

Learning Plan for Guided Reading Lesson

Standards: *State:* Virginia: English –

2.3 The student will use oral communication skills:

c) Participate as a contributor and leader in a group.

2.4 The student will use phonetic strategies when reading and spelling.

a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.

b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.

c) Decode regular multisyllabic words.

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.

2.7 The student will read fiction and nonfiction, using a variety of strategies independently.

a) Preview the selection by using pictures, diagrams, titles, and headings.

b) Set purpose for reading.

2.8 The student will read and demonstrate comprehension of fiction and nonfiction.

a) Make predictions about content.

b) Read to confirm predictions.

d) Ask and answer questions about what is read.

National: IRA/NCTE Standards –

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features.

Intended Audience: small group of five 2nd graders of high reading ability (testing scores unknown); prerequisite skills include reading and writing, knowledge of what goes into making a prediction

Background/Overview: The primary purpose of the lesson is to work on predicting skills. If during the reading there are trouble spots (certain words, phrases, comprehension, etc.), instruction will correct these errors.

Behavioral Objectives:

1) Given instruction on prediction, students will record valid predictions at appropriate point of the story.

2) Given discussion about a story, students will write if their prediction was upheld in the story.

Resources/Materials, Time, Space: 6 copies of “Peacock and Crane, Flip cam, 2 AA batteries (backup), 6 pencils, 5 sticky notes with “I predict that…” written on the note, 4 other age appropriate books, one table in core area with 6 seats; 5 students; 20-30 minutes (5 intro, 10-15 independent reading, 5-10 instruction and closing)

The Lesson Proper

Introduction: The book is introduced by reading the title of the story, “Peacock and Crane.” The teacher will ask the students to find the peacock on the cover of the book. The students will point to the peacock and crane on the cover and discuss their prior knowledge of the birds along with what they notice is different between the two birds from the cover illustration.

Instructional Strategies: The teacher will use guided questions to lead the small group discussion. During word work, the teacher will use examples from the book and show how other words are related to the word families. Examples of questions to be asked are:

1. Can you find the Crane on the cover?
2. What are differences between the crane and other bird?
3. Look on page 7. What do you see happening to the peacock?
4. Look on page 9. What do those white bubbles mean?

Differentiation: By working with a small group of five students, differentiation is incorporated since the students are close to the same reading levels. As picked, the students for this guided reading lesson are above grade level readers.

Accommodations/Modifications: There were no accommodations or modifications made for this lesson, as all students were on grade level. The students did not have any visual or auditory impairments.

Closure: After discussing the students' predictions and having students correct their predictions, the teacher will ask students to tell the meaning of the story and try to find relations from the animals to people.

Assessment/Evaluation:

Formative: Take running records and anecdotal records about the students' reading abilities.

Summative: Recorded predictions on a post-it note before reading; After reading the story, students will record if their prediction was upheld and if not, what happened in the plot instead.

Student Learning Plan Rubric

Criteria	Exceeds Expectation	Meets Expectation	Does Not Meet Expectation
<p><u>Intended Audience</u> Identify the target grade, range of abilities, and prerequisite skills.</p> <p style="text-align: center;">(2 pts)</p>	<p>The unique attributes of your target population are very clear, and the appropriateness of the lesson (for this group) is supported by prerequisite skills.</p> <p style="text-align: center;">(2 pts)</p>	<p>Description of target population is general and the appropriateness of the lesson (for this group) is clear.</p> <p style="text-align: center;">(1 pts)</p>	<p>Description of target population is vague and/or, the appropriateness of the lesson (for this group) is not convincing.</p> <p style="text-align: center;">(0 pts)</p>
<p><u>Standards/Objectives</u> List ALL state standards that apply to the lesson, and provide sufficient details. Describe the specific behavior that the students will perform, the conditions under which it will be performed, and the criteria for assessing mastery.</p> <p style="text-align: center;">(4 pts)</p>	<p>All state standards are listed, and focus is underlined when appropriate. Aligned w/ objectives. Behavior, criteria, and conditions are clearly and concisely written (no unnecessary words).</p> <p style="text-align: center;">(4 pts)</p>	<p>One or more state standards are not listed. Aligned w/ objective. Behavior, criteria, and conditions are a bit ambiguous and/or too “wordy.”</p> <p style="text-align: center;">(3 pts)</p>	<p>Several state standards are missing and/or vague or not aligned with objectives. Behavior, criteria, and/or conditions are unclear or poorly written</p> <p style="text-align: center;">(2 pts)</p>
<p><u>Materials/Time/Space/Background</u> Include all materials (and explanations if necessary), time/space requirements and lesson overview.</p> <p style="text-align: center;">(2 pts)</p>	<p>Materials provided and explained. Lesson is manageable in time frame.</p> <p style="text-align: center;">(2 pts)</p>	<p>All materials are included but are unclear or how materials are used is unclear. Time mgt. is questionable.</p> <p style="text-align: center;">(1 pt)</p>	<p>All materials are not included or are poorly organized. Time allowed is inappropriate.</p> <p style="text-align: center;">(0 pts)</p>
<p><u>Lesson Description</u> Using a narrative, ensure that <u>introduction</u> is appropriate lead-in to <u>instructional strategies</u> to be used. A bulleted or numbered list should be used on a limited basis. <u>Differentiation</u> of instruction should be described based on range of abilities describe in intended audience. <u>Accommodations and/or modifications</u> should be described as needed. <u>Closure</u> reinforces objectives and/or provides summary or transition to next lesson. <u>Describe the lesson so that another teacher could understand it and implement it without your presence.</u> Use active voice, direct address as if you were talking to the instructor.</p> <p style="text-align: center;">(8 pts)</p>	<p>Description is sufficiently clear to enable a third party to try the lesson out. Intro, CF, and closure are clear and follow a logical progression. Student activities reinforce objectives. Lesson plan does not exceed three pages, excluding handouts.</p> <p style="text-align: center;">(8 pts)</p>	<p>Description is fairly clear but is wordy and repetitive.</p> <p style="text-align: center;">(5 pts)</p>	<p>Description is unclear and difficult to follow.</p> <p style="text-align: center;">(4 pts)</p>
<p><u>Evaluation Procedure</u> Describe the assessment measure for determining whether the lesson’s objective(s) were met.</p> <p style="text-align: center;">(4 pts)</p>	<p>The behavior assessed exactly matches the behavior described in the objective and description of the lesson. Evaluation rubric and grading scale (when requested) are clear and manageable.</p> <p style="text-align: center;">(5 pts)</p>	<p>The behavior assessed closely resembles the behavior described in the objective and description of the lesson. Rubric and/or grading scale are included.</p> <p style="text-align: center;">(3 pts)</p>	<p>The behavior assessed is inconsistent with the behavior described in the objective description of the lesson. Rubric and grading scale are not manageable.</p> <p style="text-align: center;">(2 pts)</p>
<p><u>Self-Reflection</u> _After delivery of the lesson, reflect on your perception of the effectiveness of the lesson. Were students engaged, did you meet your objective – how do you know (use your evaluation information), what, if anything, would you change if you were to do the lesson again, plus any other insights into the delivery of the lesson.</p> <p style="text-align: center;">(5pts)</p>	<p>The reflection was a thoughtful self-reflection of the lesson including insights into perceived student engagement, lesson effectiveness based on observation and assessment information, and any adjustments that you might make if the lesson were delivered again.</p> <p style="text-align: center;">(5 pts)</p>	<p>The reflection included the required information but lacked detail and/or specifics as to why aspects of the lesson were or were not effective.</p> <p style="text-align: center;">(4 pts)</p>	<p>The reflection did not include all of the required information, and/or was unclear, lacked detail/specifics to lesson effectiveness.</p> <p style="text-align: center;">(3 pts)</p>
<p>Total: 25 points</p>			