



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

- trading card format
- headings/subheadings
- labels
- quotes

VISUAL LITERACY

- photographs
- timeline
- charts

TEXT SUPPORTS

- consistent layout
- photographs
- labels
- charts

POSSIBLE TEXT CHALLENGES

- trading card format
- specific terminology, e.g., ‘sexism,’ ‘advocate’
- challenging vocabulary

CANUCK CARDS

TEXT TYPE: Non-fiction: Description—Biography/Trading Cards
GUIDED READING LEVEL: T

SUMMARY: These trading cards represent exceptional Canadians in various walks of life. Each card features a photo of the remarkable Canadian on the front, and biographical information on the back.

FOCUS COMPREHENSION STRATEGY

- analyzing

FURTHER COMPREHENSION STRATEGIES

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

ORAL LANGUAGE OPPORTUNITIES

- Ranking Ladder strategy
- discussing with a group
- television commercial (option 3 in Focused Rereading)

WORKING WITH WORDS

- language predictability: using a variety of strategies to solve word meaning
- word solving and building: using chunking, knowledge of prefixes and suffixes, embedded words, and meaning connections to solve unfamiliar words
- high frequency words: recognizes words linked to other curriculum areas

ASSESSMENT OPPORTUNITIES

Observe each student’s ability to:

- analyze text for facts
- organize information obtained from reading by sorting and categorizing
- preview and compare cards for similarities
- connect facts and words to what might be previously known from other subjects
- skim a text to find facts

ASSESSMENT TOOLS

Select from the following:

- Analyzing Strategy Checklist
- Comprehension Strategies Anecdotal Record

First Session (first six cards)

Making Connections: Text to Text

Text Features

Language Predictability and Self-monitoring

BEFORE READING

Activate and build prior knowledge

- Explain to students: *Today's text for guided reading is quite unique... trading cards!* Ask students, *Have any of you ever collected trading cards before?* Take a moment for students to share their experiences with trading cards. (Don't show the trading cards yet.)

Introduce supports and challenges

- Engage students in a discussion about the text format of trading cards by asking, *What do you know about how trading cards are designed* (e.g., each card has a consistent layout, names and titles are used, information is presented, statistics and facts are common, there is information on the front and the back of each card, photographs are often used)?
- First, explain that the word 'Canuck' is simply a slang term for a Canadian, for the benefit of those who might not know the word's meaning. Then explain that each of these trading cards depict a Canadian who has done something remarkable. Place the 12 cards picture-side up in front of the group. As you place each card, ask if anyone is familiar with any of these Canadians. Once all 12 cards are laid out, ask students to think about ways in which the format of the cards is consistent. Have students discuss their ideas with a partner and then share with the group. Record the answers on chart paper (e.g., each card has: the Canadian's name at the top, curved borders, a photograph of the Canadian, a circular icon with a maple leaf and the category label, a slogan for each Canadian, the publisher's name). Ask students: *Is it reasonable to assume that these cards belong to one set?* Point out to students that trading cards have consistent design features so that readers can compare information between cards easily and can recognize that the cards belong to part of a set.
- Tell students that as they begin to read the biographical information about each Canadian, they might come across words and terminology that they have not seen before. Brainstorm strategies with students on what to do when they come to an unknown word or term. Explain that good readers will often make a prediction about what the word means and keep on reading. In order to help make these predictions, readers can use strategies such as: rereading, pausing and self-correcting, referring back to a previous card, analyzing a root word and prefix, and using prior knowledge they might have.
- Tell students that after reading a few of the cards, you will be discussing some of these challenging words with the group. Create a

two-column class chart with the 12 trading cards in one column and room for students to put their sticky notes in the second column. While reading the trading cards, let students know that they are to record unknown or difficult words on a sticky note (one word per note) and place them on the chart. For example:

Trading Card	Challenging Word or Term
Chantal Petittlerc	Paralympic, dwell
John Ware	equestrian, broncos, engulfed
Northern Dancer	Temperamental, pedigreed colt, prestigious, yearling
Sheila Watt-Cloutier	DDT, PCBs, petitioning
Ray Lewis	personifying, determination, diversity
Jean Béliveau	itinerary, coordinated
Sir William Stephenson	Intrepid, proverbial, hemisphere, Allied intelligence, clandestinely
Portia White	siblings, segregation, mezzo-soprano
Elizabeth (Elsie) MacGill	aeronautical engineering, albeit, sexism, advocate
Leslie McFarlane	ghost writer, Depression, spanned, manuscripts
Rt. Hon. Adrienne Clarkson	occupied, abroad, promotion
Michael Lee-Chin	philanthropist, investment, Entrepreneur

Analyzing

Set a purpose for reading

- Tell students to choose two trading cards to read. As they're reading the two cards, students should be skimming and scanning for similarities between the two cards. Have students record the similarities on the *Finding Similarities* BLM provided on this teaching plan's last page. Have them preview and choose two more trading cards to search for similarities. Repeat this process once more, until six cards have been previewed and analyzed for similarities. Similarities can include a broad range of information and design features.

Provide for early finishers

- When students finish reading this session's cards, they can jot down challenging words or terms on sticky notes to add to the class chart.

DURING READING

Monitor reading

- Have a student read a portion of the text aloud to you. Assist with word solving, vocabulary, and comprehension. Always provide a

comprehension prompt that highlights the focus strategy (analyzing), e.g., *When was this Canadian born? Where were they born? What category does this Canadian represent?*

- Give feedback to the students on their successes and an area that may need more attention.

Observe

- Note any successful reading strategies you observe, e.g., students paying close attention to text features such as category labels, students rereading, and students slowing their reading down.

AFTER READING

Analyzing

Revisit the purpose for reading

- Give students some more time to complete the BLM. Have them share their findings with a partner. Allow students to share any new information they learned.

Check on outstanding challenges

- Ask students to post their sticky notes on the chart created earlier. Take some time to discuss the words and terms. Ask students if they were able to figure out the meaning of the words. If so, have students explain the strategies they used to make out the meaning of the words.

Note successful strategy use

- Point out successful use of reading strategies that you observed during the reading, e.g., *I noticed how Emmett sounded out the word ‘Temperamental’ by breaking it up into its syllables.* Allow other students to explain how they solved difficult words. Be sure to commend students for choosing strategies they felt comfortable with and that worked for them.

Second Session (remaining six cards)

BEFORE READING

Analyzing

Activate and build prior knowledge

- Discuss some of the similarities that the group found between Canadians portrayed on the Canuck Cards. Ask, *Were there specific aspects that you used to help find similarities* (e.g., gender, age, place of birth, mission in life)? Using what students discovered about card and content similarities, brainstorm different ways that the cards can be sorted. Record the ideas on a chart or list. For example:

Ways to Sort the Trading Cards

- male/female
- birth place
- category: athlete, activist, other
- alphabetical order
- still alive/deceased
- awards received

High Frequency Words

- Have students identify the challenging vocabulary chart that they built as a group last session. Encourage discussion around the words and terms posted to the chart. Label those terms that are associated with other curriculum areas (e.g., physical education: ‘Paralympic,’ ‘equestrian;’ science: ‘aeronautical engineering,’ ‘DDT;’ music: ‘mezzo-soprano;’ history: ‘Depression,’ ‘segregation,’ ‘Allied intelligence;’ geography: ‘hemisphere;’ social science: ‘sexism,’ ‘diversity’). Ask students if they recall learning about or hearing any of these words from other subjects, and whether or not this previous knowledge helped in their understanding of them within the context of the trading cards.

Word Solving and Building

Introduce supports and challenges

- Encourage students to ask each other for support in solving multi-syllabic words by having those who solved multi-syllabic words in the last session explain the strategies they used to read them (e.g., chunking words, noticing a familiar word embedded within the longer word, and using knowledge of prefixes and suffixes and meaning connections to work out words).

ESL NOTE: On chart paper, list examples of multi-syllabic words. Put spaces between the syllables and highlight the stressed or accented syllable by writing it in another colour of chalk or marker. Read this list to the class and have the students ‘echo back’ the words. Afterwards, ask individual students to read them aloud.

Analyzing

Set a purpose for reading

- Have students read their remaining six trading cards in two-card groups so that they can preview, analyze, and compare two Canadians and record the similarities found on the *Finding Similarities* BLM, as done in the previous session.

Provide for early finishers

- Early finishers can design trading cards that will feature themselves as the subject. The cards can be modelled after the Canuck Cards. As time might be a factor, cards need not be in a complete, polished form—sketched drafts of how the cards would appear might be a more realistic activity for those that finish early.

DURING READING

Monitor reading

- As students read and analyze the three groups of cards for similarities, ask individual students to explain how they are sorting, organizing, and categorizing these cards to identify similarities. If students are in need of guidance, suggest scanning the set of six cards for features that are seen on more than one card (e.g., charts, labels, historical periods, gender, and so on). Stress that retrieving information from visual features and previewing these cards to find details that build their background knowledge about the content are two ways to get started.

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*.)
- Give feedback on any successful strategies you observe, e.g., recalling other subjects where words or terms have been discussed to assist in their understanding of information given on the cards.

AFTER READING

Revisit the purpose for reading

Analyzing

- In a Ranking Ladder activity (see Oral Language Strategies in the *Grade 5 Literacy Support Guide*) have students form small groups and list all the ways that they sorted and categorized the similar features these cards shared. Their lists can include any method of categorizing the similarities (e.g., quotes used, activist labels, charts given). Ask the groups to narrow their lists down to seven entries, and rank the list from the most popular way of organizing the cards to the least-used method. Select someone from each group to present the top two or three methods of organizing the cards for finding similarities among them.

Check on outstanding challenges

- Your observations will help you work out other challenges students experienced. Is the trading card format challenging for students? Is this some students' first exposure to this type of text? Was the specific vocabulary used in the biographical sketches too difficult for some students? If so, could they have used other strategies to help them understand the information better?

Note successful strategy use

- Ask students to describe strategies they used to understand the biographical sections of the trading cards. Begin by giving an example:

On Sir William Stephenson's card, Selena was carefully chunking each of the multi-syllabic words and looking for smaller words in the larger word. For example, when reading 'proverbial' she saw the word 'proverb' and used the root word and suffix to help her understand the meaning of the word. Wonderful work, Selena.

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

- Explain to students how the Canuck Cards can be used to facilitate a trivia game. Distribute complete sets of cards to paired teams and tell them that they can be used during the game to help teams answer questions. The first team with the answer gets a point. First, have teams write a series of questions that could be used for the game. Each team gets to ask one of the questions they've written to the group. Once answered, another team asks the group a question they've written. This process repeats until all trivia questions have been asked and answered. Give a few example questions such as: *In which province was Chantal Petitclerc born? Who was the cowboy from Alberta? Which Canadian is most similar to James Bond? How many Hardy Boys books did Leslie McFarlane write?*

Artistic

Synthesizing and Making Connections: Text to Text

- Have students create new trading cards. Students can research information about other Canadians of interest on the Internet or from other sources. Suggest that students follow the same layout as the Canuck Cards so that these new cards can be included as part of the set. Although artistic in nature this activity does have a written component, and this should be evident in their work.

Oral/dramatic

Synthesizing and Making Connections: Text to World

- In pairs or groups of three, have students create a television commercial promoting Canuck Cards. The commercial should appeal to students as well as their parents. Students should know that the trading cards are interesting, and fun to collect. Parents should be told about the educational value of the cards, and how the cards can help students improve their knowledge of Canadian figures. Encourage students to use the full range of their vocabulary when presenting. Include vocabulary discussed from other subjects, selected quotes from the cards, and persuasive language that will appeal to both parents and students.

Finding Similarities

Name: _____

Analyze two Canuck Cards to see if you can find things that both cards share!

