

Guided Reading Lesson: I Like to Save 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.

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

Do you have your own money? Are you saving it to buy something special?

b. Show the cover and read the title, **I Like to Save Money**.

c. Share the main idea of this text.

It's about a boy who likes to save his money in a jar. We learn the names of the Canadian coins and the 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. 1 -*The boy is putting a nickel in his jar (point to the jar).*

p. 2 - *Now, he is putting a dime in his jar (point to the jar).*

p. 3 - *Here is a quarter.*

p. 4 -*Here is a loonie.*

p. 5- *Here is toonie.*

p. 6- *Here is five dollars*

p. 7- *Here is ten dollars.*

p. 8- *Here is twenty dollars.*

p. 9- *He likes to save 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 names of the Canadian money that the boy likes to save in his jar.

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 Canadian money did the boy like to save in his jar?
- Deepen their **understanding of the story and financial literacy** by discussing a topic of interest. (e.g., **Are you a ‘saver’ or a ‘spender’? Explain the terms.**)

2. Vocabulary Development

- ‘**number words**’

Have students locate the number words and list them beside the corresponding numerals (e.g., nickel – 5 cents; dime – 10 cents). Have them share the number words in their first language.

- ‘**currency words**’

Have the students create a T-chart with columns labeled: **Coins Bills.**
Have them list the money under the appropriate heading. nickel five dollars

3. Listening Centre

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