



Teaching and Learning ACTION Lesson Plan #4

Teacher: **Joan Moser**
Grade: **3rd**
Lesson: **Guided Reading – *Tail Tales* by Sally Markham-David**

Activate And Assess Prior Knowledge

- Review yesterday's beginning lesson where overview strategy was introduced as a way to determine important information in text. Story and text features were introduced. The focus was on: table of contents, text structure, headings and glossary
- Review the before reading strategy of overview.
- Remind students that when we read non-fiction, we can help our comprehension by determining the most important information in the text.
- Go back and look at stickies, and two column notes taken yesterday.

Connect Curriculum Concepts And Contexts Of Learning

Concepts

- Reading – Non-Fiction, expository, natural science
- Comprehension
- Determining most important information through use of overview, coding text, two column notes and vocabulary.

Contexts of Learning

- Small Guided Reading Group
- Partner reading/think alouds/coding
- Individual reading/think alouds

Targeted Goals, Objectives, Standards, And/Or Benchmarks

- Build Vocabulary through reading.
- Uses features of non-fiction text, in particular to this story: table of contents, index and glossary
- Comprehend important ideas and details, in particular with the use of informational text.

- Read to learn new information. (“next steps” of this lesson will include locating and using a variety of resource materials.)
- Seek and offer feedback to improve reading.

Instructional Decisions

Procedures	Strategies	Materials
<p>Review “overview” strategy- refer to chart from previous day lesson, and prior knowledge.</p> <p>Ask students to review the vocabulary of text features: table of contents, glossary, and index.</p> <p>Revisit during reading comprehension strategy of “determine most important information” through text coding and two column notes.</p> <p>Working in small guided reading group, continue with the reading of text, coding, and two column notes.</p>	<ul style="list-style-type: none"> •Chart with important information. •Think aloud •Two column note forms •Metacognitive think alouds and discussion •Vocabulary collection 	<ul style="list-style-type: none"> •Student vocabulary rings. •Stickies •Reading spiral notebooks
		<p>Accommodations</p> <p>*All participants of this Guided Reading Group have the same strategy needs, based upon current teacher-administered assessments:</p> <ul style="list-style-type: none"> -<i>Individual Reading Inventory (IRI by Elden Ekwall</i> -<i>Running Records</i> -<i>Anecdotal Records</i> -<i>State Reading Frameworks</i>

Outcomes And Assessments: Performances, Processes, And Products

- Metacognitive modeling of strategies being used.
- Completion of two-column note and stickies.
- Able to show ability to use Table of Contents, Glossary and Index to gain information.
- Beginning understanding of most important ideas within non-fiction text.

Next Steps

- Assign partners to continue text coding and two column notes.
- Choose one portion of text, practice for fluency, read to group, asking for suggestions and feedback.
- Create a poster, with partner, organizing the most important information from the book. Share with class.
- Choose one animal from text, locate and use a variety of sources to find more information on the animal. Utilize text coding and two column notes to organize the information. Prepare information to present to group