



Guided Reading Lesson: Fundraising: The Bake Sale

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)
- 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.

- 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:

How are things sold in your country?

Do people barter or are the prices fixed? (Explain)

- b. Show the cover and read the title, **Fundraising: The Bake Sale.**
- c. Share the main idea of this text.
For example: ***This is a chapter book about working together to help others. A girl named Malyoun wanted to help raise money for clean water in her country.***
- 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. 1 *This is the table of contents. It shows the chapters in the story.*
 - p. 2 **Chapter 1**, *We meet Malyoun from Somalia, who now lives in Canada. She wants to help her home country.*
 - p. 3/4 *Many people from her country die every year without clean water. Malyoun joined the Water Ambassador Club at school to raise money for the Ryan's Well Foundation that builds wells in Africa.*
 - p. 6 *The Club organizes many fundraising activities. Malyoun was part of the bake sale event.*
 - p. 8 **Chapter 2**, *The team needed to make a plan for the bake sale. What things might they need to do?*
 - p. 9/10 *Each team member got food for the sale. Who do you think they asked for donations?*
 - p. 11/12 *Malyoun and her friend made price signs. What information did they add?*
 - p. 13/14 *On the day of the sale, the team members wore their special T-shirts and each helped.*

(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, if the bake sale was a success.

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.

Was the bake sale a success?

How much money did they raise?

How did Malyoun feel?

- Deepen their **understanding of the story** and **financial literacy** by discussing a topic of interest. (e.g., *What skills did the students in the text need to organize the sale? What problems do you think they had? What do you think they learned and gained from doing this? OR Think of a time when you helped someone. Explain. How did you feel? How was your experience like the one in the story?*)

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:

- Initial consonant blends (e.g., cl, dr, pr, st, spr)

Have the students make a chart featuring the blends as headings and list words from the story under each blend.

- Multisyllabic words

Have students work in pairs and record multisyllabic words from the story. They say and clap the syllables for each word.

- Compound words

Use magnetic letters to write the words “some” and “thing” on a magnetic board. Have the students read each word and then combine them and read the new word. Repeat for other compound words listed under **Visual** on the chart on the inside cover.

3. Listening Centre

- Have pairs or groups of students make a plan or a poster for a fundraising event.