

Guided Reading Lesson Plan

Teacher: Maggie Wunderlich		Students: second grade	
Date: 7/10/13	Level: I, J,K,M	Text & Pages: <i>See below</i>	
Enduring Understandings: Students will understand that question words help identify key details in informational text. By knowing the key details in a text, a person can decipher what information is important.			
Goal & Objective from the CCSS: R.I.2.5 Answer such questions such as who, what, where & when to demonstrate understanding of key details in an informational text.			
Evidence of Student Understanding: Students will use post-it notes to tag words that identify key details in an informational text as to who, what, where and when.			
Level of Student Mastery: guided practice			
INSTRUCTIONAL MOVES:			
<p><u>Before Reading</u></p> <ul style="list-style-type: none"> • Let's list off the question words that helped us find key details in this morning's book about eagles: who, what, where & when. Why is it important that we use these words to find key details while we are reading? • Now we will practice finding key details by answering who, what, where and when in this book. • You will write the question words (who, what, where, when) on post-it notes and then tag each page where you find these answers; also, if you get stuck on a word, you can use your reading strategies to help you figure it out, like you did last time. • As you read, be thinking about who the book is about, what is happening, where it's taking place and when it's happening. Remember you can refer to the anchor chart (created earlier) of the question words (who, what, where & when). • Vocab: Group #3 – on page 8 is the word migrate which means to move from one place to another like a bird will migrate to a warmer place in the winter; ask someone to give another example of migrate; on page 11 is the word hibernate which means to rest or sleep all winter like a bear hibernates all winter; ask someone to give example of hibernate. <p><u>During Reading</u></p> <ul style="list-style-type: none"> • Students read silently and independently, with the skill/strategy purpose in mind. • Listen in and coach with prompts for word attack, comprehension, etc. • Help readers name & claim what they're doing as readers. • Take observational records for future guided reading planning and assessment. <p><u>After Reading</u></p> <ul style="list-style-type: none"> • Today we practiced using question words (who, what, where & when) to find key details in your book. • Let's share what pages you placed the post-it notes and your answers as to who the book is about, what is happening, where it's taking place and when it's happening. • I noticed that you used reading strategies such as picture clues, reading chunks and seeing what word made sense; using these strategies helped you read the word you were stuck on. • At your desks, take out your reader's notebook and copy your answers from your post-it notes as to who the book is about, what is happening, where it's taking place and when it's happening. Remember you can refer to the anchor chart (created earlier) of the question words (who, what, where & when). 			
Group, Level, & Text: Group #1, Level I <i>Tiny Bird</i> , by Valerie Tripp	Group, Level, & Text: Group #2, Level J <i>One Peaceful Pond</i> , by Lisa Marie Kemp	Group, Level, & Text: Group #3, Level K <i>Animals in Winter</i> , by Henrietta Bancroft	Group, Level, & Text: Group #4, Level M <i>Baby Whales Drink Milk</i> , by Barbara Esbensen
Planning Notes & Continuum Work:	Planning Notes & Continuum Work:	Planning Notes & Continuum Work:	Planning Notes & Continuum Work:

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Observational Records:	Observational Records:	Observational Records:	Observational Records: