

Guided Reading Lesson: Where Are You Going?

(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:

Why is it important to have work experience?

b. Show the cover and read the title, *Where Are You Going?*.

Predict what the students are discussing. Where are they? How do you know?

c. Share the main idea of this text.

In this story, a boy named Shofi talks about his co-op course with his friend Hassina, who has never heard of co-op before. Co-op is short for co-operative education. It is a course where you go to school for part of the day and try out a job for the other part of the day.

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 Hasina asking her friend Shofi where he is going.*

p. 4-*Shofi explains that co-op is a course you take with school every morning and work every afternoon.*

p. 6-*Hasina wonders if Shofi gets paid and he explains that instead of money, he is learning lots of new skills.*

p. 8-*Do you know what this is? It’s a punch clock. Each worker has a time card with his or her name on it. When you get to work, and when you leave, you put your card into the clock and it punches the times. Your boss knows that you were not late. In a paying job, the boss also knows how much money to pay you.*

p.10 -*Shofi is working in a factory where they make life jackets. Does anyone know what a life jacket is? It’s a special padded vest you wear in a boat to help you float, if you fall into the water.*

p.12 –*Shofi must ‘keep track’ of ‘inventory’. That means he has to count the life jackets and write down the number. We can see his Inventory List. (discuss the list together)*

p.14 –*Who are these women? Shofi’s boss says he’s doing a great job and wants him to work*

for the summer. Why is this good for Shofi and his boss?

p. 16-*This is Shofi's Work Schedule. Let's look at it together. What does this schedule tell Shofi? Why is it for a whole month? What does the Canadian flag mean? What are the piggy banks for?*

(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, what Shofi learned from his co-op job and what Hasina plans to do next.

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 did Shofi learn from his co-op job? What does Hasina plan to do next?

- Deepen their **understanding of the story** and **financial literacy** by discussing a topic of interest. e.g., *Is co-op a good idea even though you work for free? How will what Shofi learned help him in the future? How did Shofi get his summer job?*

Would you like to take a co-op course? Why? Where would you like to work?

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 verb tenses

Have students discuss past tenses of words “asks”, “replies” and “says” etc. Ask them to write these words in a sentence or change the sentence from the text into past tense.

Syllables Have students find and record words of 2 or more syllables in a chart by number. Clapping helps determine the number of syllables.

2 Syllables	3 Syllables	4 Syllables
jacket	organize	inventory

3. Extension

Examine the work schedule on pg. 16 with a friend. How many hours will Shofi work? How will this schedule change his life?

4. Drama

In pairs, role-play a conversation between Shofi and the boss at the life jacket factory. What questions might the boss ask Shofi? What questions might Shofi have about the job?

5. Writing

On a computer, search the job you would like if they offered co-op. Write an application letter for a co-op job of your choice, explaining why you would like this job and why you would be good at it.