

Guided Reading Lesson: What Can I Do?

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)
- 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 know what it means to have a hero?

Do you have a hero?

If so, who is it and what did he/she do that made him/her your hero?

- b. Show the cover and read the title, *What Can I Do?*
- c. Share the main idea of this text.
For example: *This is a chapter book about how a girl and her friends helped others by raising money to build wells for clean water in Africa.*
- 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 **Chapter 1**, *We meet Mariam, a girl who has just had an exciting experience at high school this year.*
 - p. 2/3 **Chapter 2**, *Mariam tells us how her exciting experience started from a story about her hero, Ryan Hreljac, who started the Ryan's Well Foundation. He raises money to build wells for clean water in African countries.*
 - p. 5 *Ryan Hreljac inspired Mariam to think about how she can raise money to help others, too.*
 - p. 7 **Chapter 3**, *Mariam shared her idea of raising money for clean water in Africa with her friends, and they all wanted to help.*
 - p. 8/9 *They decided to start a club called the Water Ambassadors to raise money. They wrote down personal goals, brainstormed lots of great fundraising ideas, and came up with a plan to raise \$1,000 for the Ryan's Well Foundation. Can you tell what some of their ideas were?*
 - p. 11 *Mariam and her friends made a fundraising chart to show their weekly progress towards reaching their \$1,000 goal. On the chart, they added how much money they had made after each fundraising event. Have you ever made this kind of a chart?*

(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, if the Water Ambassadors reached their fundraising goal of \$1,000, and how Mariam was feeling about the fundraising project she started with her friends.**

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.

Did the Water Ambassadors reach their fundraising goal of \$1,000?

How much money did they send to the Ryan’s Well Foundation by the end of June?

How was Mariam feeling about the fundraising project she started with her friends?

- Deepen their **understanding of the story** and **financial literacy** by discussing a topic of interest. (e.g., *The students in this book put a lot of time and energy into helping others. Think about a time when you helped someone in need. How did you do it? Why did you do it? How was your experience similar to the one described in the book? How was it different? Explain how you felt.*)

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:

- Blends

Have students work with a partner to find as many words with blends as they can in the book. Print each word on a sticky note or flashcard. When they have finished, students can sort the blends into groups. They can practice reading and spelling the words together.

- Root words and inflectional endings

Have students find the word **raise**, **raising**, and **raised** in the text. Identify and discuss the word endings added to the root word. Have students write a sentence using each word to show its meaning.

3. Listening Centre

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