

Guided Reading Lesson Plan

Title of Book	“Ants, Ants and more Ants” by Brian Roberts
Student Names	Lauren, Rhett, Riley, and Courtney
Grade Level	1
Date	N/A
SC Standards	<p>Literature – Informational text</p> <p>Key Ideas and Details:</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RI.1.1 Ask and answer questions about key details in a text. • CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. <p>Craft and Structure:</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • CCSS.ELA-Literacy.RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. • CCSS.ELA-Literacy.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <p>Integration of Knowledge and Ideas:</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. <p>Range of Reading and Level of Text Complexity:</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. <p>Reading – Foundational skills</p> <p>Phonological Awareness:</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <p>Phonics and Word Recognition:</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. <p>Fluency:</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
Learning Objectives	The goal for students is to connect prior knowledge with that of the text to understand the text better and to expand their vocabulary.
Materials	<ul style="list-style-type: none"> • One book for each student (or one book per group of students)

	<ul style="list-style-type: none"> • Ant farm box for observation (one or more) • Graphic organizers (for later assessment) • Journals for notes • Pencils
<p>Procedures</p>	<p>Introducing the Book:</p> <ul style="list-style-type: none"> • The teacher will inform students on the guided reading lesson which will be about Ants. The teacher introduces the Ant farm box to students for observation. This can be passed around the students so students can observe more closely and pay attention to the way the Ants look, move, and work. Then, the class elaborates on the “Ants, Ants, Ants” book, and focus on several questions before reading the book such as: <ul style="list-style-type: none"> ○ What do you think the book is about? Why? ○ What colors do you see? ○ What are the shapes of the ants on the cover? ○ Where have you seen Ants? • In order to focus on the Learning Objectives, the teacher will ask students to think about prior knowledge with that of the text to form connections. These questions can be asked: <ul style="list-style-type: none"> ○ How are ants similar to other animals? ○ How are ants similar to us? What do they do that makes their actions similar? ○ Where do they build their home? Have you seen their nests before? • The teacher will pass out the books to students. • Focus on several words before letting students read independently: <ul style="list-style-type: none"> ○ Watching – to look at or observe ○ Swarm – a large or dense group of insects, especially flying ones. ○ Thorax – a division of an animal's body that lies between the head and the abdomen. ○ Abdomen – the part of the body between the thorax and the pelvis (or the stomach, or belly) ○ Antenna/Antennae – a pair of long, thin sensory appendages on the heads of insects ○ Jaws – the upper and lower bony structure in the mouth of vertebras ○ Different – not the same as another ○ Amazing - causing great surprise or wonder; astonishing. <p>Supporting the Reading:</p> <ul style="list-style-type: none"> • “listen in” to students reading the book; if students are struggling, interact with individual student to give support for decoding the words • Observe the readers to see use of reading strategies • Take notes on different strategies used by students <p>Assessing the students:</p> <p>The teacher will focus on Formative and Summative Assessment as part of balancing best practices of assessment:</p> <ul style="list-style-type: none"> • The students can take a few notes in their graphic organizers to record their learning while they are reading. This will serve as part of the assessment. • While students are reading, the teacher will walk around and individually assess

	<p>students' fluency and reading comprehension. The teacher will take anecdotal notes to record if there are students that need more differentiated instruction on reading.</p> <ul style="list-style-type: none"> • To achieve the goal of connecting prior knowledge with that of the text to understand the text better, students can write several recoding notes in their Journal. Students can form discussion groups to reflect on their prior knowledge and share with their peers. • After the reading is finished, the students will have a chance to discuss with their peers on what they have read, and share with the teacher what they came up with.
Assessment	<ul style="list-style-type: none"> • Graphic organizers • Questioning, informal or formal • Having students retell important key facts about the story