

Guided Reading Lesson: Applying to College

(approx. 30 mins.)

Level: Early Reader

Goals

The student will learn to:

- identify and comprehend the main problem in a story, and its solution
- interpret and infer characters' thoughts, feelings and actions
- make and discuss connections between the text and other sources (e.g., personal experiences, other texts, background knowledge)
- make predictions about the story and use information from the text to confirm
- apply a variety of strategies to solve unknown vocabulary (e.g., rereading, self-monitoring, searching pictures and text, making multiple attempts, self-correction)
- use and cross-check sources of information to unlock the text (e.g., context cues, picture cues, language structures, letter/sound/cluster analysis)
- use context and pictures to derive the meaning of unfamiliar vocabulary
- read in a phrased and fluent manner

Before Reading - Book Introduction/Picture Walk (5-10 minutes)

Note: Review the M/S/V chart found on the inside cover of the book and identify any features specifically needed by **this particular group** of students, to support their learning. The **teacher holds the book** and turns the pages, giving the students the opportunity to look at the pictures. Students do not yet have a copy.

a. Engage students by connecting their experiences/knowledge to the new text.

See the 'Think and Talk' section on the back cover of the book:

Why do people use credit cards?

What are the advantages (and disadvantages) of having a credit card?

b. Show the cover and read the title, **Applying to College**.

c. Share the main idea of this text.

In this book, a boy named Nazim wants to go to college to be a paramedic. He learns that he needs a credit card to pay the application fee. In Nazim's country credit cards are not used. Nazim's teacher explains to him how to use a credit card safely.

d. Lead the students through a picture walk. As a guide, use the **Meaning** column of the M/S/V chart found on the inside cover of the text.

p. 2 - *This is Nazim. He wants to be a paramedic. Do you know what a paramedic does?*

p. 4 - *Nazim went on the computer to fill out the application form.*

p. 6 - *Can you tell how Nazim is feeling? He just found out he needs a credit card, like Visa or Mastercard to pay the application fee.*

p.7/8 -*Nazim is showing his teacher the cash he has to pay the fee, because he doesn't have a credit card.*

p.10 -*Nazim's teacher offers to use her credit card to help him complete the application.*

p.11/12-*Why do you think there is an X through the Mastercard and Visa? Look at Nazim.*

How is he feeling? He says that in his country they don't use credit cards because they believe they are dangerous. His teacher explains her rules for using credit cards safely.

(Stop the picture walk at this point)

e. Using the M/S/V chart found on the inside cover of the text again, the teacher will highlight any **Structural** or **Visual** information necessary to help their students access this text.

f. Invite the students to:

Read to find out, the rules she teaches him for safely using a credit card.

During Reading (5-10 minutes)

Note: In order to avoid the students chorale reading, you may choose to use a staggered start (i.e., one student begins at the front cover, another begins on the title page, another on page 1 of the story. NEVER allow a student to begin beyond this point, as they need an opportunity to read the whole text.) For useful prompts, see *The Fountas & Pinnell Prompting Guide 1: A Tool for Literacy Teachers*, by Irene C. Fountas and Gay Su Pinnell, (2008).

- Give each student one copy of text to read independently.
- Students whisper read the entire text at their own pace.
- Teacher observes and supports individual students as they negotiate their way through the text (e.g., prompt for strategies, explain concepts and vocabulary, interpret illustrations, model/encourage phrasing and fluency, etc.).
- Students who finish before others, should be encouraged to reread the text.

After Reading (5-15 minutes)

1. Discussion of Meaning

- Have students respond to the “read to find out” idea.

Let’s turn to page 14. What are Nazim’s teacher’s rules for safely using a credit card? Can you think of any other rules that would be helpful?

- Deepen their **understanding of the story** and **financial literacy** by discussing a topic of interest. (e.g., *What should you do if your credit card is lost or stolen? What other kinds of credit cards are available? Do people use credit cards in your country?*)

2. Word Work

- Focus on one aspect of word analysis found under **Reinforcing Decoding Skills** listed on the inside cover of the text. Additional word work activities could be done later as a follow-up.

For Example:

-inflectional endings ‘s, ed, ing’

Students make a list of all of the words in the book with the following inflectional endings: s, ed, ing.

3. Phrasing & Fluency

Students practise with a partner reading the callouts expressing the feelings of the character.

4. Listening Centre

Students listen to the story and read along with the text.

5. Writing

Find samples of application forms (college, credit card, etc.) online. Have students practise answering the questions. Be sure to collect them!