



# CRYPTIDS CLUB OF CANADA

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**TEXT TYPE:** Fiction: Persuasive—Advertisement

**GUIDED READING LEVEL:** W/X

**SUMMARY:** This text is an advertisement for a fictitious club for fans of cryptids—creatures whose existence has been suggested but not proven. Based on advertisements featured in mail-outs and magazines, this persuasive text presents information on some of the cryptids featured in the club, as well as featuring the merchandise and benefits offered to club members.

## TEXT FEATURES

- fold-out format
- trading card features
- eye-catching fonts
- typed letter (including letterhead)
- e-bulletin
- persuasive captions
- fact boxes
- bullets
- trademark symbol (“™”)
- acronyms

## VISUAL LITERACY

- photographs
- illustrations
- map
- labels
- mail-in order form

## TEXT SUPPORTS

- illustrations
- compartmentalized information

## POSSIBLE TEXT CHALLENGES

- text layout
- amount of information
- pronunciation of prehistoric names, e.g., ‘zeuglodon,’ ‘basilosaurus’

## FOCUS COMPREHENSION STRATEGY

- evaluating

## FURTHER COMPREHENSION STRATEGIES

- making connections: text to text
- self-monitoring

## ORAL LANGUAGE OPPORTUNITIES

- Place Mat strategy
- discussing with a group
- sharing ideas
- TV advertisement (option 3 in Focused Rereading)

## WORKING WITH WORDS

- word solving and building: chunking words, associating sounds, and reblending

## ASSESSMENT OPPORTUNITIES

Observe each student’s ability to:

- understand the difference between fact and opinion
- evaluate the author’s craft
- give personal opinions about ideas
- make connections to what they know about advertisements
- self-monitor and repair comprehension when it breaks down

## ASSESSMENT TOOLS

Select from the following:

- Evaluating Strategy Checklist
- Comprehension Strategies Anecdotal Record

## Making Connections: Text to Text and Evaluating

### BEFORE READING

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

- Pose the following question to students: *How are advertisements designed to persuade people to buy products?* Divide students into groups of three or four and have them write their response to the question on their own section of a Place Mat (see Oral Language Strategies in the *Grade 6 Literacy Support Guide*). Upon completing their written responses, instruct students to discuss the ideas on the place mat within their group. Explain that the group is to agree upon the most important points and record them in the centre section of the place mat. Each group then shares their ideas with other groups.

#### **ESL NOTE:**

To provide visual support for your ESL students you may wish to have some samples of ads displayed in the classroom.

#### **Text Features**

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

- Present students with copies of the text. Before beginning, explain to students that this advertisement is for an organization that is fictitious—it does not really exist. Ask, *What do you notice about the format of the text?* (it is a fold-out) *Why do you think the text is presented in this way?* Allow for student response. Ask, *What type of text is this? Can you identify some of the features in the text?* Provide students with the opportunity to scan the text and identify features that suggest this is an advertisement, e.g., mail-in order form, persuasive captions, photographs, use of eye-catching fonts. Where—and for what products—have students seen this type of advertisement? If not mentioned, explain to students these types of advertisements can be found in magazines and mail-outs for various clubs, organizations, and products (e.g., music and video clubs, animal protection organizations, and so on).
- Direct students' attention to the order form. Ask, *When providing others with personal information, why should you be careful?* Allow students to discuss the question. If not mentioned, remind them to be careful with personal and financial information. Discuss what can sometimes happen if e-mail information is given (you can receive unwanted e-mail and solicitations from others that may gain access to your e-mail address). Highlight the fine print and discuss the importance of reading this information carefully. Ask students what might happen if someone were to ignore this information when signing up for the club (their membership would be renewed and they would continue to receive mailings every year at an annual cost of \$25.00).
- Ask, *What might some of the challenges be in reading this book, as you examine the layout and amount of information given?* Provide students with the opportunity to discuss any challenges they identify from previewing the text. What are some strategies to help keep track of the information being read? In the discussion that follows, emphasize both the need to be able to identify the difficulties they are having as well

#### **Self-monitoring**

## Word Solving and Building

## Evaluating

as the appropriate fix-up strategies they might use (e.g., reread, slow down, summarize, look at illustrations, photos, and maps, ask a friend or teacher for help, and so on).

- As a group, look at the CreatureCard entitled ‘Ogopogo.’ Highlight the word ‘zeuglodon.’ What are some strategies to help figure out the pronunciation of the word? (e.g., chunking, breaking the word into smaller, more manageable parts, and reblending)

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

- Draw a T-chart on chart paper with headings entitled ‘Issue’ and ‘My Evaluation.’ Write the following questions in the ‘Issue’ column:

1. What audience is the ad aimed at?
2. What does the author do to persuade us?
3. How effective is this ad?
4. Would I join this club if it existed?
5. What would I change in the ad?

Provide students with five sticky notes, and as they read the text ask them to jot down answers to the questions as they evaluate the text.

### **Provide for early finishers**

- If students finish early they can compare their sticky notes with others who have also finished early.

## **DURING READING**

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### **Monitor reading**

- Have students read the text independently. Remind them to think about their purpose for reading and to jot brief notes about each of the five questions listed on the T-chart.
- Ask individual students to read portions of the text aloud to you. Provide prompts to support students’ evaluation of the text, such as: *Who do you think would be interested in joining this club? Will this ad attract people of different age groups? Did the author do a good job of explaining what cryptids are? Did the author do a good job of reaching their targeted group?*

### **Observe**

- Make observations on your assessment tools. (See the Evaluating Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 6 Literacy Support Guide*.)

## AFTER READING

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### Evaluating

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

- Invite students to place their sticky note responses in the 'My Evaluation' section of the T-chart. Each sticky note should be placed across from the question it pertains to. Provide each student with an opportunity to discuss their response.

#### **Check on outstanding challenges**

- Discuss with students if the layout of the text presented any challenges. Say: *There was a lot of information here and it might have been a challenge to know where to start reading. What methods did you find helpful for making your way through this amount of information?* Discuss approaches that worked well for students and ask if these might help others who found navigating their way through the text to be a challenge.

#### **Note successful strategy use**

- After students have finished discussing their sticky note responses with the larger group, provide feedback on their ability to present particularly insightful evaluations of the advertisement.

## 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 6 Literacy Support Guide*.

#### **Written**

### Evaluating

- Students can imagine their own cryptid and write a CreatureCard for the cryptid they've envisioned. The CreatureCard should follow the same format of the ones featured in the text and include the same headings, e.g., 'Physical Characteristics,' 'Research History,' and so on.

#### **Artistic**

### Making Connections: Text to Text

- Students can illustrate a picture for a cryptid that another student is creating. The illustration should follow the format of the cards featured in the text, having a border, name and illustration of the cryptid, and 'Cryptids Club of Canada' heading at the top.

#### **Oral/dramatic**

### Evaluating and Synthesizing

- In groups, have students take the information in the fold-out ad and create a two-minute ad for television. The TV ad should contain the most pertinent information from the print ad. Students must think about what makes an effective television advertisement and use these features in their own ad. Each group presents their ad to the whole group.