Guided Reading Lesson Plan

Since my recommendation for Andrew is to increase small group instruction and since he exhibited difficulty during a rhyming lesson, I have combined the two and created an original guided reading lesson plan on rhyming. Guided reading is a form of small group instruction where a group of 3-6 students read independently and the teacher is on hand to assist with any question and guide the students through he reading. During a guided reading lesson, the teacher is fully available to the small group while the remainder of the class does an independent exercise.

Title: *Madeline*
Author & Illustrator: Ludwig Bemelmans
Suggested Grade Level: 1
Level: B
Strategy: Identification and usage of language patterns in text, in particular, rhyming words.
Submitted by:

Planning

- Objectives: Through the reading of *Madeline*, students will demonstrate their ability to perform the thirteen behaviors of a level B reader. Specifically, they will demonstrate their ability to remember and use language patterns in the text. In this text, the most prevalent language pattern is rhymes. Thus, students will be able to identify and use rhyming words.
- Materials: six copies of *Madeline* by Ludwig Bemelmans
- Standards:
    - E2a Produce a report of information
    - E3a Participate in one-to-one conferences with the teacher.
    - E3b Participate in-group meetings.
- Text features that will support remedial learners:
    - The text has large and vivid pictures.
    - The text only has a small amount of words on each page so it will not overwhelm the student.
    - The book features a list in the back that details the scenes in Paris that are illustrated in the book.
- Potential text challenges for remedial learners:
    - This book is fairly long so the students may have trouble keeping focused.
    - Students may have trouble identifying rhyming words, specifically those in the book that rhyme, but their endings are not spelled the same (hours, flowers).

Before Reading

- Prepare: This lesson will be a follow-up/review lesson for six students who had trouble with rhyming in the past. I will also be assessing whether they fulfill all the expectations of a level B reader with a checklist.
- Introduction: I will introduce the book by reading the title and showing the front cover to the group. I will then read the flap in the inside cover: “In an old house in

Paris; that was covered with vines; lived twelve little girls; in two straight lines." I will ask the students what they notice about this sentence. Hopefully, they will say that it rhymes. I will ask a student to tell me, specifically, which words rhyme. I will then tell them to pay special attention to the rhyming sentences like this one as they read the book.

- Connection: (text-to-self) I will ask the group if any of them have ever traveled to a foreign country. After they have shared their experiences, I will tell them that today they are going to get a glimpse of the city of Paris, which is in the country of France.

During Reading

- I will observe the students and assess whether they are using the strategies of a level B reader. I will record my observations in a checklist.
- I will assist with any questions at the point of difficulty.
- Halfway through the reading, I will ask the students to do a "turn and talk" with their neighbor and discuss what is going on in the book so far. They will also be encouraged to show each other rhyming words that they may have found. The goal of this is for the students to summarize the reading thus far, and to hopefully fill in the gaps for each other.

After Reading

- I will ask the students to share their thoughts on the book. At this point I will address any unanswered questions from the introduction.
- Next, I will be having a quick one-on-one conference with each student. I will ask them to turn to a page in the book and identify rhyming words. They will have to say both words aloud and tell me why they rhyme. They will each pick two different sets of rhyming words. I will give them a couple of minutes to prepare and then we will begin.

Homwork

- After our conferences, I will give each student a *Madeline* handout. They will be asked to look at the picture and produce a rhyming sentence based on that picture (this handout is stapled to the back of this lesson plan). I will give them an example such as, "The girl plays with the ball. Behind her, the woman is tall." I will instruct them to do this task for homework as extra practice. They may also color the picture if they wish to.

Assessment: I will assess the students in several ways:

- By observing their reading habits during the actual reading and recording them via a checklist.
- Based on their performance in the one-on-one conference (whether or not they could identify rhyming words).
- Based on their ability to use rhyming words in novel sentences.

Reflection

I was fortunate enough to have the opportunity to teach my lesson to first grade students. My boyfriend's sister-in-law is the library teacher at an elementary school in Brooklyn. She allowed me to present my lesson to one of her first grade classes. Since this was a small group lesson, I asked her to recommend six students that she thought would benefit from a lesson on rhyming. Once the children were chosen, I introduced myself and we began.

I introduced the book exactly how I planned it in my lesson. After I read the inside flap, I was happy that the children could recognize that it rhymed. When I asked a student to tell me which words rhymed, he got it correct. So I knew that these children were already familiar with rhyming.

I followed all of my steps in the "during reading" section. I even observed their reading habits and recorded their progress on a checklist that I later gave to their teacher. I did notice that some students read faster than others, but I made sure everyone was at least halfway through when I asked them to do the turn and talk. During the turn and talk, they all had a lot to say to each other. This made me happy because it meant that they were really engaging with the material.

Afterward I held my quick one on one conference with each student. I only had them locate one set of rhyming words instead of two, for time purposes. All of the students were able to pick correct examples of rhyming words! Instead of giving them the

Madeline handout for homework as my lesson plan states, I just showed it to them and asked them to orally come up with a rhyming sentence.

Overall this was a great experience for me as a future teacher. Before this assignment, I had never written a small group lesson plan before. After writing one and then teaching it to real students, I now see all of the benefits that small group instruction has to offer. It is a much more intimate setting and each child has more one-on-one time with the teacher. It is also easier to assess students and to really pay attention to their strengths and weaknesses during a small group instruction. Also, the children are more likely to volunteer and ask questions since it is less scary to speak in front of a group of six than a group of twenty-six.