

## Guided Reading Lesson: We Pay the Tax

### 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)
- summarize ideas in the text and tell how they are related
- 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 "tax"?*

*Have you heard of the HST? (Harmonized Sale Tax)*

*How do these people feel about the HST?*

*How do you know this?*

- b. Show the cover and read the title, **We Pay the Tax.**
- c. Share the main idea of this text.  
For example: *This story is about two friends new to Canada who learn how taxes change the prices of things they want to buy.*
- 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 *Mohamed and his friend are telling this story. They just came to Canada and cold weather is new to them. What's the weather like in your home country?*
- p. 4 *Their second day in Canada was very cold. They wanted to warm up with a hot drink.*
- p. 6 *The boys felt nervous as they went inside their first store in Canada. Do you know what corner store is? (i.e., not just a store at the corner)*
- p. 7/8 *They looked at the menu and decided something to eat and drink.*
- p. 9/10 *The boys looked at the menu. They found out that their order would cost \$4.23.*
- p. 12 *They were surprised when the cashier told them that their total was \$4.78. Can you guess why the totals were different?*
- p. 14 *Mohamed was sure they were correct and showed the cashier his math.*

**(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, *whose total was really correct, the boys' or the cashier's and why?***

### **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.

*Whose total was really correct, the boys' or the cashier's and why?*

- Deepen their **understanding of the story** and **financial literacy** by discussing a topic of interest. (e.g., *The boys still had some questions about taxes after they left the store. (page 18) They wondered why they didn't pay taxes in their home countries. Do you know about taxes in your home country? Do people in Canada have to pay taxes on everything they buy? What do you think the Canadian government does with the tax money?*)

#### **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:**

- Y sounds

This story uses many words that end in “y”. Ask students to print each one on a card. They will sort the cards into groups and explain their rationale.

#### **3. Research: Understanding Taxes:**

- Have students work in pairs to create a list of taxable and non-taxable goods and services in Canada.

#### **4. Drama/Role Play**

- Invite students to re-enact the scene at the counter. They may use lines from the story and add a few of their own.