



Lesson plans

Guided reading

Teaching and Learning ACTION Lesson Plan

Teacher: Gail Boushey **Grade:** 1st

Lesson: Guided Reading Sarah Snail by a Group of Children at Lowesdale School

ACTIVATE AND ASSESS PRIOR KNOWLEDGE

Before-reading Strategy Discussion

- Prediction of Pictures
- Knowledge of Content
 - Connections
- Purpose and Pace for Reading

CONNECT CURRICULUM CONCEPTS AND CONTEXTS OF LEARNING

Concepts	Contexts of Learning
Reading – Fiction, Realistic, Narrative, Recount	Small Guided Reading Group
Fluency development	One on one Instruction
Phonological Awareness	
Comprehension	

TARGETED GOALS, OBJECTIVES, STANDARDS, AND/OR BENCHMARKS

- Use word recognition and word meaning skills to read and comprehend text such as phonics, picture clues and words in context.
- Identify and discuss reading strategies including working out unknown words, self-correct and reread when necessary to comprehend
- Read fluently by rereading familiar text
- Use logical sequence to accurately retell story, order and sequence parts of text
- Comprehend important ideas and details.

INSTRUCTIONAL DECISIONS

PROCEDURES	STRATEGIES	MATERIALS
1. Activate before-reading strategies What do you know about snails? What might snails do? How might they move?	Think-aloud conversation Generate prepositions and places on chart	<u>Sarah Snail</u> By a group of children at Lowesdale School Story written below the reading frustration level of all children in guided reading group.
2. Open book. Look through book. Confirm ideas of where and how a snail moves.	Confirm ideas generated on chart. Use pictures and words.	
3. Look at punctuation. Long sentence, connoted by commas.	Discuss commas – fluency and phrasing.	
4. Read first page together. Point out alliteration.	Write on chart paper.	
5. Continue guided reading group with focus on fluency, comprehension and phonological awareness		
6. Individuals perform the story to group.	Practice in front of group.	<p style="text-align: center;">Accommodations</p> All students in this group have same strategy needs based upon current teacher-administrated assessment (DRA, running records, anecdotal records).

OUTCOMES and ASSESSMENTS: PERFORMANCES, PROCESSES, AND PRODUCTS

Individuals share fluent reading.
 Individuals share oral retell of story.
 Group retells story as teacher records.

NEXT STEPS

Partners read the story for fluency and check for comprehension.
 Retell story using puppet as Sarah, acting out how and where Sarah moves.
 Reread by self for fluency and comprehension.

Guided Writing

Teaching and Learning ACTION Lesson Plan

Teacher: Gail Boushey

Grade: 1st

Lesson: Guided Writing: Sarah Snail by a Group of Children at Lowesdale School

ACTIVATE AND ASSESS PRIOR KNOWLEDGE

- Review prior reading of the story Sarah Snail.
- Review key concepts from Sarah Snail lesson.
 - Fluency
 - Commas
 - Prepositions
 - Comprehension
- Remind students of the connection between reading and writing.

CONNECT CURRICULUM CONCEPTS AND CONTEXTS OF LEARNING

Concepts	Contexts of Learning
<ul style="list-style-type: none">• Reading – Narrative, Recount• Connecting Reading and Writing Transfer skills to each• Fluency in reading and writing• Phonological awareness• Comprehension	<ul style="list-style-type: none">• Small Guided Writing Group – the same students who were in the guided reading group of <u>Sarah Snail</u>.• One-on-one instruction• Individual writing and think-aloud

TARGETED GOALS, OBJECTIVES, STANDARDS, AND/OR BENCHMARKS

- Identify and discuss reading strategies used.
- Read to learn new information.
- Use patterns and vocabulary from literature to write own text.
- Choose own topic and include relevant details.
- Write in a variety of forms, including narratives and recounts.

INSTRUCTIONAL DECISIONS

PROCEDURES	STRATEGIES	MATERIALS
<ol style="list-style-type: none"> 1. Review story from previous lesson (<u>Sarah Snail</u>), including points learned. <ul style="list-style-type: none"> • Fluency • Commas • Prepositions • Comprehension 2. Ask students to think about what they learned in reading and think like writers about those same skills. 3. Go through story and find patterns authors used. 4. Model writing story using same pattern. 5. Invite and nudge some to follow same pattern in their writing for the day. 6. Allow time to reflect and practice what was learned. 	<p>Use chart of ideas generated to focus minds</p> <p>Think-aloud; discussion</p> <p>Review old charts of prepositions, places and characters.</p> <p>Use think-aloud and discussion.</p> <p>Organization of writing</p> <p>Time to practice writing during Daily 5.</p>	<p><u>Sarah Snail</u> by a Group of Children at Lowesdale School</p> <p>Old charts generated by students</p> <p>Chart paper</p> <p>Writing mini books</p> <p>Daily 5</p> <p style="text-align: center;">Accommodations</p> <p>All students in this group were also in Guided Reading group <u>Sarah Snail</u>. These children were grouped with like needs, using a story with some challenges, but not frustrating.</p>

OUTCOMES and ASSESSMENTS: PERFORMANCES, PROCESSES, AND PRODUCTS

- Active participation in modeling of writing.
- Transfer “place” from reading to writing in this form.
- Transfer “preposition” from reading to writing in this form.
- Fluent reading of story and new story written
- Comprehension of story modeled and written.

NEXT STEPS

- Model writing a similar recount with this group again, asking students to opt in and out of the writing.
- Model other recounts without the strong structure.
- Eventually ask students to write their own recount, after much modeling and students are ready to take this on (For some, it may be the first day. For others, it may be a many-day process).