

Guided Reading Lesson Plan

Teacher: Katie McPhearson School: Mineral Point Elementary Level: 1st Grade

Date: a four day lesson: Week of March 5, 2012- March 9, 2012

Students

- A guided reading group made up of students 3 males
- All students read at a level H

Setting

- This lesson will take place at a ‘horseshoe’ style group table.
- While I implement this lesson, the other class members will be participating in ‘Daily Five’ activities.

Materials

- 3 copies of “Animals, Animals” –from the Reading A to Z program
- 3 copies of the accompanying packet with worksheets/comprehension quiz
- White board
- Markers
- Pencils
- dictionaries

Common Core Standards

Key Ideas and Details

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3. Describe characters, settings, and major events in a story, using key details.

Phonological Awareness

- RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
Distinguish long from short vowel sounds in spoken single-syllable words.

Phonics and Word Recognition

- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

Time Frame

This guided reading lesson will be taught in four 20 minute sessions throughout the morning Daily Five period (a 2 hour block of time). After the first lesson, each day while other students choose their Daily Five duties, the group members will re-read the book to themselves before continuing guided instruction with me.

Objectives

- Summarize while reading informational texts
- Sequence events in a story
- Manipulate initial sounds to create rhyming words
- Identify words with ea, ai, and ay vowel digraphs
- Identify and use nouns in sentences

Instruction

Before Reading:

Build Background

- Ask students if they've ever been to a zoo or wildlife park.
- Tell students that animals are very similar to people. People have things that are special to them and so do animals.
- Ask students to share things they are good at doing.

Preview book

- Give students a copy of their book.
- Ask students if they are familiar with the animals on the cover/ back cover.
- Model how to connect prior knowledge. Think Aloud: "as I look at the cover, I notice the picture of the leopard. I already know that leopards are a type of big cat. It looks like the leopard is climbing a mountain."

Introduce Reading Strategy (Summarizing)

- Model how to summarize
- Think aloud: "as I am reading, I am going to pause after every few pages and put what I read into my own words. This helps me remember what happened in the story!"

During Reading

- Have the students read to the end of page 6. (those who finish early should reread)
- Model summarizing again- Think Aloud: “as I read, I paused after every few pages and thought about what happened so far. I read that once there was an unfair law that said black people had to sit in the back of the bus.
- Have students summarize what they read.
- Allow student to finish reading the book and summarizing what they read.

After Reading

- Review how summarizing helps us become better readers.

Teach Comprehension Skill: Sequencing events

- Ask students if they've ever been in a situation that was unfair. Have them share experiences.
- Introduce and model the skill: explain that the sequence of events is the order that something happens (first, then, last)
- Have students complete the sequencing worksheet.
- Direct students to page 4 in the book and reread page 4-6 aloud.
- Ask students to share what they think the most important event in the beginning of the story is.
- Have them write that on the 1st space in their worksheet.
- Have students use the book to find the important even in the “Refusing to Stand section. Students can share their ideas and write it in the second event on the worksheet.
- Allow students to complete the worksheet on their own.

Phonemic Awareness: Manipulate initial Sounds

- Say the words *gave* and *got*.
- Ask what is the same about the two words in the beginning.
- Explain that students can make rhyming words by changing the beginning sound of each word.
- Give an example: *got* and *hot* *Gave* and *cave*
- Say other words to the students and have them change the initial sound to make a rhyme.

Phonics: Vowel digraphs ea, ai, ay

- Write the words *seat*, *unfair*, and *today* on the board.

- Ask students what they recognize about the words (long vowel)
- Explain that when 2 vowels are next to each other, they make a long vowel sound.
- Create chart on board with headings of ea, ai, and ay. Have students suggest words for each column.
- Working in partners, students should write the words on an index card and circle the digraph on the card.
- Have students mix the cards and sort them into piles (ea, ai, ay)

Grammar & Mechanics: Nouns

- Tell students that there are different types of words that make up a sentence: a noun is a word that describes a person, place, or thing.
- Draw a chart on the board in 3 columns labeled: person, place, thing.
- Write these words next to the chart: Blake Street, cat, man, pencil, Sally, store.
- Ask students to tell where the words belong.
- After the activity allow students to complete the nouns worksheet.

Vocabulary: High Frequency Words

- Write the following words in the board: that, then, there, they, were, and when.
- Discuss what the words have in common.
- Have students make the words with magnetic letters.
- Have students complete vocabulary worksheet.

Assessment:

Monitor students to determine if they can: (evident in worksheet/discussions during the lesson)

- Consistently summarize while reading
- Accurately sequence important events
- Accurately manipulate initial sounds to make rhyming words
- Correctly read words with ai, ea, and ay digraphs
- Correctly identify nouns in sentences