

# GUIDED READING LESSON PLAN

Teacher Ms. Schott School \_\_\_\_\_ Date 3 to 5 days Book *Eva's Cloud* Level Early Fluent—Level M

**Focus/Strategy/Intended Learning** (Go to [Developmental Stages of Reading](#) and select an appropriate strategy based on students' needs)

The learner will read and respond to literature and analyze story elements: beginning, middle, and end.

**Standard(s) Addressed**

Listening and Speaking: Standard 1: Habits of Talk

Reading and Writing: Standard 2: Getting the Meaning

**Language Objective** (Go to [Language Objectives for ELLs](#))

The learner will use sequence language and picture cards to retell story, including water cycle vocabulary and language from the story, such as: "In the beginning of the story...First, then, after that...cloud forms/rain falls."

**Resources Needed** (e.g., books, visuals and realia, strategy charts, magnetic letters, alphabet charts, word walls, whiteboards)

- "Eva's Cloud" in *Avenues* (Fountas & Pinnell, Level M)
- Chart paper
- Markers
- Teacher-made water cycle diagram
- Teacher-made cards with vocabulary words
- Teacher-made narrative graphic organizer (beginning/middle/end)
- Sentence strips with sentence pairs (see Skills and Strategies)

**Text Features that will Support ELLs**

- Colorful illustrations that match text
- Large print
- Bolded words and definitions
- Highlighted words (story theme)

**Potential Text Challenges for ELLs**

(e.g., vocabulary, text features, concepts)  
 Vocabulary: puddle, drought, wilted (no cognates with Spanish)  
 Concepts: water cycle, fantasy genre, personification (a girl makes friends with a cloud)

**Introducing the Text**

• **Overview Statement and Connections to Background Knowledge**

"We all have friends. Friends help one another. But some friends can be very special, as we will learn in this story."

Build background knowledge by:

- Discussing the theme of friendship and how friends help one another.
- Elaborating on the fact that friendships can be different for different people (for example: pets, or in the story, a cloud).
- Displaying the teacher-made water-cycle diagram.
- Reviewing the concept of the water cycle/life of a cloud by eliciting students' background information on the topic.
- Displaying vocabulary cards students are familiar with, such as cloud, water, drops of water, rain, big, dark, small.
- Modeling how to use these words and/or phrases to talk about the life cycle of a cloud/water cycle.
- Inviting students to retell the life cycle story to a partner using the turn-and-talk technique.

Note: Might assess understanding of the water cycle by asking students to mimic each stage.

• **Picture Walk** (early and upper emergent) **OR Chunking the Text** (early fluent)

"Eva's cloud is the story of a young girl who makes friends with a cloud who saves plants and animals during a drought." Teacher will:

- Do a picture walk to allow students to get the gist of the story.
- Invite students to describe the illustrations, especially the human-looking cloud.
- Predict why the cloud looks as it does.
- Reinforce the concept of fantasy/personification/unusual friendships.
- Use explicit language to assess understanding (for example: "Do clouds have faces? Can this be a real story?")
- Use general questions to briefly assess that all students have acquired the gist of the story (for example: "Who is Eva?" "Who is Eva's friend?" "What do clouds bring?")

Teacher will:

- Review the purpose of the lesson: finding beginning, middle, and end.
- Display teacher-made graphic organizer that shows beginning, middle, and end.
- Chunk the reading into sections. Set a purpose for reading each section (for example: on pages 166–169: "Let's read to find out what Eva and the Cloud do together.")

### Discussion Questions

Questions will take more than one guided reading session.

- Assess comprehension at the end of each section: “What did we learn in this part?”
- Invite students to share information about the text and complete the graphic organizer, as a group.
- Review narrative organization: beginning, middle, and end.
- Discuss the fact that events happen in a sequential order in this story.
- Review the information in the graphic organizer, point to story events, details, and illustrations.
- Reread the story with the purpose of locating missing information (events).
- Add any missing information to the graphic organizer.

### Skills and Strategies (e.g., comprehension strategy, word-solving strategies, shared writing)

Objective: To increase vocabulary by learning synonyms of known words.

Teacher will:

- Review the concept of synonyms by displaying a pair of sentences (for example: “Eva was sad. She is upset because it does not rain.”)
- Display story-related sentence pairs similar to above example.
- Ask students to identify the synonyms in each pair (for example: “The animals are glad when it rains./The rain makes them happy.”)
- Chart synonyms.
- Observe students’ ability to identify the synonyms in the sentence pairs.
- Determine needs for future instruction.

### Extensions (optional)

Objective: To improve oral language and written English language skills.

Teacher will:

- Review the graphic organizer.
- Model how to use the graphic organizer to retell the story.
- Ask students to practice the same skill.
- Model how to retell the story in writing (on chart paper, as a shared writing activity).
- Ask students to take turns retelling the story in writing, as a group.

# GUIDED READING OBSERVATION NOTES

Teacher \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

*Take notes on students' reading, use of strategies, ability to express themselves in discussing the book, interactions with each other, confusions, etc. These notes will support you in using evidence to analyze student learning during Guided Reading lessons.*

## **Introducing the Text and Making Connections to Background Knowledge**

I am working with a homogenous group of five students reading at grade level in their native language. But they need extra support when reading and writing in English. The story was somewhat challenging, but due to the fact that students were familiar with the topic and the story had predictable elements in it, I decided it would be appropriate. The small group provided them the opportunity to read challenging text with enough support and guidance. Building background knowledge and reviewing the concepts of the water cycle and friendship was essential. All students could discuss things friends do for one another and why we have friends. Students referred to the water cycle diagram to explain what happens to water when it evaporates, what clouds are made of, and so on. Without the diagram, the lesson would not have worked as well. Two students knew the meaning of puddle, so they explained it to the rest. 'Drought' proved more challenging, and I resorted to translation. However, this group did not know the Spanish equivalent either. Some of the illustrations were helpful in understanding the general concept.

## **Reading the Text**

The text is long. We reviewed our lesson objective, which was finding the beginning, middle, and end. The graphic organizer helped focus our attention on the objective. Sectioning the text and setting a purpose for reading definitely helped with the comprehension piece. And it emphasized another strategy we work with: show evidence from the text.

## **Discussing the Text**

Our lesson objective was finding the beginning, middle, and end. After reading the entire story, we went back to it, and I modeled how to think about the beginning, middle, and end. Students took turns at this task, and we began completing the graphic organizer, as a group. I made a connection to narratives in the Writing Workshop, so they begin to make connections between reading and writing. This was a good idea. I probably need to do this once more before I ask these children to do one in their Reading Response Journals.

The next day, we reviewed the story organization. We discussed sequence of events, analyzed the information in our graphic organizer, and added missing information. Again, we did this as a group. Cooperative learning activities provide a safe environment for English-language learners. We used the graphic organizer to retell the story orally and in writing.

## **Learning Skills and Strategies** (e.g., comprehension strategy, word-solving strategies, shared writing)

We worked on expanding vocabulary by finding synonyms of known words. This activity went well. We charted the synonyms we discovered, and we plan to use it as a reference tool. More work on synonyms is needed.

## **Extending the Text** (optional)

Using the graphic organizer to guide the oral retelling was key to this activity. The oral practice before the written piece was also key.

<b>Students' Names</b>	<b>Strengths/Needs/Future Teaching Focus</b>
Oscar	Oral language development
Victor	Oral language development
Joseline	Organization of thoughts, expressing ideas
Juan	Good oral language, motivation
Gerry	Good oral language, motivation