

## Guided Reading Lesson: Htee Moo's Shoes

### 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)
- 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.

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

*Did you ever buy something without planning ahead?*

*What was it?*

*How did you feel afterwards?*

- Show the cover and read the title, *Htee Moo's Shoes*.

- Share the main idea of this text.

For example: *This story is about a boy named Htee (Tee) Moo who must make a decision about how to spend some money he receives from his brother.*

- 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 *The story begins when Htee Moo's brother, who is working in Alberta, sent him some money as a gift.*

*He was very excited to get \$200 in cash.*

p. 4 *Htee Moo feels rich and wants to spend his money right away. Can you tell what he wants to buy?*

p. 6 *Htee Moo's cousin takes him to the shopping mall.*

p. 8 *He had to choose where to shop.*

p. 10 *They went into a shoe store and he tried on some red shoes.*

*Do you think Htee Moo will buy these shoes? Why? or Why Not?*

**(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 Htee Moo chooses to buy and how he feels about his decision.**

## 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 did Htee Moo chose to buy?*

*How did he feel about his decision?*

- Deepen their **understanding of the story** and **financial literacy** by discussing a topic of interest. (e.g., *Htee Moo’s money was a gift to him. Do you think his parents were right to be angry with him or should Htee Moo be able to buy whatever he wants with his own money? Explain the difference between wanting and needing something.*)

### 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:**

- **‘oo’ spelling pattern:** Have students use white boards, magnetic letters or word cards to spell “oo” words from the text (Moo, choose, cool, too). Brainstorm at least 2 other words students know that use the “oo” spelling pattern and have the same sound (school, tool, fool, etc.).
- **‘st’ blends:** Students create a list in their books with the heading: **Beginning/Middle/End**. Students work independently or with a partner to find and list all of the words in the story that include the “st” blend under the appropriate column. Challenge students to think of other words with the “st” blend and add it to the appropriate column. (This will be their opportunity to find words that begin with “st” (e.g. street, stop, stand etc.).
- **words ending in “er”:** Students make a list of all of the words in the book that end with “er”.

### 3. Listening Centre

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