

Theme – Problem Solving

Guided Reading Lesson Plan

Lost Wheels

When Sam recovers from an illness, he discovers that his skateboard is missing and that strange things have been happening in his house.

Features of the text

- Narrative
- Mystery
- Plot, characters, setting, theme

Purpose

'Lost Wheels' can be used to introduce and reinforce the following skills:

- identifying the main idea of a text;
- making inferences;
- identifying plot and character development;
- using the text as a model for writing.

Introducing the text

Select one or more of these discussion starters:

- *What are the features of mystery or detective stories?*
- *How do these stories usually begin and end?*

Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- *Read to the end of the questions on page five. What is the problem that needs solving, and what clues does Sam already have?*
- *Read to "What had she been doing?" on page seven. What do you think has happened to the skateboard? Why?*
- *Do you think this could have really happened?*

Following up

The students can:

- plan and write their own narrative in the style of 'Lost Wheels'
- make a diagram to show the chain of events in the story
- make a 'lost' poster for the skateboard, including relevant details from the story.

Our New Classroom

This report explains how some students planned the space in their new classroom and overcame problems such as having the bookshelves too close to the sink.

Features of the text

- Report
- Diagrams and photographs
- Text organisers such as lists and captions
- Problem and problem-solving strategy

Purpose

'Our New Classroom' can be used to introduce and reinforce the following skills:

- identifying the sequence of steps for a task;
- making and supporting opinions;
- interpreting and using graphic information;
- restating information in the students' own words.

Introducing the text

Select one or more of these discussion starters:

- *What could we change in our classroom to make better use of the space?*
- *What would we need to think about first?*
- *How could we plan the changes so that we'd know if they'd work before we moved the furniture?*

Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- *Read to the end of the first plan on page twelve. What problems did the students discover in this plan, and how did they solve them?*
- *Read to the end of the final plan on page fourteen. How were the last problems solved?*

Following up

The students can:

- follow the steps in 'Our New Classroom' to make a plan for reorganising their classroom
- write a letter from one of the students in Mr Passini's class to a friend describing the new classroom
- measure and make a scale model of their classroom.

Dear Dot

The babysitter keeps falling asleep, so 'Nervous' writes to a problem page to get advice from readers about what to do.

Features of the text

- Letter with multiple responses
- Different points of view
- Humour
- Colloquial language
- Fictional

Purpose

'Dear Dot' can be used to introduce and reinforce the following skills:

- reading aloud with expression;
- making inferences and drawing conclusions;
- identifying the author's point of view;
- using the text as a model for writing.

Introducing the text

Select one or more of these discussion starters:

- *Who do you ask for help when you have a problem?*
- *How could asking lots of people for advice about a problem be helpful? How could it be unhelpful?*
- *Why would people write to a problem page in a magazine for advice?*
- *What would you do if you had a problem with a babysitter?*

Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- *Read the introduction and the letter from 'Nervous.' Why do you think the writer of the letter didn't use his real name?*
- *Read the rest of the text. What kind of babysitter do you think Mrs Dorsett is?*
- *Which suggestion do you think is the best? Why?*

Following up

The students can:

- record the letter and responses onto audiotape, presenting it in the style of a radio show
- write character descriptions of the people who responded
- think of a problem and write some responses using the format of 'Dear Dot' as a model.

On the Move

The lighthouse at Cape Hatteras is the world's second tallest brick lighthouse. In 1999, it was moved inland to stop it from falling into the ocean.

Features of the text

- Sequenced explanation of a process
- Cause and effect
- Headings and subheadings
- Diagrams and photographs
- Procedure

Purpose

'On the Move' can be used to introduce and reinforce the following skills:

- summarising information;
- interpreting information from diagrams and photographs;
- using the text as a model for writing.

Introducing the text

Select one or more of these discussion starters:

- *What do you know about lighthouses?*
- *Do you think a large brick lighthouse could be moved? How?*
- *What do you know about how people move very large, heavy loads?*

Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- *Read the introduction and facts. Why did the lighthouse need to be moved? How had people already tried to protect it?*
- *How do the diagrams help you understand the moving process?*
- *What features of this explanation helped you understand the moving process?*

Following up

The students can:

- write a summary of 'On the Move' and present it orally to the class
- make a model of the Cape Hatteras lighthouse on the move.

Danny Doofer's Frisbee

Danny Doofer is a Frisbee champion, and when his Frisbee gets stuck on top of a flagpole, everyone has a suggestion to make.

Features of the text

- Play
- Dialogue
- Characters, plot, setting, theme
- Stage directions

Purpose

'Danny Doofer's Frisbee' can be used to introduce and reinforce the following skills:

- reading aloud with expression;
- making, confirming and revising predictions;
- understanding the features of plays.

Introducing the text

Select one or more of these discussion starters:

- *How are plays different from narratives? How are they similar?*
- *What do you know about Frisbees?*

Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- *Read to page twenty-seven. How do you think the children might get the Frisbee down from the flagpole?*
- *Read to the end of page twenty-eight. Do you think this idea will work? Why/why not?*
- *Read the rest of the play. Could any of the other methods have worked?*
- *What would you have done differently?*

Following up

The students can:

- read and perform the play
- rewrite the play as a narrative
- write and perform their own play based around the theme of problem solving.

