

Guided Reading Lesson Plan and Reflection

Standards: K.5 The student will understand how print is organized and read.

- a) Hold print materials in the correct position.
- b) Identify the front cover, back cover, and title page of a book.
- c) Follow words from left to right and from top to bottom on a printed page.
- d) Match voice with print: syllables, words, and phrases.

K.6 The student will demonstrate an understanding that print makes sense.

- d) Read and explain own writing and drawings.

K.8 The student will demonstrate comprehension of fiction and nonfiction.

- a) Use pictures to make predictions about content.

IRA/NCTE Standard: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word strategies, and their understanding of textual features.

Intended Audience: This lesson is written for a small group of kindergarteners who are beginning readers. The group is about an instruction level C with need for heavy introduction to help them decipher the text. As prerequisite to this lesson, students should have some letter-sound knowledge as well as some experience with prediction, which the classroom teacher says they have.

Background/Overview: In this lesson, students will be taught to use illustrations to help them make predictions and decode the written text. They will then use their experience with the text to create their own sentence and illustration.

Behavioral Objectives:

1. Students will use visual information from the text to read the Level A story *Halloween* by Joy Cowley to make predictions.
2. Having read *Halloween* by Joy Cowley in a guided reading lesson, students will be able to make a drawing and write a descriptive sentence based on the pattern from the text; "I am a..."

Resources/Materials, Time, Space: At least 6 copies of *Halloween* by Joy Cowley, pencils, paper, crayons, extra familiar books, (video camera with tri-pod); seating at one of the classroom's semicircle tables; 16 in class/5 in group; Introduction: 5-10 minutes, During: 10, After: 5-10 minutes.

Introduction: Before handing out text, ask students what holiday it is (Halloween Day). Briefly, ask the students what sorts of things they think of when they think about Halloween. Tell students that today we will be reading a book about Halloween. Show students the front cover of the book before giving it to them and ask, "What is happening in the picture?" and "What costumes do you see?" then, "What do you think (predict) will happen in this story?"

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Instructional Strategies: Give each child a copy of the text and take a picture walk through the text with the students. As you look through the pages, ask students questions:

- “What are the children dressed as?” (pages 2-6)
- “Who do you think this person is?” (page 7)
- “What do you think will happen next?” (page 7)
- “Was your prediction right? What might they be saying here?” (page 8)

Tell the students to return to page 2. Think about your reading strategy aloud. Say, “When I read this story, I’m going to point to the words with my finger because some of the words are the same, and I don’t want to get mixed up. When I use my finger, I don’t lose my place.” On page 2, draw students’ attention to the word “monster” by asking them to point to it. Ask them if they see the word “monster” again and to also point to it. Wonder aloud, “I wonder why the story says ‘monster’ twice?” Draw students’ attention to “talking marks” and the word “said.” Say, “This is used to show someone is speaking. As you read, notice who is saying words on each page.”

To help students decode the text, ask them, “What could you do to figure out a word when you get stuck?” Review the three methods used in the class: look at the picture, point to the first letter of the word, and check if what you read makes sense.

Tell students that after they finish reading quietly, they are to draw a picture of themselves in their costume for Halloween. Ask the students to begin reading and ask whichever child finishes first to reread the text aloud to you so you can take a running record. If students finish drawing before others, allow them to quietly read books at the table.

Differentiation: Students should be given sufficient time to finish their work. For those students who finish reading and their drawing before others, allow them to read previous text from a box on the table. For students who need help completing the sentence, “I am a…” demonstrate writing the pattern and practice sharing the pen to help struggling students write the final word.

Accommodations/Modifications: There are no special needs students included in the group with whom I am working.

Closure: Once everyone has finished, ask what they are in their drawings. Model writing for the students by completing the pattern, “I am a…” with their responses on a dry-erase board. Allow the students to write their sentence as the title of their drawings.

Assessment/Evaluation:

Formative: Students will be evaluated on making predictions about the text based on illustrations.

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Summative: Students will be evaluated on making drawings and connecting text to these drawings that are related in meaning.

Reflection:

After completing my guided reading lesson, I did not feel very confident that it had gone as well as I had hoped, but after reviewing the recording of the lesson I am better able to recognize where things went well and where other things need definite improvement. To begin, I really feel that the students were very engaged. I taught my lesson using a book called *Halloween* on Halloween day. However, their excitement did not become a huge distraction from the reading. I feel that they were genuinely interested in what we were going to read because I was asked once or twice during the picture walk, "Are we going to read?" In addition, I feel that the students were successful at using the pictures to make predictions about what was going to happen in the story.

One area in which I feel I need improvement and would change if I was to repeat this lesson is to make my objectives and directions more clear and to ask questions to assess student comprehension. Before asking the students to start reading, I told them that I wanted them to draw a picture of their Halloween costumes once they had finished. I wanted to use this to keep them engaged and occupied while I took my running record. However, two of the students drew pictures other than their costumes, which required me to redirect them and give them more time than I had wanted. My cooperating teacher (CT) and I discussed the need for me to ask the students to repeat back to me what they are supposed to do. I should have asked something like, "When you are done, what will you do?" I also agree with my CT that I should have had all the students watch as I was writing the sentences on the board, not just the student whose sentence I was modeling.

The two major changes I would make are to give students even more information about the text before reading and do my running record differently. My CT and I discussed this, and I feel that I might not have given them enough information about the actual print. I also realize that I did not do the running record properly. I had planned on conducting the running record with the first student who finished reading, but I noticed that Olivia was struggling with the text much more than the other students, whom I had heard reading the book to themselves even before I had asked them to do so. At the moment, I felt that it was more important that I work with her and see where she was having trouble than ignore her to do a running record with a different child. However, I took the running record before she finished reading the whole text (due to time), which I know was wrong. If I could go back, I would let her finish reading before taking the running record.