

Guided Reading Lesson: Canadian Money

(approx. 30 mins.)

Level: Emergent 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.

You may want to have samples of Canadian bills available.

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

What do you notice about Canadian money? How do the bills look the same? How do they look different?

b. Show the cover and read the title, Canadian Money.

c. Share the main idea of this text.

In this book, we learn the value (give an example) and the colour of different Canadian bills.

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 – *Here is a \$5.00 bill?*

p. 4 - *Can you tell how much this bill is worth?*

p. 6 - *And this bill?*

p. 8 - *And how about this bill?*

p.10- *Have you ever seen a \$100 dollar bill?*

p.12- *And here is the girl with all of her money!*

(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 value (how much money) and colour of different Canadian bills.

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.
What colours do you see on the Canadian bills, and what is the value of each?
- Deepen their **understanding of the story** and **financial literacy** by discussing a topic of interest. (e.g., American bills are all green. Why do you think Canadian bills are different colours?
What would you do if you found a \$100 bill stuck in a snowbank?)

2. Vocabulary Development

-Multiple Meanings

The word ‘**bill**’ has many meanings (bill- a bird’s beak; bill- a bill of sale; bill – a dollar bill).
Explain the difference. Have students create an illustration of each.

-‘colour words’

Have students locate the colour words and list them using markers of corresponding colours.
Have students share the colour words in their first language.

3. Listening Centre

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

4. Writing Centre

- Have students create a booklet using the patterns:

Here is a _____.

It is _____ (colour).

Topics could include: animals, fruit, plants, clothing, school supplies.