

Monday, January 28, 2013: GUIDED READING

| BACKGROUND INFORMATION FOR READING LESSON ON | |
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| Student Name: Holly Haslett | Lesson Date: Monday January 28, 2013 DAY 1 |
| Group Setting: Small Group (4-6 students) | Student Grade Level or Age: Second Grade |
| Lesson Title: "Guided Reading: <i>Animal Tails</i> " | |
| Organization/Setting: Small group instruction during Reading ELT (Extra Learning Time) in order to gain and improve experience with phonics and reading comprehension. | |
| OBJECTIVES – <ol style="list-style-type: none">1. Students will understand how to identify the title and author of the guided reading book.2. Students will identify and explain the purpose of the table of contents.3. Students will use illustrations to make predictions about the main idea of the book.4. Students will identify main idea, characters, and details of the book.5. Students will use "Good Guided Readers" strategies as they read the book. | |
| MATERIALS – <ol style="list-style-type: none">1. Guided Reading Book: <i>Animal Tails</i> by Ruth Welch2. Markers, Crayons, and Pencils3. Butcher paper and table | |
| PROCEDURES – <ol style="list-style-type: none">1. Students and teacher will discuss title and author of the book and make predictions about the information in the book by looking at the cover and illustrations.2. Students will open to page 1 and discuss the table of contents: Why do we need a table of contents? What purpose does it serve? How do we use it?3. After looking at the table of contents, teacher will ask students what might be the main idea of this book and who might be the characters. Allow students to answer and discuss.4. After discussion, review the "Good Guided Readers" strategies and allow students to read book in partners.5. While students are reading, teacher should stop students from time to time and assess reading comprehension. Ask questions such as: Who are you reading about? What is happening in the story? How do the characters feel? | |
| DIFFERENTIATION: ELLs/Working Below Grade Level: If student(s) are struggling with reading or comprehension due to language or development issues, the teacher will prompt the students by sounding out the specific words or drawing conclusions from illustrations. I will modify the assignment as necessary for student needs. Gifted/Working Above Grade Level: If student(s) successfully complete the assignment early, | |

This lesson was very successful in my guided reading group! In order to ensure that effective comprehension is occurring in my guided reading small group every week I strive to plan activities that reinforce the ideas and/or concepts that we are learning about. This particular guided reading book was entitled *Animal Tails* by Ruth Welch. The students really enjoyed learning about this book and all of the different types of animals and the way they used their tails. Due to the fact that there was so much information, after each page that students and I would stop and retell what we had just learned. After retelling, we would then predict what we thought would happen next in the story. By doing this, I was able to know with assurance that the students were actively comprehending the text. I encourage the students to remember as many key details from the story as they could without referring to the book first when retelling. They took on this challenge with enthusiasm, and almost remembered every detail about every animal's tail! It was also beneficial that this text was non-fiction. As an informational text, the students were able to understand how applicable the text was to each of their lives. This makes a world of difference regarding engagement, when students are reading. By connecting to the text, they actually remembered what was happening in the story.

These guided reading strategies can be applied to almost any text that you present in the classroom. By asking students great "thinking outside the box" type of questions, they are able to effectively comprehend. Due to the success of our guided reading group time, and in order to further the student's knowledge of the text, I plan to do a fun interactive activity with them tomorrow. The activity will be a "graffiti table" that the students will write the main idea and details of the text on. This will be a great interactive, engaging assignment that they can get creative with!

they will be asked to name other animals with tails and what they could be used for. Also, what other animals have special characteristics that they use for survival?

ASSESSMENT:

The teacher will monitor student progress through observation and note-taking during the lesson and as students work independently. As students discover main ideas and details during the read-aloud, the teacher will listen for details and references to the literary information that has is being explored. Teacher will observe students by asking questions about the story and literacy assignment to assess understanding.

Tuesday, January 29, 2013: GUIDED READING

BACKGROUND INFORMATION FOR READING LESSON ON

Student Name:
Holly Haslett

Lesson Date:
Wednesday January 30, 2013 **DAY 2**

Group Setting:
Small Group (4-6 students)

Student Grade Level or Age:
Second Grade

Lesson Title:
"Guided Reading: *Animal Tails*"

Organization/Setting:
Small group instruction during Reading ELT (Extra Learning Time) in order to gain and improve experience with phonics and reading comprehension.

OBJECTIVES –

1. Students will understand how to identify the title and author of the guided reading book.
2. Students will identify and explain the purpose of the table of contents.
3. Students will use illustrations to make predictions about the main idea of the book.
4. Students will identify main idea, characters, and details of the book.
5. Students will use "Good Guided Readers" strategies as they read the book.

MATERIALS –

1. Guided Reading Book: *Animal Tails* by Ruth Welch
2. Markers, Crayons, and Pencils
3. Pre-lined graph poster paper

PROCEDURES –

1. Teacher will read aloud book to group of students for review.
2. While reading, the teacher should stop and ask students if they remember what specific animals use their tails for before you read it.
3. Teacher will explain to the students that they are going to create a graph in order to record all of the animal tail information. This will help the students visualize which

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animals have similar and different characteristics. Teacher can explain to students the importance of making graphs and there purpose.

4. Teacher will then show the students the graph-lined poster paper, and explain the important parts of a graph (axis, data, title, etc.)
5. After reviewing the book, allow the students to fill in the different parts of the graph.
 - The y-axis can be labeled "Tail Uses" and the x-axis can be labeled "Animals", or whatever labels your students come up with that fits.
 - The title should also be labeled by the students.
6. Teacher and students will read through the book together and students can each take a turn labeling the tail uses of each animal.
7. After the graph is finished, the teacher can close the lesson by reviewing the parts of the graph and asking students to find a particular animal tail trait.

DIFFERENTIATION:

ELLs/Working Below Grade Level: If student(s) are struggling with reading or comprehension due to language or development issues, the teacher will prompt the students by sounding out the specific words or drawing conclusions from illustrations. I will modify the assignment as necessary for student needs.

Gifted/Working Above Grade Level: If student(s) successfully complete the assignment early, they will be asked to name other animals with tails and what they could be used for. Also, what other animals have special characteristics that they use for survival?

ASSESSMENT:

The teacher will monitor student progress through observation and note-taking during the lesson and as students work independently. As students discover main ideas and details during the read-aloud, the teacher will listen for details and references to the literary information that has is being explored. Teacher will observe students by asking questions about the story and literacy assignment to assess understanding.

Wednesday, January 30, 2013: GUIDED READING

BACKGROUND INFORMATION FOR READING LESSON ON

Student Name:
Holly Haslett

Lesson Date:
Wednesday January 30, 2013 **DAY 3**

Group Setting:
Small Group (4-6 students)

Student Grade Level or Age:
Second Grade

Lesson Title:
"Guided Reading: *Animal Tails*"

Organization/Setting:
Small group instruction during Reading ELT (Extra Learning Time) in order to gain and improve experience with phonics and reading comprehension.

OBJECTIVES –

1. Students will understand how to identify the title and author of the guided reading book.
2. Students will identify and explain the purpose of the table of contents.
3. Students will use illustrations to make predictions about the main idea of the book.
4. Students will identify main idea, characters, and details of the book.
5. Students will use “Good Guided Readers” strategies as they read the book.

MATERIALS –

1. Guided Reading Book: *Animal Tails* by Ruth Welch
2. Markers, Crayons, and Pencils
3. Butcher paper and table

PROCEDURES –

1. While students are reviewing the book, teacher should have a piece of butcher paper covering the kidney table. If students come across new words they can write them under the “New Vocabulary” label on the butcher paper.
2. The butcher paper will also be labeled with Title, Main Idea, and all of the animals that are discussed in the book. After the students have reviewed the book, the teacher and students can discuss these topics and write them on the butcher paper. Underneath the animals the students can write what the animal used its tail for (details throughout the story).
3. In closing, the students can reflect on their accomplishments with this guided reading book and state which animal was their favorite! The teacher should also explain that we can do these types of activities with many of the books that we read!

DIFFERENTIATION:

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ASSESSMENT:

The teacher will monitor student progress through observation and note-taking during the lesson and as students work independently. As students discover main ideas and details during the read-aloud, the teacher will listen for details and references to the literary information that has is being explored. Teacher will observe students by asking questions about the story and literacy assignment to assess understanding.

Reference: Ms. Stec's Kindergarten Collections Blog

This lesson was very successful in my guided reading group! In order to ensure that effective comprehension is occurring in my guided reading small group every week I strive to plan activities that reinforce the ideas and/or concepts that we are learning about. This particular guided reading book was entitled *Animal Tails* by Ruth Welch. The students really enjoyed learning about this book and all of the different types of animals and the way they used their tails. Due to the fact that there was so much information, I decided that it would be best to create an activity in which the students could organize the information that they were learning about. Therefore, I decided to create a graffiti table! This was such a wonderful, interactive way to complete this assignment, and the students were able to move around and creatively recall information that they learned from the book. When I completed this activity with my students I allowed them to use lots of colorful markers to identify and record these key parts of a story. The activity allowed me to take tasks that students would typically think were boring and useless, and make them fun and creative. This was also a great reading comprehension assessment. When the students first began writing I encouraged them to try to remember as many key details from the story as they could without referring to the book first. They took on this challenge with enthusiasm, and almost remembered every detail about every animal's tail!

The most exciting factor of this lesson is that it can be used and modified for almost any activity and for any grade level. Students of any age would enjoy being able to be creative with assignments that might be boring otherwise in the classroom. In fact, the following day my mentor teacher actually used this very idea for a math center! The students had to complete math problems graffiti style. I would love to share this very effective tool with many of my colleagues as a quick, creative activity for their future classrooms!