

Lesson Plan for Guided Reading of *The Balloon* by Roderick Hunt and Alex Brychta

Standards: VA first grade Standards of Learning

1.3 The student will adapt or change oral language to fit the situation. (Use appropriate voice level and ask and respond to questions in a small group setting)

1.5 The student will apply knowledge of how print is organized and read.

1.6 The student will apply phonemic principles to read and spell.

1.7 The student will use meaning clues and language structure to expand vocabulary when reading.

1.8 The student will read familiar stories, poems, and passages with fluency and expression.

Intended Audience: Students involved in this lesson will be first graders in the green group in Mrs. Florence's class at Magruder Elementary School. This group has five students in it. The green group is one of the middle groups of readers in the class. The story they will read is gauged at the group reading level. The group is reading books at the reading recovery levels of 10 – 14. They are ending their early stage of reading development and beginning the transitional stage. The students work with reading varied sentence patterns, texts with a blend of oral and written language structures, and stories with illustrations that provide moderate to low support. The stories may also include specialized vocabulary and repeated phrases in the text.

Behavioral Objectives:

In a small group setting, students will listen and respond to questions and make predictions about *The Balloon*.

Given supportive instruction, students will independently read *The Balloon*.

Following a review of the function of exclamation points, the students will pair read dialogue from *The Balloon* with fluency and expression.

Following the reading and discussion of *The Balloon*, students will write a response to a question relating to a topic of the book using complete sentences during their writing center.

Materials, Time, Space: There are five students in the green group. The lesson will be taught at the kidney-shaped table with five student chairs, a chair for the instructor, six copies of *The Balloon*, and guided reading notebooks for each of the students. The lesson will last approximately fifteen minutes (3 minutes to introduce the text, 6 minutes for students to read it independently, 3 minutes for instruction, discussion, and practice reading with expression, 3 minutes to reread passages from the text with a partner).

The Lesson Proper

Introduction: First introduce the book title and ask students what they are thinking about by just looking at the front cover of the book. Ask the students to respond by making predictions about the story based on the cover. Some questions that could be asked would be "What do you see on the front cover?" "What do you think the story is about?" "If you were in the hot air balloon what would you see?" "Would your house and neighborhood look different?" Use these questions to get students interested in the story. Next have the students take a picture walk through the book, providing details about the story as they view the illustrations. Introduce that the story is set in a school that begins to have problems with their machines. Things begin to break and the school does not have money to fix them. One student, Willie, comes up with a plan to make money and also fulfill his teacher's dream. While doing a picture walk point out words that the students may have problems reading, for example photocopier and computer. Next have students read to find out what the teacher's dream was and how Willie helped the school earn money.

Content Focus: Students will whisper read quietly and independently. While students are reading, the instructor will take time to listen to each student reading in order to determine where students may have weaknesses. Help students individually work on strategies for reading when it is necessary. For example help students solve words by using context and illustration clues. Let students know that if they finish reading before everyone else, that they should go back and reread their favorite part of the story. After everyone has read the story, have the group discuss the events of the story. What happened in the story? Were predictions from the picture walk correct?

Provide strategy instruction to address any difficulties that students had during independent reading. If students did not seem to have problems reading the story, provide positive feedback for the way students used their strategies during the reading. Additionally have students focus on the use of oral language in the form of dialogue in the story. Have students identify an exclamation point in the text. Review what the exclamation point is used for, model the exclamation mark's use in dialogue, and have students practice reading a couple examples from the text with expression.

Closure: For the end of the lesson, students will partner read. The teacher will divide the students into pairs and have them read aloud from *The Balloon*. Students will be prompted to read with fluency and expression, especially when there is dialogue. If other strategies were also addressed, then the students will be prompted to use those strategies during the partner reading. Ensure that positive feedback is provided. For extension, have students respond to the following prompt during their writing center, write about what you would see if they went up in a hot air balloon.

Evaluation:

Formative: The teacher will listen to the students as they read to assess their progress. Students will respond to questions throughout the lesson. Students will demonstrate that they know to read with expression as they read with a partner.

Summative: Students will write to a prompt related to their story in their writing journals, which demonstrates their ability to take information from the story and use it in their writings.

Background Information: The lesson focuses both on ensuring students use their cueing systems when they read and that they understand different structures of the texts. The students will think about what sounds right, makes sense in the story, and fits with the visual structure of the word. The exclamation point and period are used to end sentences. A period is used to end a complete thought and provide a pause between statements. An exclamation point ends a statement that is meant to be read with more volume, intensity, and feeling. Understanding the exclamation point helps students read dialogue with more expression and fluency.

Reflection

I will admit that when I finished teaching the lesson in the classroom, I was instantly relieved. I felt as though the lesson went successfully and that the students did very well with grasping the concept of dialogue and exclamation points. The day that I delivered the lesson was particularly hectic because my cooperating teacher was attending a funeral and a substitute was leading the lessons. Prior to teaching my lesson I worked with students at the journal station. The other girl who is typically in the green group complained of allergy head aches, so when we were about to begin she was given the option to go to the clinic or help me with my lesson. I did not want to have her participate if she did not feel well. Since this was my first time working with this group in the guided reading atmosphere, I definitely found areas that I need to improve.

The video recording process is one main component that I will need to improve on. The amount of background noise in the tape from the rest of the centers is a bit distracting to me. In the future I would try to ensure the environment where the taping is done is a bit quieter. I feel as though my class did an

excellent job remaining quiet during the lesson, but the minimal amount of noise from their center activities was amplified by the recording. Another area to improve on is how I judge myself in videos. I had to watch the video a couple of times to be able to get over how I looked. Some of the facial expressions I made and the posture I took while sitting in a large chair hovering above the students was not particularly flattering. Although I know that my appearance on video is not the important aspect of the lesson, I can definitely see how I can improve the way that I deliver lessons just by monitoring my facial expressions and posture.

During the delivery of the lesson, I felt that the students were engaged and active in responding to questions and making predictions. However, when I viewed the video, I saw instances where Kyle was trying to read the story silently to himself during the group picture walk. During partner reading he is also seen twiddling his fingers in his sweatshirt pocket. I did not even notice this behavior, which could be because he was sitting directly to my right. In the future I would try to keep the students at a position that is more visible at all times. With time I think I will develop skills to pick up on the different movements and activities that the students make around me. Caleb, who is typically a bit distracted during any lesson, is seen flipping his book around and putting it on his head at the end of the lesson. I redirected students at various times during the lesson, but missed some of the instances. A couple of successful redirections were when Caleb said that he reads silently, but I asked him to whisper read out loud for this particular lesson, another was when Jake announced he was finished with the story and I encouraged him to reread his favorite section of the story.

When working one on one with the students, I became a little bit frustrated. Heather, the only girl present in the video, had problems reading a page talking about Willie's idea to earn money for the school. She is seen covering words in the sentence that she doesn't know, to skip them and try to figure them out based on the rest of the sentence. I worked with Heather, but she did not really try to solve words and I felt as though I just gave the answers to her when she did not understand the context and illustration strategies that I prompted her with. I also moved on to work with Caleb rather than taking the time to really make sure she followed the story components. This is not effective and I would definitely need to change that for future lessons. On another note I felt that she did not have the same reading abilities as the boys in the group. I wasn't sure whether she was just shy in front of the camera, having a bad day, or truly didn't understand the story. Heather read the story the slowest and seemed tired. Perhaps she is not ready to be with this group of readers. When we reviewed the story, she understood what had happened, but I do not know if that was due to her reading. Another thing that caught me as peculiar during the lesson was that the students were so fixated on the age of the teacher, Mrs. May. When I asked them about the story, they said it was about an old woman. I agreed with them that she was old, but I tried to guide them away from the obvious observation and into the actual context of the story.

There were definitely moments during the lesson when I felt rewarded. The students independently read portions of the text successfully and self corrected mistakes. They also were able to tell me about the story and respond to my questions. In the future I would try to ask each student a particular question. During this lesson I tended to ask questions to the entire group rather than gauging each student's understanding with specific questions. Another rewarding part of the lesson was when Kyle and Jake reread their favorite parts of the story. They began to share their favorite parts with each other. I found this to be rewarding because they were able to discuss the story without a prompt or direction to do so. Later when I had the students read for expression and develop fluency with reading dialogue from the story, I felt like I met my objective. The students were engaged and excited to practice reading with expression. They took turns sharing and I listened and redirected if they did not seem to understand the use of the exclamation point. In the future I would also have the students create their own sentence with an exclamation point. Then they would be able to practice writing and reading their sentences with expression.