

Guided Reading Lesson Plan

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You will create a guided reading lesson plan appropriate for students in second through fifth grade. Begin by choosing the level of reader (transitional, self-extending, or advanced). Consider the characteristics of those readers when planning your lesson.

(1) Description of Reading Group – Include the grade level (2nd through 5th) as well as the reading level (transitional, self-extending, or advanced). This guided reading lesson is for 4th grade students on a transitional reading level.

(2) Quality literature- Include the title, author, genre, a short summary in your own words, and the readability of the text.

The students will read a short version of “Because of Winn-Dixie” by Kate DiCamillo from their literature book. This text is considered children’s literature and fiction. In this story, Opal is new to the town and her only friend is her dog Winn-Dixie. Opal and her dog go to the library where Miss Franny Block mistakes Winn-Dixie for a bear. Miss Fanny Block allows Winn-Dixie to enter the library as she retells a story from her childhood about an encounter with a bear in the library. This text is ranked on the instructional reading level.

(3) Lesson focus – Describe the strategy/skill that you are targeting.

In this lesson, the students will focus on story structure of the text through a Story Map: identifying characters, setting, and plot. They also will be making connections and inferring.

(4) Formative assessment- Describe how you will assess students during the guided reading lesson. What behaviors will indicate that your students “get it?” What behaviors might indicate that they need further instruction?

During this lesson, students will reread a portion of “Because of Winn-Dixie.” During the lesson, students will be told to identify story elements. Students will be reminded that stories contain characters, settings, and plots, which includes problems and their solutions. The teacher will explain that each of these elements affects the other elements in the story. They will fill out a story map individually based upon the reading. After the students have finished the story map, the teacher will review the students Story Maps, asking students to identify the story elements.

If students are off topic is a visual cue that they do not understand the instructions. In this case, the teacher will read aloud the directions to the students and help the student complete the first part of the story map together. Once they have completed this part, the teacher will instruct the student to complete the rest of the story map.

If students “get it,” they will have completed their story map individually without help from the teacher. The students may also be willing to share their answers once everyone has finished. This displays that the student is confident in their work. The students may also want to help other students who are struggling in the group.

Element	Suggested Teaching Points	Plans/Notes		
Introduction	<ul style="list-style-type: none"> • Activate/Provide background • Help students make connections • Share thinking • Make predictions • New vocabulary • Draw attention to text features • Hear and say new lang. structures • Reveal structure of the text /genre • Writer’s craft to support analysis • Author’s accuracy or authenticity of text 	Re-introduce the book “Because of Winn-Dixie” to the students. Ask students to make text to self, text to text connections. “Was there a time in your life you mistaken something for something else?” “Have you read something that reminds you of this text?” Prompt students to pay attention to the characters, setting, and plot of the story		
Reading the Text	<ul style="list-style-type: none"> • Demonstrate, prompt for, or reinforce the effective use of processing strategies– <i>word solving, searching for and using information, maintaining fluency, detecting and correcting errors, summarizing, and adjusting reading.</i> • Prompt for fluency and phrasing. 	The teacher will read aloud the two pages from the literature book to the students. “Why do you think Opal spends so much time in the library?” “Why do you think Opal teaches Winn-Dixie to look in the library window?” “Why does Opal bring Winn-Dixie into the library?”		
Discussing	<ul style="list-style-type: none"> • Gather evidence of comprehension by observing what students say about the text. • Invite students to pose questions and clarify their understanding. • Help students learn to discuss the meaning of the text together. • Extend students’ expression of understandings through questioning, summarizing, restating, and adding to their comments. 	<p style="text-align: center;">Within</p> <ul style="list-style-type: none"> -What happened in the story? -How did the story end? -Explain what you learned in this book. 	<p style="text-align: center;">Beyond</p> <ul style="list-style-type: none"> -What is a question you still have about <i>Because of Winn-Dixie</i>? -What lesson did Miss Franny Block learn? -Tell me how Miss Franny Block felt when she saw Winn-Dixie in the window. Why? -How do you know something is going to happen here (pg. 25)? 	<p style="text-align: center;">About</p> <ul style="list-style-type: none"> -What was the writer’s message? -Look at the way the writer began the book. What did the writer do to get you interested in the topic? -Is this a good title for this story? Why or why not? -Why do you think the writer wrote this book in 1st person?
Teaching for Processing Strategies	<ul style="list-style-type: none"> • Revisit the text to demonstrate, reinforce, or provide explicit instruction of strategic actions. 	<ul style="list-style-type: none"> • Solving Words • Monitoring and checking • Search for/ use information • Summarizing • Maintaining fluency • Adjusting Reading 	<ul style="list-style-type: none"> • Predicting • Making connections • Synthesizing • Inferring 	<ul style="list-style-type: none"> • Analyzing • Critiquing
Extend	<ul style="list-style-type: none"> • Use writing, drawing, or extended talk to explore any aspect of understanding the text. 	The teacher will introduce the story map to the students. The teacher will tell the students the directions. Students will complete a story map by identifying characters, setting, and plot.		