictability

#### **Introduce supports and challenges**

- Ask students to scan page 20 for the word ‘stage.’ Solve the word and its meaning together, using multiple strategies, such as context cues, prior knowledge, and referencing a dictionary. Repeat these word solving strategies for the words ‘unique’ (page 22) and ‘traditional’ (page 23).

#### Synthesizing

#### **Set a purpose for reading**

- Ask students to use sticky notes to summarize the main ideas in each section. Teachers can model this by reading aloud pages 16 and 17, and saying, *I think the author wants us to understand that parts of Beijing have not changed in hundreds of years. Neighbourhoods and old ghost walls still remain from the early days of the city. I think I could synthesize this by recording the main idea on a sticky: ‘Parts of modern Beijing have hardly changed in hundreds of years.’*

#### **Provide for early finishers**

- Ask students to list places they’d like to visit or things they’d like to do in Beijing.

## DURING READING

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### **Monitor reading**

- Offer prompts to help students solve problems as they read. For example, ask, *Can you read on to solve the word? Have you tried rereading to solve that word? Could you use the glossary or a dictionary?*

### **Observe**

- Make observations regarding students' abilities to summarize and synthesize the main points on a page. Note what reading strategies students feel work best for them and which ones they might be omitting.

## AFTER READING

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### **Synthesizing**

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

- Ask students to look over their sticky note summaries. Do the notes reflect the main things discussed in this session's reading? What are some of the most important things students feel they have learned in this session's reading?

### **Check on outstanding challenges**

- Are students having success with Chinese names and the pronunciations in parentheses? If difficulties persist, help them to chunk the word parts, associating sounds with the separate parts.

### **Note successful strategy use**

- Highlight a student who has successfully used a strategy to support what they have read. For example, *When Colin read pages 22 and 23 he remembered a trip he took with his family to a Chinese and Asian business area in the city. He said reading about these different foods and looking at the pictures reminded him of that experience and was reminded how different and interesting these kinds of food were to him on first seeing them. This is a good example of making a connection to something you know to help understand the text you are reading.*

## Third Session (pages 26–32)

### **Synthesizing**

## BEFORE READING

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

- Quickly revisit some of the previous session's content and encourage students to continue to think about how Beijing is a modern city with a strong sense of its past (for a modern example of Beijing you might wish to point out the shopping mall on page 20, and perhaps note the Great Wall on page 19 as an example of its ancient roots).

## Word Solving and Building

## Synthesizing

### **Introduce supports and challenges**

- Draw students' attention to the word 'Beijingers' on page 28. Ask, *How might we pronounce that?* Explain that -ers is a suffix used to indicate those that live in Beijing.

### **Set a purpose for reading**

- Explain, *Today we're going to read the final pages of the text.* Tell students they are reading to learn about the author's message on Beijing as the heart and soul of China. After completing the final pages they should think about what main points the author makes and how they can connect these into one complete message.

### **Provide for early finishers**

- Students who finish early can choose words from the text that they feel could have been included in the glossary. Time permitting, they can use a dictionary to find their meanings and write out the definition in their own words, in the style of a glossary entry.

## **DURING READING**

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### **Monitor reading**

- Ask students to open their book to pages 28 and 29. Tell them to look at the two photographs and consider the differences. When they have had a few minutes to look closely, go around the group and ask students to share their observations. Their attention should be drawn to the following, if these points do not arise during students' contributions:
  - black & white versus colour photos (implying a more vibrant, modern era)
  - uniforms versus personal dress choices
  - reading texts versus more freedom of activity

### **Observe**

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

## **AFTER READING**

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

## Synthesizing

- Ask students, *In what ways has the author shown Beijing to be the heart and soul of China? Can you connect the different headings, subjects, photographs, and other features within the book to help support the message that Beijing is one of the most important Chinese cities?*

### **Check on outstanding challenges**

- Are students able to understand how life in Beijing of today is different from 30 years ago?

### **Note successful strategy use**

- Explain a successful strategy you observed, e.g., *After finishing pages 30 and 31, Padma said to me that the author talks about the Olympic games, food, and modern customs that help make Beijing a good place to live. And the pictures show her how people can enjoy both old and new things like ancient sites and shopping. Padma said it really looks like Beijing is the heart of China. This is a very good example of synthesizing information from the text.*

## **Optional After Reading**

### **Making Connections: Text to Self**

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, *In what ways is life in Beijing similar to or different from life where we live? What are some things we have in common with people who live in Beijing?*

### **Synthesizing**

Have students write an alternate subtitle for the book, with an explanation of why they feel it would be appropriate.

### **Making Connections: Text to World and Synthesizing**

## **FOCUSED REREADING**

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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**

- Have students think about the country we live in, and their provincial or national capital (whichever is more familiar to them). Imagine they were to write a book entitled, for example, 'Victoria: Heart and Soul of British Columbia.' Make a list of the sections they would want to include in the book, adding (in point form) some of the key pieces of information they would include in each section. They can use the contents page and index from the Beijing text to support their writing.

**Synthesizing**

***Artistic***

- Have students compose and design a poster, advertising this book. They should include a selection of the main ideas, which will provide evidence of their ability to synthesize the main points of the text. A snappy caption will provide further evidence of their ability to synthesize.

**Synthesizing**

***Oral/dramatic***

- Have students write and present a television or radio advertisement to promote travel to Beijing. Students are to use appropriate and persuasive language that draws from the full range of their vocabulary, as well as a mix of vocal effects like appropriate pace, tone, and volume, that will impart a clear message to all in their audience, regardless of their background. The idea is to entice as many travellers to Beijing as possible.