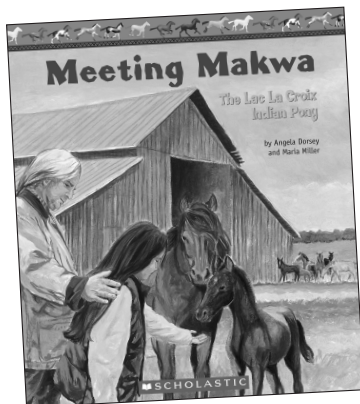


# MEETING MAKWA THE LAC LA CROIX INDIAN PONY

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**TEXT TYPE:** Info-fiction: Narrative/Description—Explanation/Short Story  
**GUIDED READING LEVEL:** U/V

**SUMMARY:** Grandpa has a special secret for Amanda. Excited to learn his secret, Amanda joins her grandfather on a visit to a ‘host farm,’ dedicated to rebuilding endangered breeds. During this trip, Grandpa tells Amanda all about the history of the Lac La Croix Indian Ponies. These ponies once worked and lived alongside the Ojibwa people. When machines took over their jobs, the ponies became unnecessary to the Ojibwa way of life. Eventually the breed became nearly extinct. Amanda is delighted to learn that her grandfather has decided to start his own host farm for Lac La Croix Indian Ponies, who have started to rebound from the edge of extinction. Amanda promises to work alongside her grandfather to help save this nearly lost breed.

**Note:** You may want to focus only on a spread or a specific feature of the text rather than covering this info-fiction text in its entirety.

## TEXT FEATURES

- headings/subheadings
- text boxes containing factual information
- word and definition lists

## VISUAL LITERACY

- pictures with captions
- illustrations
- genealogy tree
- map with enlargements
- pictorial and illustrated diagrams with caption/labels

## TEXT SUPPORTS

- descriptive language
- illustrations
- word and definition lists

## POSSIBLE TEXT CHALLENGES

- people and place names (e.g., ‘Makwa,’ ‘La Croix,’ ‘Ojibwa’)
- vocabulary terms related to horses and ponies
- some difficult words (for both word recognition and word meaning, e.g., ‘feral,’ ‘foraged,’ ‘Genealogy,’ ‘heritage’)

## FOCUS COMPREHENSION STRATEGY

- self-monitoring

## FURTHER COMPREHENSION STRATEGIES

- analyzing
- sequencing

## ORAL LANGUAGE OPPORTUNITIES

- Ranking Ladder strategy
- discussing with a group
- discussing with a partner
- sharing ideas
- oral presentation (option 3 in Focused Rereading)

## WORKING WITH WORDS

- language predictability: using context and dictionaries to work out word meanings

## ASSESSMENT OPPORTUNITIES

Observe each student’s ability to:

- identify a purpose for reading the text
- activate a range of problem solving strategies and fix-up strategies
- self-question to check comprehension
- notice when comprehension is breaking down
- scan and use text features to locate facts

## ASSESSMENT TOOLS

Select from the following:

- Self-Monitoring Strategy Checklist
- Comprehension Strategies Anecdotal Record

# First Session (pages 2–10)

## Making Connections: Text to World and Visual Literacy Features

## Text and Visual Literacy Features and Analyzing

## Self-monitoring

## Language Predictability

## BEFORE READING

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

- Examine the front and back covers, and read the back cover blurb together. Encourage students to make connections. Ask, *Has anyone heard of the Lac La Croix Indian Pony? What background knowledge do you have about the Ojibwa culture which may help you to read this text?* Provide an opportunity for students to share their background knowledge and connections.
- Explain that this text has two types of information. The author has provided a short narrative story about Amanda and her grandfather. In this narrative, the grandfather will tell the story of the Lac La Croix Indian Pony. The author has also provided factual information about horses and ponies. This information is presented using text features such as word definition lists, diagrams, captions, and a map.

### **Introduce supports and challenges**

- Ask students to preview the diagrams and accompanying written descriptions located on pages 4 and 5. Discuss how the heading and subheadings provide important information for the reader. Scanning the heading and subheadings will allow the reader to identify and locate information. Note how the author has used enlarged font for the heading and subheadings; this aids in scanning.
- Direct students to page 6 of the text. Locate the text box entitled ‘By Age or Gender.’ Provide an opportunity for students to examine this section of the text. Ask, *How will this feature help you to understand the story? How is the information in this text box similar to the information found on pages 4 and 5? How is it different?*
- Say, *As you are reading the factual information in the book, you may wish to adjust your reading pace. There is a lot of important information provided in the diagrams and descriptions. In order to ensure that you understand this information take time to ask yourself: ‘Does this make sense?’*
- Direct students to page 10 of the text. Locate the word ‘feral’ (in the last paragraph). Invite students to locate clues in the text to determine the meaning of this word. Ask, *Does the author provide a definition nearby?* Remind students that there are some challenging words in the text. Discuss how to figure out the meaning of an unknown word by using clues in the sentence which contains the word and in the surrounding sentences. Tell students that they may need to use a dictionary (print or on-line) to locate some word meanings. Turn to page 4 of the text

and try utilizing these strategies to arrive at a meaning for the word ‘Equine,’ found at the top of the page.

## Self-monitoring

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

- Provide each student with a copy of the *Meeting Makwa: Reading and Analyzing Non-fiction (RAN)* BLM and some small sticky notes. Direct students to record what they think they know about the Lac La Croix Indian Pony on these sticky notes. It is important to note that the RAN BLM should only be used for the non-fiction components of this text.
- Say, *When reading, it is important to think about what you would like to learn from a text. Having a purpose for reading helps the reader to understand the ideas and information in the text. When you are reading today, I want you to see if the information you have written on your sticky notes and placed in the ‘What I Think I Know’ column is correct (Confirmed) or incorrect (Misconceptions). You can also use the sticky notes and organizer to record your questions about the text and any new information you find. For example, you may find a challenging word, such as ‘feral,’ which we looked at earlier. As you are reading, remember to ask yourself and jot down, ‘Does this make sense?’ These questions can be placed in the ‘Wonderings’ column. Place any new facts you learned in this session in the ‘New Learning’ column.*

### **Provide for early finishers**

- Encourage early finishers to share the information recorded on their RAN organizers with a partner. Ask, *What questions do you have about the information in the text? Share this information with a partner—perhaps they can be of some assistance. What new information have you recorded in the New Learning column?*

## **DURING READING**

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### **Monitor reading**

- Have each student read a portion of the text aloud to you. Always provide a comprehension prompt that highlights the focus strategy (self-monitoring), e.g., *Did you understand that part? Did you change speeds when you read? Did you read more slowly sometimes and more quickly at other times? Did you create sticky notes when you ran across something that puzzled you?*

### **Observe**

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

## AFTER READING

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### Self-monitoring

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

- Ask, *What fix-up strategies could be used to answer the questions you added in the 'Wonderings' column?* As a group, begin an anchor chart of comprehension fix-up strategies. For example, students may read on to seek further information, adjust their reading pace when they encounter a puzzling or challenging section of text, reread the page or the part of text which contains the problem, use visualization to assist in comprehension, ask others for their input, and so on.

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

- Your observations will help you work out other challenges students experienced.

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

- Explain a successful reading strategy you observed, e.g., *I noticed how Kadeem stopped reading when he found a puzzling word in the text. As he was reading, he realized that he could not remember the meaning of the word 'fetlock,' so he took time to review the diagram on page 3. This is a great example of rereading to help get you through a difficult part of the text.*

## Second Session (pages 11–20)

## BEFORE READING

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### Evaluating

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

- Direct students to work in small groups. Using the Ranking Ladder strategy (see Oral Language Strategies in the *Grade 6 Literacy Support Guide*), have each group organize all the information located in their 'New Learning' column, from most interesting to least interesting. Groups can then share the top two most interesting facts learned in the previous session.

### Sequencing and Analyzing

- Invite students to retell the main events of the story from the first session. Say, *In our last session, the story began when Amanda's grandfather told her that he had a special surprise. Ask, What has happened in the story since then? What important information has Amanda learned about Lac La Croix Indian Ponies? What interesting things did you learn from the factual information included in the diagrams, written descriptions, and word definition lists?*

### Self-monitoring

- Revisit the anchor chart started in the first session. Ask, *Which of these fix-up strategies were you able to use in our last session? Can you think*

*of a time when you changed your reading pace? Why did you slow down? Did you ask yourself questions as you read? Which questions did you ask?*

- Ask students to revisit the questions and information posted on their RAN BLMs. Ask, *Can you think of another question you have about the Lac La Croix Indian Pony? What information are you hoping to find when you read today?*

### **Introduce supports and challenges**

#### **Language Predictability and Inferring**

- Direct students to page 12 of the text. Locate the word ‘Genealogy.’ Invite students to share their background knowledge and connections with this word. Ask, *Have you seen this word before? What do you think this word means?*

#### **Text and Visual Literacy Features and Inferring**

- Instruct students to scan the genealogy tree on page 12. Ask, *How has the author organized this information? How does the way this tree is organized help you interpret the information found within it? Why do you think it is called a ‘tree’?*

- Direct students to page 18 of the text. Together, preview the map. Ask, *Why do you think the author included these enlarged sections on the map?*

- Review the organization of text. Say, *In the first session we discussed how the author includes two types of information in the book. There is a narrative story about Amanda and her grandfather (fiction), and factual information about horses and ponies (non-fiction). When you were reading the first section of the text during our last session, how did you decide to read the text? Did you read the factual information located in the diagrams and charts first? Or did you refer to the factual information as it was referred to in the narrative?*

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

#### **Self-monitoring**

- Remind students to think about a purpose for reading. Say, *Having a purpose for reading will help you to understand the ideas and information in the text. As you read, remember to use all the columns on your RAN organizer. Also, refer to the fix-up strategies we listed on our anchor chart previously when you run in to some difficulty. They might benefit you. Be sure to note any new strategies that you use to help solve difficult parts of the text in this session’s reading so that we might add them to our anchor chart later on.*

- Encourage students to mark with a sticky note tricky or puzzling words, facts, or text features in the ‘Wonderings’ column of their BLM.

### **Provide for early finishers**

- Instruct early finishers to revisit the questions recorded on their RAN organizers. Ask, *Can you use fix-up strategies from our anchor chart to try to answer your questions?*

## **DURING READING**

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### **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 text and visual literacy features. Always provide a comprehension prompt that highlights the focus strategy (self-monitoring), e.g., *Which part was tricky? Was there any time you thought 'I don't understand this'? Did you try and picture it in your mind?*

### **Observe**

- Note any successful reading strategies you observe, e.g., students reading for a purpose, students using context and an increasing range of strategies to work out word meanings, students using fix-up strategies listed on the group anchor chart.

## **AFTER READING**

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

- Invite students to retell the main events of the section of narrative read in this session. Ask, *At the end of the story, Amanda finally learns about her grandfather's surprise. What does she find out? How does she feel about the surprise? How do you know?*

**ESL NOTE:** Review the main events by making a series of statements about what has happened so far. The students have to say if the statements are true or false.

- Provide time for students to share information recorded on their RAN BLMs. Ask, *What new learning have you recorded? Did you discover any misconceptions as you read? What questions do you still have about the text?*
- Ask, *Can you think of any other comprehension fix-up strategies we can add to our anchor chart for fix-up strategies?*

### **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 a challenging visual literacy format. Are students comfortable reading and understanding the layout of the genealogy tree?

### **Self-monitoring**

### **Note successful strategy use**

- Explain a successful reading strategy you observed, e.g., *I noticed how Noah slowed down his reading pace when he came across the information in ‘The Lac La Croix Indian Pony Genealogy.’ Noah told me that it helped to read the measurements of the animals, and to stop and try to visualize their size. He took some extra time to compare the information on the different horses and ponies described on the family tree.*

## **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*.

### **Analyzing**

#### **Written**

- Invite students to research a horse breed of their choice. Ask students to use the information they have found to write a report about this breed. Encourage students to use a range of text and visual literacy features when writing their reports, and ask them to record the sources they used for their report in a form that is easy to understand and identify.

### **Analyzing and Self-monitoring**

#### **Artistic**

- Ask students to draw a detailed diagram of the Lac La Croix Indian Pony. Encourage students to use the information recorded on their *RAN* organizers. Students should label their diagram using new vocabulary terms found in the text.

### **Synthesizing**

#### **Oral/dramatic**

- Invite students to prepare an oral presentation on the Lac La Croix Indian Pony. Students can use the facts listed on their *RAN* organizers, as well as any information they wish to include from the text itself (paraphrased in their own words to deliver and clarify meaning). Encourage students to focus on creating an engaging introduction and conclusion for their oral presentations.



<b>What I Think I Know</b>	<b>Confirmed</b>	<b>Misconceptions</b>	<b>New Learning</b>	<b>Wonderings</b>