

## STUDENT LEARNING PLAN FOR GUIDED READING LESSON

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Christine Ammirati

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Cooperating Teacher: Patricia Pritchett, Second Grade

### Standards:

- 2.2 The student will continue to expand listening and speaking vocabularies.
- b) Clarify and explain words and ideas orally.
- 2.3 The student will use oral communication skills.
- a) Use oral language for different purposes: to inform, to persuade, and to entertain.
  - b) Share stories or information orally with an audience.
  - c) Participate as a contributor and leader in a group.
- 2.4 The student will use phonetic strategies when reading and spelling.
- 2.5 The student will use meaning clues and language structure when reading.
- a) Use information in the story to read words.
  - b) Use knowledge of sentence structure.
  - c) Use knowledge of story structure and sequence.
- 2.8 The student will read and demonstrate comprehension of fiction ~~and nonfiction~~.
- a) Make predictions about content.
  - b) Read to confirm predictions.
  - c) Relate previous experiences to the topic.
  - d) Ask and answer questions about what is read.
  - e) Locate information to answer questions.
  - f) Describe characters, setting, and important events in fiction and poetry.
  - g) Identify the problem, solution, and main idea.

**Intended Audience:** The guided reading group is comprised of five 2<sup>nd</sup> grade students identified to be reading at a 3.5 level. No students are receiving ELL instruction or have an IEP.

**Background/Overview:** Fluency and comprehension are the focus of the lesson. Setting, plot, and characters will be queried during and after reading. Students will focus on distinguishing the sequence of the story's events.

### Behavioral Objectives:

- 1) Given a teacher-led group preview of *The Day Jimmy's Boa Ate the Wash* by Trinka Hakes Noble, the student will discuss elements of the text with 100% participation.
- 2) Given independent reading, the student will use a variety of processing strategies to read with at least 90% accuracy.
- 3) Given paired reading with the teacher, the students will read with fluency and expression.
- 4) After reading, student will participate in a discussion of plot and sequencing of events with 100% participation.

**Resources/Materials, Time, Space:** Six copies of *The Day Jimmy's Boa Ate the Wash* by Trinka Hakes Noble (Level L, AR 3.7), pencils, paper. 20-30 min. in the classroom.

## **The Lesson Proper**

### **Introduction:**

Show cover and read title of book and ask students: What is a boa? What do they eat? Why would it eat the wash? Turn to the title page and tell students that story is about a class field trip. Ask students about their experiences on class field trips. Tell them to look carefully at the page and guess what the boy might be carrying in the bag. Turn to the next page and ask students what they see coming out of the bag.

Introduce book structure to students. Explain that in story, mother is asking questions and girl is remembering what happened earlier in the day. Ask students to show how they know the girl is remembering (thought bubbles and quotation marks).

Picture walk through book, show students the main characters (narrator with red hairband, Jimmy with green shorts and striped shirt, and teacher) and tell them that they can follow these characters throughout the book. Point out challenging vocabulary; ask students to put finger on word and practice reading words (“boa constrictor”, “excited”, “squawking”, and many contractions”).

Tell students that they will read book on own and that you will take time to read with each student. Direct students to finish book and then go back and choose the picture they think is the silliest. They will write a few sentences about why they chose that specific page as a favorite and will share the paragraph with group after everyone is finished.

### **During student reading:**

Students read individually. Listen to each student read and prompt as necessary to assist fluency and comprehension. Ask student about what is happening in the story, who is speaking and what will happen next. Focus on fluency and expression by reading aloud with student..

### **After student reading:**

Discuss in small group the favorite pictures. Ask why students chose that specific picture, where main characters are on that page, and what happened next.

**Closure:** Check comprehension. Ask students to explain what girl is going to do next (*race in a car with Jimmy and his new pet pig*), how farmers feel about the boa (*they treat it like a pet, sitting with it near the fire and knitting a sweater for it*) and whether something like this story could ever happen on a Matoaka field trip.

### **Instructional Strategies:**

I chose this book because I was looking for a discrete picture book that could be read in a single session and therefore would not further impinge on Mrs. Pritchett’s instruction or lesson planning. In addition, while I have been in Mrs. Pritchett’s class for a recent science activity, the students and I have limited familiarity with each other and our individual communication and learning styles. I felt that a humorous book might effectively bridge these gaps.

This book provides challenges beyond the text. Being told in hindsight, it is not sequenced from earliest to latest event. It is also related entirely in dialogue. As a result of these challenges, I rejected some original consideration of extending the lesson with an additional focus on contractions. In contemplating our short twenty-minute goal, I decided to maintain a narrow focus on comprehension and fluency.

**Differentiation:** Given my limited interactions and knowledge of the students, teacher will listen to each student read and offer individual prompts and feedback as appropriate.

**Accommodations/Modifications:** No students are identified with special learning needs.

**Assessment/Evaluation:** *Formative* assessment will be used to evaluate learning. Through small group and individual interactions with the students, teacher will note student fluency, expression, attention to punctuation, and strategies employed during reading. Teacher will also evaluate comprehension after reading as students demonstrate ability to retell story elements, particularly the sequencing of the final events (students throw eggs and corn, teacher rushes them back onto bus, boa is left behind, pig goes home with Jimmy, Jimmy and narrator play with pig by riding in a car). A short checklist will be prepared to communicate with cooperating teacher. *Summative* assessment: Students write a few sentences explaining why they selected a particular picture as their favorite. These samples will be given to the cooperating teacher.

### *Reflection*

The guided reading session was smooth and productive with the obvious exception that I far exceeded the time constraint. The time truly flew by and I was not adept enough to know where to cut back on my intended lesson. Although I placed my watch in view to allow frequent checks, I was still unable to cover my intended agenda within our designated window. I spent considerable time previewing the text but chose not to eliminate any part of this introduction because that might cause student confusion. I did try to keep my individual student interactions short but with four students found that was still significantly over time. I hope that with experience, I will become more efficient with my time and learn how to edit on the fly.

Aside from the significant time overrun, I was satisfied with the overall lesson. The students were excited by and engaged with the book. They found the plot humorous and spotted details that I had failed to notice such as the numbers of the jerseys on the clothesline. The students were able to follow the text's challenging dialogue structure and reverse timeline without noticeable confusion. Talking through the conversational and reflective structure in advance eliminated confusion. In reviewing the tape, I looked for signs of confusion and lack of comprehension and was pleased to see that the students followed the text and were able to recall significant details when I conferenced with them individually. When watching the DVD, I could definitely sense my awareness of time but don't think I was visibly rushed with the students. I aimed to allow some pauses and downtime to allow students the chance to offer ideas and fill the conversational void. I did not see as much of this wait time as I had hoped.

I was pleased that I had devised an explicit written assignment for students who finished reading early. Not only did the writing focus the students but it also required them to review the text and reflect on meaning. In addition, knowing that the first students were occupied lessened my stress when conferencing with the last students. I was more relaxed and focused. I was also happy to have a written formative assessment sheet for my comments as I moved between students. Given that I do not know these students that well, I did not trust my memory to parse out the differences between their reading after our session. My checklist was completed while their reading was still fresh in my mind. I have continued using these checklists in subsequent sessions with my placement class. My cooperating teacher is happy to use them as back-up for our informal oral sessions to review my observations.

In all, I saw the benefits of the full arc of the guided reading lesson. The introduction, one-on-one conferencing, and short written assignment seemed to flow well and support the comprehension objective. My challenge is to manage such a lesson in a shorter time span.

## Student Feedback from Guided Reading Lesson

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*The Day Jimmy's Boa Ate the Wash* by Trinka Hakes Noble (Level L, AR 3.7)

Nov. 19, 2010

Pausing; Attention to Punctuation					
Intonation					
Rate					
Recalls important information					
Identifies cause and effect					
Identifies sequence of events					

Christine Ammirati

Name: \_\_\_\_\_

*The Day Jimmy's Boa Ate the Wash*

I think this page is the silliest picture in the book because \_\_\_\_\_

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### Cooperating Teacher Review Form for Videotaped Guided Reading Lesson

Student Videotaped: CHRISTINE AMMIRATI Grade level 2

Signature of Cooperating Teacher: Patricia Byrd-Pritchett\*

<b>Before Reading</b>			
<b>1. Text Selection</b>			
The student selected an appropriate level text for the children to read based on:			
• Familiar concepts	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
• Familiar features	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Needed strategies for mini-language lessons	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
<b>2. Story Introduction</b>			
The student introduced the story using the following framework:			
• Draw the children's attention to the important ideas.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
• Discuss the pictures of the entire book.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
• Give opportunities for the children to hear and say new words and the language structure of the book	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
• Ask the children to find one or two important words in the text.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
<b>During Reading</b>			
<b>3. Student Independent Oral Reading</b>			
• The student observed the reader's behaviors for evidence of strategy use.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
• The student confirmed children's problem solving attempts and successes.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
• The student interacted with individuals to assist with problem solving (i.e. strategy prompting) at difficulty (when appropriate).	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
<b>After Reading</b>			
<b>4. Student Response, Teaching Point and Paired Reading</b>			
• The student talked about the story with the children and invited personal response.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
• The student returned to the text for one or two teaching points.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
• The student assessed the children's understanding of what they read.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
• The student engaged the children in paired reading.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
<b>Delivery of the Lesson</b>			
• Enthusiasm exhibited	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
• Proper English (oral and written modeled)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
• Absence of verbal fillers: Professional demeanor displayed	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
• Delivery time was appropriate (20 - 25 minutes)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
<b>Overall Effectiveness of the Lesson</b>	Average	Good	Excellent
<b>Comments:</b>			