

Guided Reading Lesson: Where is my Bank Card?

(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.

- 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 have a bank card?

What can you do with a bank card?

- b. Show the cover and read the title, *Where is my Bank Card?*

- c. Share the main idea of this text.

In this story, a boy named Samim helped his friend Anas find his missing bank card, so they could go to the mall. Samim gave Anas an idea about how to keep his bank card safe.

- 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 – *Samim is going to the mall. Anas wants to go, too.*

p. 4 - *Look at Anas' face. How does he feel? Anas can't find his bank card. Samim will help him look for it.*

p. 6 - *Anas looked in his backpack.*

p. 8 - *He looked in his coat.*

p.10- *He looked under his books.*

(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, where Anas found his bank card, and what idea Samim gave him to keep his bank card safe.

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.
Where did Anas find his bank card? What idea did Samim give him to keep his bank card safe? Can you think of other safe places to keep a bank card?
- Deepen their **understanding of the story** and **financial literacy** by discussing a topic of interest. (e.g., *How do you get a bank card? What should you do if your bank card is lost or stolen?*)

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:

-prepositions

Students locate and list prepositions (e.g. to, in under). They can create their own sentences using each preposition.

-inflectional endings ‘s, ed, ing’

Students make a list of all of the words in the book with the following inflectional endings: s, ed, ing.

3. Phrasing & Fluency

Students practise with a partner reading questions and exclamatory sentences with the appropriate intonation (**Where is it? / Here it is!**).

Readers Theatre – Have each student use the dialogue to role play the text

4. Listening Centre

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