

Guided Reading Lesson: Fundraising Greeting Cards

Goals (30 minute lesson)

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)
- summarize ideas in the text and tell how they are related
- make predictions about the story
- 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)
- 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.

- Engage students by connecting their experiences/knowledge to the new text. See the 'Think and Talk' section on the back cover of the book:

*Think about a time when you did something to help others.
What did you do? Explain how you felt.*

- Show the cover and read the title, *Fundraising Greeting Cards*.
- Share the main idea of this text.
For example: *This story is about how student clubs can work to help people in other countries.*
- 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. 1 *The story begins with Aya, who decided to join a club at school to improve her English.*

p. 2/3 *She joined the Water Ambassador Club that was raising money for clean water in Africa.*

p. 5 *Next she joined a new English Conversation Club. At this club, they made greeting cards.*

p. 6/7 *Aya explained the work of the Water Ambassador Club. The students in the Conversation Club decided to sell their cards and donate the money to the clean water project too.*

p. 8 *Can you tell from the calendar when they met to work on their cards?*

p. 10 *They sold 30 cards and made 60 dollars. How much did they charge for each card? Do you think they will make more cards to sell?*

(Stop the picture walk at this point)

- 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.

- Invite the students to:

Read to find out, what plans the clubs make for next year's fundraising and how Aya felt about the experience of joining clubs.

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 plans did the clubs make for next year’s fundraising?

How did Aya feel about the experience of joining clubs?

- Deepen their **understanding of the story** and **financial literacy** by discussing a topic of interest. (e.g., *What skills do you think the students needed to make greeting cards? What do you think they learned from doing this? Have you ever made something with your own hands? Discuss.*

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:

- Blends

Have students work with a partner to find as many words with blends as they can in the book. Print each work on a sticky note or flashcard. When they have finished, students can sort the blends into groups. They can practice reading and spelling the words together.

- Compound words

Use magnetic letters to make the words “every” and “one”. Have the students read each word separately, then combine the two words and ask them to read the new compound word formed, “everyone” (page 7). Repeat for other compound words: someone, fundraising, birthday. Ask them to think of some compound words they know.

3. Listening Centre

- Create and write a greeting card for a friend or family member.

4. Writing and Research

- Have the students listen to the story at the listening centre.