

# Guided Reading Lesson: 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.

- Engage students by connecting their experiences/knowledge to the new text.  
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 they do they look different? Talk about other money you have seen.*
  - Show the cover and read the title, Money.
  - Share the main idea of this text.  
*In this book, we learn the different colours of Canadian bills.*
  - 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 – *This is a blue bill.*
    - p. 4 - *This is a purple bill.*
    - p. 6 - *What colour is this bill?*
    - p. 8 -. *What colour is this bill?*
    - p.10- *Do you know this colour?*
    - p.12- *Here is all her money.*
- (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, the 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 of money do you see?**

- Deepen their **understanding of the story** and **financial literacy** by discussing a topic of interest. (e.g., Why do you think Canadian bills are different colours?  
What would you do if you found a \$50 bill on the sidewalk?)

### **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 the students say the colours in their 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 pattern:

*Here is a \_\_\_\_\_ (colour word) \_\_\_\_\_ (noun).*

*e.g., Here is a **brown cat**.*

*Here is a **red apple**.*

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