

Guided Reading Lesson: The Cell Phone

(approx. 30 mins.)

Level: Early Reader

Goals

The student will learn to:

- identify and comprehend the main problem in a story, and its solution
- 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: ***What do you know about buying a cell phone? Do you have a cell phone or cell phone plans?***

b. Show the cover and read the title, ***The Cell Phone***.

c. Share the main idea of this text.

For example: ***In this story, a boy named Nabi asked his friend Faisal, who spoke better English, to help him to cancel his cell phone plan. Nabi bought a better phone from a friend.***

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. 2-*Here we see Nabi asking his friend Faisal to help him cancel his phone plan.*

p. 4-*When Faisal wondered why, Nabi explained that he has bought a better phone for \$150 from a friend.*

p. 6-*To cancel the plan, Faisal called the phone company. The woman on the phone needed to speak to Nabi first.*

p. 8-*The woman from the phone company asked Nabi for his name, phone number, and birthday.*

p.10 – *The woman talked to Faisal about changing Nabi's phone plan to save him some money.*

p.12 – *Nabi did not understand why the woman kept asking so many questions when he didn't want the plan.*

p.14 – *The woman explained that Nabi's 2 year contract was only half over. He had to pay for the rest of the phone.*

(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 Nabi's big surprise!

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 was Nabi’s big surprise at the end of the story?
- Deepen their **understanding of the story** and **financial literacy** by discussing a topic of interest. (e.g., *What are some of Nabi’s choices to solve his problem? What would you do if you were Nabi? Have you ever signed a contract? What should you know before signing a contract?*)

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:

-Studying Verbal Markers

Have students find alternatives in the text for the word ‘said’ .

(e.g., explained, continued, asked)

Ask them to write sentences using these verbs.

-Digraph ph

Using a dictionary, students list English words that begin with ‘ph’.

3. Extention

Examine a variety of contracts online, and discuss with a friend.

4. Drama

In pairs, role-play a conversation between a customer and the phone company.

5. Writing

Write the continuation of this story independently or with a partner.