

Title: Guided Reading		Content Area/s: Language Arts
Grade Level: 1 st grade	Time Frame: 9:15 am – 10:25 am	Date: 04/17/08
<p>SOLs: (English) Oral Language 1.1 The student will continue to demonstrate growth in the use of oral language. 1.3 The student will adapt or change oral language to fit the situation. Reading 1.5 The student will apply knowledge of how print is organized and read. 1.6 The student will apply phonetic principles to read and spell. 1.7 The student will use meaning clues and language structure to expand vocabulary when reading. 1.9 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.</p> <p>Related SOLs: Blue Group: Math 1.12 The student will use nonstandard units to measure length and weight. Yellow, Red & Green: Science 1.4 The student will investigate and understand that plants have life needs and functional parts and can be classified according to certain characteristics. Key concepts include a) needs (food, air, water, light, and a place to grow); b) parts (seeds, roots, stems, leaves, blossoms, fruits); and c) characteristics (edible/nonedible, flowering/nonflowering, evergreen/deciduous).</p> <p>Technology SOLs: -none are applicable</p>		
Lesson Objectives: Students will orally read their reading group stories and answer questions, focusing on one of the following concepts: story comprehension, main idea and supporting details, or definitions of new vocabulary.		Resources (Texts & Technology): “Units of Measure” by Sharon McConnell “The Reason for a Flower” by Ruth Heller “Facts About Forest Fires” by Sharon McConnell “How do Trees Grow?” by Sharon McConnell
Content: Students will participate in the Language Arts centers for a total of an hour. The students will rotate through the stations in ability based groups. Students will engage in a guided reading session for roughly 15 minutes. Each group has a different focus, ranging between building fluency and vocabulary, developing the understanding of main idea and supporting details, and furthering their story comprehension. The stories for the second half of the week were picked specifically for their connection to language arts, science, and math content that matches the classroom curriculum.		
<p>Instructional Procedures: Include the estimated time for each activity. (Number steps beginning with <i>Initial Activity</i> and ending with <i>Closing Activity</i>.)</p> <p><u>Blue Group</u></p> <ul style="list-style-type: none"> - Students will box the word watermelon and review compound words. - Students will read “Units of Measure” to themselves and when prompted will quietly read a section to the teacher. The teacher will monitor the speed and accuracy of the reading. - Students will create a table of the types of units of measure (length, weight, volume, time). They will list the terms that apply to each type of measurement (inches, foot, mile, pound, kilogram, ounce, hour, day, week, cup, pint, liter, etc). 		

Instructional Procedures (continued):

Yellow Group

- Students will box the words leaf and leaves.
- Students will finish/reread “The Reason for a Flower”.
- Students will complete a difficult word activity sheet in which the student chooses a word in their story that they had a problem with. The student will record the meaning of the word based on the clues from the story, synonyms for the word, and also use the word in a sentence.

Red Group

- Students will box the word branches and review the reason for the inflected ending –es.
- Students will reread the story “Facts About Forest Fires” for fluency.
- Students will create a main idea table with facts from the story.

Green Group

- Students will box the word together.
- Students will reread the story “How do Trees Grow?”
- Students will create a main idea table with facts from the story.

Assessment/s:

Formative Assessment: Students will respond orally to questions posed by the teacher. Questions will focus on their understanding of the material presented in the guided reading story. Students will also share what they learned with a partner. Students will also complete written activities focused on the main idea or vocabulary in the story.

Extension Activities/

Interdisciplinary Links:

Students will box words to show the phonics principles of the inflected –es ending, compound words, or multisyllabic words. They will also use listening comprehension and writing skills to record a dictated sentence with correct spelling, capitalization, and punctuation.

Differentiation Strategies/Activities:

The groups differ based on students’ reading abilities. The Blue Group is the largest group and is on the lower range of readers and includes two students who are in reading recovery. This group has problems with solving new words and requires a lot of support during the reading to check comprehension. The Yellow Group is the highest reading group in the classroom. Two of the students in this group are classified as gifted and talented. This group can easily read new texts. They require support in staying on task and focusing on context clues to understand the meaning of new vocabulary terms. The Red Group includes the class twins and they require additional prompts to stay on task. This group has problems with calling out information and ideas, but the students are generally on task. At times they seem to rush to finish the texts and require prompts to reread passages in order to ensure comprehension. The final group is the Green Group. This group does very well with showing expression in their reading and responding to comprehension questions, but two of the students tend to rush to be the first finished. They need to be prompted to reread their favorite part of the story or to share something they’ve learned with a partner.