

Guided Reading Lesson: Grade 1

April 11th, 2019

Book: *Back to School* by Judith Nadell

### I. Essential Questions

How can we figure out how to read tricky words?

Can students define specific words in the story?

### II. Standards

CCSS.ELA-LITERACY.RF.1.3

Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-LITERACY.RI.1.4

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

### III. Learning Objectives/Assessments

Learning Objectives	Assessment
Students will be able to use reading strategies to pronounce unfamiliar words in the text.	This will be assessed by having the children read the book and orally pronouncing tricky vocabulary words or verbally explaining which reading strategies they employ. As each child demonstrates knowledge of a word, they receive a checkmark on a progress paper.
Students will be able to use reading strategies to define unfamiliar words in the text.	This will be assessed by having the children draw pictures related to the words they struggled to decode in the story, and listing the strategy used to decode the word underneath their picture.

### IV. Materials

- Book: *Back to School* by Judith Nadell
- Whiteboard
- Marker
- Eraser
- Vocabulary list (teacher)
- Pencil
- Student worksheets
- Teacher assessment sheet for each student

### V. Pre-lesson Assignments/Prior Knowledge

Students have been previously taught reading strategies (such as breaking a word into syllables, stretching the phonemes of a word out, using sentence context to define a word, etc.) that are helpful when decoding or defining unfamiliar words. Students have previously done a guided reading center before so they are familiar with the process.

### VI. Instructional Plan

<b>What I Will Be Doing</b>	<b>What the Students Will Be Doing</b>	<b>Materials Needed</b>	<b>Approx. Time</b>
I will call the students over to the classroom library with their materials in their hands. They will receive a copy of the book we are reading today. I will ask them open-ended questions about the cover of the book.	The students will be sitting down with their materials and answering my questions.	Book Whiteboard Marker Eraser	2 minutes
I will briefly introduce what the story is about, and ask children if they have experienced anything similar in their own lives.	The students will be listening to the book introduction and providing stories of similar experiences when prompted.	Book	2 minutes
I will orally discuss some challenging vocabulary the children will encounter in this book.	The students will be listening to my instructions.	Vocabulary list (teacher)	1 minute
I will ask the children to tell me some reading strategies they use when reading books and	Students will be naming reading strategies they are familiar with, writing them on their	Whiteboard Marker	3 minutes

<p>coming across new words. As they tell them to me, I will have them write these down on their whiteboards and instruct them to place a checkmark underneath the strategy when they use it while reading.</p>	<p>whiteboards, and listening to my instructions.</p>		
<p>I will instruct the students to read the books to themselves in a whisper. I will listen to them as they read, offer support when needed, and prompt them to use reading strategies when they come across difficult words. I will also assess each student on how well they understand the challenging words in the text.</p>	<p>Students will be reading the book at a whisper, asking questions if necessary, and using reading strategies to figure out unfamiliar words. After using a strategy, they should place a checkmark on their whiteboard under the one they used.</p>	<p>Book Whiteboard Marker Vocabulary List</p>	<p>5-7 minutes</p>
<p>I will instruct students to complete the comprehension question worksheet once they are finished reading the book.</p>	<p>Students will be completing the comprehension worksheet after reading the book.</p>	<p>Pencil Worksheet</p>	<p>5 minutes</p>
<p>I will tell all of the students to look at their whiteboards and tell me what reading strategy they used the most while reading. I will ask the students to tell the group about</p>	<p>Students will be answering my questions and discussing their use of strategies when prompted</p>	<p>Whiteboard Book</p>	<p>3-5 minutes</p>

<p>one instance where they used their strategy while reading and will try to draw connections between the students.</p>			
<p>I will ask the students to take their piece of paper and draw out one of the scenes from the book where they did not understand a word right away and used a strategy to understand it. I will provide an example of my own work to model for the students.</p>	<p>Students will be completing the activity independently after listening to my directions.</p>	<p>Paper Pencil Book whiteboard</p>	<p>5 minutes</p>

**VII. Instructional Practices**

- **Differentiation:** Students are put in homogenous reading groups so there is no need for differentiation.
- **Questions:**
  - What reading strategies do we know how to use?
  - When do we use these strategies?
  - What reading strategies work best for you?
  - When did you use these strategies while reading this book?
  - What can we do to figure out the meaning of a word we do not know?
- **Classroom Management:** There are 2 students in this reading group, so I do not anticipate behavioral issues. Should they arise, I will employ techniques that are already used in the classroom, like chants or clapping a rhythm they repeat back to me when I need their attention. The other children are all independently reading or reading with a partner.
- **Transitions:** I will have the students draw a picture of (one of) the scenes where they did not understand a word and used a reading strategy, so the word they learned is more committed to their memory. Underneath the picture, I will ask them to write down which reading strategy they used to figure out the meaning/word so they connect their understanding of the scene to their use of the strategy.

**VIII. Closure**

Students will come together and share their pictures with each other and discuss what they have drawn. Then I will dismiss them to either go to their reading partner and read, or join the rest of the class in whatever activity Ms. Wylie has after reading.

### **VOCABULARY LIST: BACK TO SCHOOL**

- Nervous: feeling excited or a little scared before doing something you haven't done before; usually you feel butterflies in your stomach or your heart will beat very quickly
- Grader: usually seen with another word, like first grader or second grader. It means a person who is in that grade- first grader is a first grade student, second grader is a second grade student, etc.

**Name of Student** \_\_\_\_\_

Word:

Strategy Used:

Nervous

\_\_\_\_\_

Classroom

\_\_\_\_\_

Excited

\_\_\_\_\_

Teacher

\_\_\_\_\_

Friend

\_\_\_\_\_

# Back to School Questions

Inside the box, read the word that you saw in the story and draw a picture of what you read.

NERVOUS	EXCITED
TEACHER	CLASSROOM