

## Guided Reading Lesson Plan

### **Standards:** Virginia English Standards of Learning for Grade 1

- 1.3 The student will adapt or change oral language to fit the situation.  
b) Follow rules for conversation using appropriate voice level in small-group settings.  
c) Ask and respond to questions.
- 1.5 The student will apply knowledge of how print is organized and read.  
a) Read from left to right and from top to bottom.  
b) Match spoken words with print.
- 1.6 The student will apply phonetic principles to read and spell.
- 1.7 The student will use semantic clues and syntax to expand vocabulary when reading.
- 1.8 The student will expand vocabulary.  
d) Use text clues such as words or pictures to discern meanings of unknown words.
- 1.9 The student will read and demonstrate comprehension of a variety of fictional texts.

### **Intended Audience:**

The intended audience is first grade students in Ms. Pastirik's class at DJ Montague Elementary School, who are lower level readers and are reading at DRA level 4, which is level C in the Fountas-Pinnell Guided Reading system. The students are able to see patterns within a text. These students also can attend to the meaning of words; however, they do not attend to the structure of the word and will insert words into a text that have the same meaning. The students control many letter sounds. However, these students do not control many vowel sounds. They understand the short-a sound but are working on the other short vowels. The students understand how to read from left to right and control the return sweep.

### **Behavioral Objectives:**

- Students will answer questions about all the different places that a bus can go and make predictions about the story *The Bus* by Ann Naumann.
- Students will read *The Bus* by Ann Naumann and will use the strategies that they have discussed in class to successfully read this book.
- Students will discuss the strategies that they used while reading.
- Students will complete a writing and drawing prompt about the next place the bus will go using a worksheet provided.

### **Materials/Time/Space:**

Four copies of *The Bus* by Ann Naumann, four chairs and a table, white board and white board markers to use during the strategy discussion, worksheet with the writing and drawing prompt, video camera, tripod, memory on the video camera, crayons, pencils. The lesson will last 20 minutes and will be conducted in Ms. Pastirik's room.

### **Lesson Description:**

Begin the lesson by engaging students in a discussion. Ask questions that will help you understand if the students know about places where the bus can go and where they can ride on

the bus. Ask: ‘Where can you go on a bus?’, ‘Have you rode on a bus?’, ‘Where did you go when you rode the bus?’

Introduce the book: With only one copy of the book, open the book so that the front and back covers are showing. Ask the students ‘What do you think the story is about?’ ‘Who do you think the story is about?’ ‘Who are all of these people?’ ‘How do you know what the story is about?’ ‘How do you know who the story is about?’ Read the title and tell the students that this story is about all the places that a bus can take you. Ask the students to make a prediction of the story by asking ‘Where do you think the bus will take the two girls?’

Think Aloud: ‘When I read a new book, I like to focus on the details of a book. Everything that the author puts in a book has a purpose. It is meant to be there. In this book, the author gives us many details on where the bus took the little girls. It is very important to pay attention to the places that the bus goes.’

Picture Walk: Discuss the pictures that are in the book. Explain some of the key concepts on each page. Ask questions to elicit student engagement and understanding.

Page 2: Pointing to the picture of the grandmother, ask: ‘Who do you think this person is?’ Hopefully, noticing the age, students will reply with grandma, grandmother, or nana. After students have a moment to respond, prompt for grandma since that is the word used in the text by pointing to the word and asking the students to say the word.

Page 3: Covering the words, ask ‘Where is the bus going?’ Students should see and possibly point to the giraffe and say zoo. If they do not see the detail, point to the giraffe and ask the question again.

Page 4: Ask the students: ‘Where are the little girls now?’ ‘What are they doing?’ ‘Can you find the important word on this page?’ Be certain to prompt for the word beach since that is how the author refers to the place. (While ocean or sand may be an appropriate answer for this question, it is not appropriate when reading the text.)

Page 5: Ask the students: ‘Where are the girls going?’

Page 6: Ask the students: ‘What the girls and their grandma doing?’ ‘Where did they go?’

Page 7: The girls and their grandma went to another place on the bus. ‘What are they doing now?’

Page 8: Ask the students: ‘What are the girls doing?’ ‘Where do you think they are going?’

Focus on Strategies and Decoding: Involve the students in this section by asking what strategies they use to read. This will allow the other students in the group to learn from their peers. If no strategies are suggested, remind the students that they can use their finger when the read to track the different words. Tell students that they can sound words out as well.

Practice Strategies and Decoding: Give the students a copy of the book. In order to ensure that you have a chance to hear all students read aloud, and to ensure that students do not begin to chant the story together, pass out the books in a staggered fashion. As students read, help them decode the story. Ask the students ‘what sound does that word start with?’ ‘Does that sound right?’

**Reinforce Strategies and Decoding:** After the students have finished reading the story, review the strategies that they used while reading. If they reread and self corrected a word by focusing on the first letter and sound in a word then ask the student to explain why they did that.

**Expansion:** After the students have discussed their strategies to solve a word, ask the student to respond to a writing and drawing prompt. Give the students the worksheet and ask them to think of one new place that the little girls and the grandma could go on their next trip together. Discuss new places to go before giving the students time to draw and write. Ask the students to share their places when everyone is done.

**Differentiation:** This lesson and this guided reading group is based on a specific level. Ms. Pastirik used the DRA assessment to discover the correct instructional reading level of this group. She placed them together because they also need help on the same reading strategies.

**Accommodations:** Students with special needs will be given the book first to ensure that they have enough time to read the book. These students will also be given more scaffolding during the writing and drawing prompt.

**Evaluation Procedure:** Evaluation will occur throughout the lesson to direct instruction during the lesson. Students will read orally. The teacher will take notes on the student's oral reading behaviors during the time to ensure that the correct strategies are discussed. The students will also be asked questions during the picture walk. This will assess student engagement and student thinking. Finally, the students will be assessed on their writing. While it is not expected that each student will spell every word correctly, it is expected that the students will think of a new place for the girls and grandma to go and can draw a picture to support their place.

**Self-Reflection:** Overall, I am proud of myself. I went into a new classroom, planned a lesson, and successfully taught it to students. While I made some mistakes along the way, and would change some aspects of the lesson, I feel good about what I accomplished.

The students were very engaged in the lesson. At the beginning, I could see that they were apprehensive and did not know what was going on and why they were being called back to the table. However, I greeted them in a positive manner and broke the ice by telling them that they were going to help me make an 'A.' They answered all of my questions during the lesson. Some were more eager than others, but I received great responses to all of my introduction questions, to my strategy questions, and to my closure questions. They also participated in reading the book and in the closing activity. Because they were so engaged, I did not have to discipline the students. However, I noticed that these students were so eager that they interrupted each other on multiple occasions. Looking back, I would have told the students to wait their turn to be called on so I could hear more of their responses.

I believe that I met my objectives. The students answered the opening questions and read the book successfully. I heard each student read the book aloud and heard answers from each student. One aspect that I would change was how I staggered the books. I thought that this strategy would work; however, at one point the two boys in the group were reading together. Looking back, I should have asked them to reread the book. In addition, if I would have known the students better, I would have known who the stronger reader was and could have given him a copy of the book first. I applied their main strategy that they knew, which was sounding out

words, to the lesson. Some of the students did not read the correct word. I wrote down their substitutions on a sheet of paper. Once all of the students were done reading, I went back and looked at the wrong words with the students and compared those words with the correct words. I decided to write the words on white board, which worked well because I could be flexible with the words that I chose. However, I did not focus on any consonant blends or vowel blends. This could have enhanced the strategies that I discussed. Looking back, I realize that I could have used the Elkonin boxes during the strategy portion of the lesson. This may have helped the students focus on the syllables in the words instead of how long the words are. I also could have asked if this teacher had the magnetic letters. This would have kept the font of the letters in the same print, which may have helped. I could have shown the similarities between words if I would have used the magnetic letters. For instance, even though I scaffolded 'mall' at the introduction of the lesson, some of the students still said 'market.' I could have used the magnetic letters to manipulate 'market' and turn it into 'mall.' Students then could have seen the similarities between the two words and the differences that make it two separate words.

I used a writing activity as a closing activity. I asked the students to describe a place where the little girls and the grandma from the book could ride the bus to during a second trip. They each chose their own place, wrote a sentence, and drew a picture. This worked well to an extent. I suggested that we write our sentences in the same way that was in the book. I dictated a sentence to them. The little girl copied the sentence from the book and put in her own place. The boys either listened to my sentence or remembered the sentence from the book. The difficult part was writing the new place that they described. I had to divide my attention between the three students to scaffold their spelling strategies. I did not tell them how to spell the word; I simply help the students sound out the words. After watching the video, I think that I could have scaffolded the students better. We could have written the sentence together as a group and then I could have quickly worked with each student on sounding out the word that they wanted to spell.

Overall, I think the lesson went well. I tried to be very positive and encouraging. However, on aspect of my teaching that I did notice was that I repetitively said 'I like that' throughout the lesson. While I know I need to be aware of repetitive language, I believe that this is much better than constantly saying 'um' throughout a lesson. I think 'um' shows that someone is unsure of herself while the phrase I used showed positive encouragement. I also noticed that I should have disciplined the boy who constantly got out of his seat and should have had better control over the students interrupting each other. I should have told them to wait their turn and to stay seated during the lesson.