



Guided Reading Lesson: Why Volunteer?

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:

Why do people volunteer?

Have you volunteered to help someone?

Why?

How did you feel?

- b. Show the cover and read the title, **Why Volunteer?**
- c. Share the main idea of this text.
For example: ***This story is about volunteering, or helping others for free. The girl telling the story learns from many people that volunteering can help her in many ways too.***
- 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 *This girl wondered why some people in Canada volunteer, and decided to find out.*
- p. 4 *First she asked the school settlement worker who said volunteering was a great way to meet people and feel happy. Do you agree or disagree?*
- p. 6 *Her teacher said volunteering was a way to find out about different jobs and learn new skills. It could even help you get a paying job.*
- p. 8 *The girl did not know where to start. What do you think she should do first? Discuss.*
- p. 10 *Then she found out her neighbours needed her help with babysitting.*
- p. 11/12 *She also helped with a fundraising bake sale at school. What skills do you think she learned?*
- p. 13/14 *She even helped paint a wall mural at the Family Centre. What skills could she learn?*

(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, *how volunteering helped the girl in many different ways.*

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.

How did volunteering help the girl?

Talk about the many skills she learned by volunteering.

How did she feel?

- Deepen their **understanding of the story** and **financial literacy** by discussing a topic of interest. (e.g., *The girl found it easy to answer questions about herself and her volunteering work experience in the job interview. Why do you think the person asked her such questions? What skills or abilities might they be looking for? OR What skills do you have that you could use in a volunteer job? What paying job would you like to have?)*

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:

- Final consonant blends (e.g., ct, st, nd)

Have the students make a chart featuring the blends and list words from the story under each one.

- Multisyllabic words

Have students work in pairs and record multisyllabic words from the story. They say and clap the syllables for each word.

3. Listening Centre

- Have the students listen to the story at the listening centre

4. Writing

- Have students work in pairs to write some interview questions for a job they would like and then role play the parts of the interviewer and the job candidate.