

# ELA UNIT 4, ASSIGNMENT 5

## ANALYSIS OF GUIDED READING LESSON: FROG AND TOAD

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

**What was your intended student learning?**

The learner will make inferences about characters based on what they say and do.

**Did students reach the intended student learning? How do you know?**

Students could discuss the characters' personality traits and make some judgments about them. They could say what they thought each character was like, who they were most like, who they would rather be friends with, and why.

**How did your language objective support the intended student learning?**

In the shared writing, students were able to use the language for making inferences by stating "We think Frog is a good friend because he wrote Toad a letter..." Also, students used that structure in their conversation with each other. Students did need some support in using the past tense to describe what the characters said or did.

**Questions**

**What is your evidence?**

**How did your book selection work for students?**

The text worked well for students. They could relate to the ideas, and none of the language was too tricky. Because the text was easy to read and the story was straightforward, students could concentrate on what the characters said and did.

Students could read the text with very few miscues. The miscues they did make were generally because of pronunciation. They read the dialogue with appropriate phrasing and expression. During the discussion, all students could identify things the characters said and did. They decided that Frog was a good friend because he wrote Toad a letter.

**What ELL supports were effective for students?**

There were lots of opportunities for students to talk, and they all had lots to say. Showing them a letter, talking about why people write letters, how it would feel to get a letter, and introducing the vocabulary (mailbox, envelope) gave them more background information to help them understand the story. Doing a picture walk before they read gave them enough of the gist of the story so they could pay more attention to what the characters were saying and doing.

No one had trouble with 'envelope' or 'mailbox'. They could all discuss what the characters said and did.

**What difficulties did students have?**

They could easily point out what the characters said and did and make some basic inferences about what it meant about each character. As we read further, they struggled with going beyond their first impressions.

They couldn't go beyond "Frog is a good friend." At one point, someone said, "Frog gave the letter to a slow snail." Even though they all had better ideas about who they would have given the letter to, they couldn't make a judgment about what that said about Frog.

**What might you do differently in your next guided reading lesson with this group, based on your reflection on this lesson?**

Maybe if we focused on just one character instead of both, students would get to a deeper level of character analysis. However, the contrast between the two characters in the story may have made it easier for them to form opinions about each of them. I think if we read a couple more Frog and Toad stories, we would be able to expand our theories and bring in some more sophisticated language to describe the characters. I'd also like to follow up with some more word work on the different pronunciations of words ending in '-ed.' If I could do this lesson again, I would spend more time discussing the meanings of some of the expressions, such as "Don't be silly," and "You never know." I would extend this lesson by developing vocabulary of descriptive words. Optimistic (optimista) and pessimistic (pesimista) are cognates, which would be a good place to start.

**How does guided reading support ELLs move forward in their literacy and language development?**

Participating in small guided reading groups gives students opportunities to form opinions, talk to each other about something, and apply their reading strategies. It gives the teacher the opportunity to assess each student's strengths and needs and to teach them what they need to know to move forward in both reading and English-language development. It also gives a natural context for using new language functions, structures, and vocabulary.