

Guided Reading Lesson: The Food Bank

(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:

Do you know what the words 'Food Bank' mean? How is a Food Bank different than a bank with money? Do you know what the words 'Food Drive' mean? How is a 'Food Drive' different than a 'Food Bank'?

b. Show the cover and read the title, *The Food Bank*.

c. Share the main idea of this text.

For example: ***In this story, a girl named Fatema learned about Food Banks from her friend Gul Pana. Gul Pana volunteered at the Food Bank.***

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-*This story begins with the two friends, Gul Pana and Fatema, discussing Gul Pana's volunteer job. Do you know what it means to volunteer?*

p. 3-*Fatema was confused about the difference between a 'Food Bank' and a bank for your money.*

p. 5-*Gul Pana explained that people donate food from a 'Food Drive' to the 'Food Bank'. Can you see how the volunteers organize the food onto the shelves?*

p. 7-*Gul Pana explained that people coming to the Food Bank used a list to check mark the food they need. Take a good look at the list. Next, a volunteer put the food in a box and give it to the people to take home. They do not need to pay, the food is **free**.*

p.9 -*Fatema wondered if only newcomers to Canada went to the Food Bank. Gul Pana answered that many different people go the Food Bank. Some people come every month, and some people come only once. Fatema learned that families can also get things like clothes, shoes and gift cards. Do you know anything about gift cards?*

(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 Fatema learned about the Food Bank.*

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 Fatema learn about the Food Bank? How did Fatema think the Food Bank was like bank for your money? (be sure the similarity between the two types of banks is understood by your students)

- Deepen their **understanding of the story** and **financial literacy** by discussing a topic of interest. (e.g., *What does the word ‘donate’ mean? What are some things that people donate? Have you ever donated anything? If so, how did this make you feel?*)

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:

-multisyllabic words

Have students write multisyllabic words from text using a different colour for each syllable. Clapping the syllables may be helpful.

-homonyms

Make a list of the homonyms in this book (no/know, to/too). Have students work with a partner to list other homonyms (by/buy, blue/blew, where/wear).

3. Writing

- Make a list of foods of your family likes to eat.

