



## Guided Reading Lesson: Fundraising: Henna Design

### 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.

- 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 is fundraising?*

*What is the little girl in the picture doing?*

- Show the cover and read the title, **Fundraising: Henna Design.**

- Share the main idea of this text.

For example: ***This is a chapter book about a fundraising project that was organized to help build wells for clean water in Africa. The story is told by a member of the Water Ambassadors Club.***

- 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.

- Chapter 1**, We find out a little bit about the Water Ambassadors project and how they raised over \$1,000 to help build a well for clean water in an African country. From the photo you can see what a clean water well looks like.
- The students organized many activities to raise money. Look at the photos, what were some of the activities? The students also collected donations by talking to people in the community.
- Chapter 2**, We are told that it was a girl named, Mariam, who suggested the idea of creating henna designs to raise money. In her country of Somalia, women get henna designs on their arms, hands and feet to celebrate special events.
- Henna is a paste made from leaves. It is not ink, like they use for a tattoo!
- Take a look at all of the Henna tubes. They cost \$10.00 each. Think about all the money they would have to spend to get the different colours.
- Some of the girls gave up their lunchtime to give Henna Designs.
- Read the captions to find out how much each Henna design cost. Why do you think they cost different amounts of money? Which one would you choose?

**(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 much money the students raised by doing henna designs, and who got the henna designs on their hands?***

### **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 much money did the students raise by doing henna designs?*

*Who showed an interest in having a henna design on their hand?*

- Deepen their **understanding of the story** and **financial literacy** by discussing a topic of interest. (e.g., *The students organized henna painting at lunchtime for their fundraising project. Did all of the team members need to have henna design skills? What other qualities do you think they needed to be successful? What problems do you think they had? What do you think they learned from doing this?*)

#### **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.

- Silent consonants

Have students identify and mark with a highlighter the silent consonant(s) in the following words: **design, thought, bought, designer, know, could, talk, would.** Discuss how the silent letters make spelling a challenge.

#### **3. Listening Centre**

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