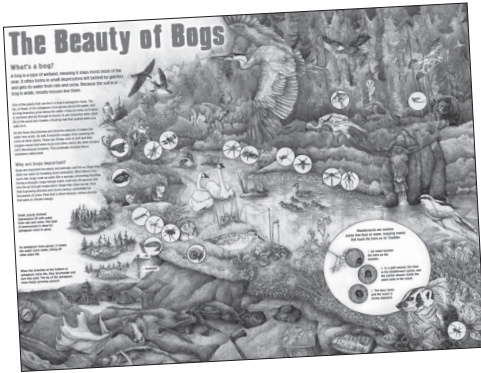


THE BEAUTY OF BOGS

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TEXT TYPE: Non-fiction: Description—Poster
GUIDED READING LEVEL: U/V



TEXT FEATURES

- headings
- subheadings
- fact boxes

VISUAL LITERACY

- photographs with captions
- illustrated diagram with insets
- legend
- pie graph

TEXT SUPPORTS

- supportive illustrations and photos with captions

POSSIBLE TEXT CHALLENGES

- unfamiliar topic matter
- sentence complexity
- specific vocabulary, e.g., 'sphagnum moss,' 'decomposes,' 'secretions,' 'intriguing'
- condensed layout and design of text
- pie graph
- abbreviations, e.g., 'B.C.E.,' 'C.E.'

SUMMARY: This poster explores the fascinating world of bogs. Students will discover what a bog is, along with their environmental impacts, the plants and insects found in this type of habitat, as well as many other interesting and unusual facts.

FOCUS COMPREHENSION STRATEGY

- evaluating

FURTHER COMPREHENSION STRATEGIES

- inferring
- synthesizing

ORAL LANGUAGE OPPORTUNITIES

- Value Line strategy
- discussing with a group
- discussing with a partner
- persuading others of a bog's beauty (option 3 in Focused Rereading)

WORKING WITH WORDS

- word solving and building: using chunking and syllabication
- language predictability: using context and textual definitions to work out word meanings

ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- deliver opinion on text's content
- critique author's craft and argument
- recognize other viewpoints
- use context, visual features, and definitions in text to assist in understanding
- 'read' visual features, e.g., pie graph, illustrations

ASSESSMENT TOOLS

Select from the following:

- Evaluating Strategy Checklist
- Comprehension Strategies Anecdotal Record

BEFORE READING

Inferring and Visual Literacy Features

Activate and build prior knowledge

- Display a copy of the poster and read aloud the title to the students. Ask students if any of them know what a bog is, or have heard about bogs before. If no students have any points of connection encourage them to ‘read’ the illustration to see if they can make any inferences as to what a bog is.

Visual Literacy Features

Introduce supports and challenges

- Point out the pie graph. Discuss how this graph is meant to show how much peat there is in each region worldwide. A ‘pie’ graph is sometimes used to create a better sense of what the statistics (or numbers) given mean. For some people, graphs like this one are nice tools to help them visualize facts and numbers, while for others they can present challenges. Say, *Take some time to look at and consider what the graph is trying to say.*

Word Solving and Building

- Identify for students a number of challenging words they will encounter during their reading. Write words like ‘sphagnum moss,’ ‘decomposes,’ ‘secretions,’ and ‘intriguing’ on a white board or on word cards, and review with students how they can break these words into syllables to help decode them.

ESL NOTE: Some challenging words: ‘impedes,’ ‘potentially,’ ‘depressions,’ ‘archaeological,’ ‘sprig.’

Language Predictability

- Point out to students that as they come across words with meanings they don’t understand they can use the poster’s illustrations to assist them in their comprehension of the text. Students should also make sure to pay attention to the context in which unfamiliar words appear, as well as to the definitions given following challenging text. Demonstrate how this can be done by highlighting the word ‘mummified’ and the explanation of its meaning that follows, under the ‘Bog Bodies’ section.

Evaluating

Set a purpose for reading

- Ask students to think about two things as they read. First, students should form an opinion as they read as to whether or not bogs are useful or important. Second, students should form an opinion on the author’s success in presenting bogs in an effective and interesting way.

Provide for early finishers

- Early finishers can either write something about or illustrate a part of nature (or an ecosystem other than bogs) they think has beauty. Encourage students to include details in their work.

DURING READING

Monitor reading

- As students read independently, have them read a portion of the text aloud to you. Where needed, assist with word solving strategies for multi-syllabic words as demonstrated in the previous white board exercise. Ask a comprehension question that highlights the focus strategy (evaluating), such as: *Is this part a fact or is it an opinion? Do the fact boxes (Did You Know) provide information that is interesting or useful in learning about bogs?*

Observe

- Make observations on your assessment tools. (See the Evaluating Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 5 Literacy Support Guide*.)
- Note any successful reading strategies you observe, e.g., deconstructing multi-syllabic words on the poster to figure out unfamiliar words. Provide positive feedback to each student as you listen to or highlight their successes, and note an area they may need to improve on.

AFTER READING

Revisit the purpose for reading

- Remembering the two-part purpose for reading, have students participate in a Value Line activity (see Oral Language Strategies in the *Grade 5 Literacy Support Guide*) in groups of 3 or 4. Create two lines for students; one for each question asked. Students will choose where on the value lines they believe their answers sit. They can discuss their responses to the two questions with their group members, and later share their positions with other groups as well.

Check on outstanding challenges

- Check with students to see if the condensed layout in which this information is presented is a challenge for them. If it is, perhaps they can read individual blocks of information at a time, since reading in a sequential order is not necessarily of utmost importance in this non-fiction poster.

Note successful strategy use

- Explain a successful reading strategy you observed, e.g., *Looking at the diagram of the bog, Jolyn was unsure of how an entire village could be found inside a bog. So she read on to learn about how the flooded town was buried in peat, and the diagram became clearer to her. This is a good example of reading on to clarify something that doesn't make much sense at first.*

Evaluating

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*.

Inferring

Written

- Have students write a background story about an artifact or object buried in a bog. The artifacts can be any of those listed in the text. How did the object end up there? From what point of view is the story told? Students are to pay close attention to their punctuation and use of grammar, ensuring both are used correctly and with an end goal of communicating the meaning of the sentences and story as a whole in a clear manner.

Synthesizing

Artistic

- Provide students with various coloured wires, pipe cleaners, or twist ties to create a wire sculpture of one of the insects or plants found in the bog. Have students place their wire sculptures in clay or Styrofoam to stand up. Students then create a small display card to accompany their completed sculpture, which would include the name and some facts about the insect or plant they have represented.

Evaluating

Oral/dramatic

- With a partner, students imagine that they are one of the plants or animals found in the bog and they need to encourage others to see the beauty and uniqueness of their habitat. What would they say? How could they persuade others that a bog is beautiful or interesting? Students' information, as well as their opinions, should be presented in a clear and coherent way. Partners will need to create a list of relevant facts to be shared point by point with classmates in order to persuade them of their argument.