

Subject: Reading

Grade: 1st

Date: April 4, 2008

Lesson Topic: Guided Reading

Objective: After playing Go Fish with reading words, the students will read the story *Shrimp Joins the Team*, by first examining the pictures, making predictions, and learning unfamiliar words, and will end the lesson as they read the story silently to themselves.

Illinois Learning Standards:

IL.1.B.1a> Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.

IL.1.B STANDARD: Apply reading strategies to improve understanding and fluency.

Materials & Resources:

- Laminated reading words
- Book entitled, *Shrimp Joins the Team*, for each student

Focusing Activity:

1. Has anyone ever played GO FISH before?
2. Today we are going to play GO FISH with our reading words! We are each going to get 4 cards and I am going to put the rest of the cards in the middle of the table.
3. We want to find a match to our cards. We will go around the table and ask each other for one word at a time. For example, I will say, "CJ, do you have the word friend?" If CJ has the word friend, she will give me her card and I get a match! If CJ does not have the word friend, she will say GO FISH Miss Bailey! Then, I will pick a card out of the middle.
4. The group then begins to play the game.
5. After the game is finished, the teacher will ask each student to put their words into a sentence.

Procedure:

1. After the students have finished playing GO FISH, the teacher will hand out the book to each student.
2. Look at this book. Who can raise their hand and tell me the title of this book? (*Shrimp Joins the Team*)
3. Yes. Just looking at the cover of this book, does anyone have any idea what this book might be about? (A little boy that joins a baseball team)
4. What evidence do you have to support your answer? (The boy on the cover is wearing a baseball uniform and has a baseball bat. His friends are holding him in the air like they just won the game)
5. Good. Now I want you to take 2 minutes and do a picture walk through the story. Look closely at the pictures and imagine what you think will happen in this story. We will share our predictions with the group.

6. The students look through the book at the pictures.
7. After about 2 minutes the teacher will ask the students what they think will happen in the story.
8. We are each going to share our prediction with the group. (Each student shares their prediction and their reasoning)
9. Possible Prediction: The little boy is made fun of by his classmates, and he wants to make friends so he tries out for the baseball team and gets a home run.
10. Good. Does anyone know what it means when you call somebody a shrimp?
11. The teacher explains that this word is used to call somebody who is very small. She also notes that this is not nice to call people mean names.
12. After each student has shared his/her prediction, the teacher will ask the students to look for words in the text that they may not know.
13. The group will look at each word, sound it out, and talk about its meaning.
14. Then, the teacher will ask the students to begin reading the story silently.
15. The teacher will listen to a few students read a page silently to her.

Closure:

1. After guided reading time is up, the teacher will ask the students who finished reading the story.
2. If all students have finished reading, the teacher can ask the following questions: How do you think Jake felt in a new school? (Very scared), Did Jake want to try out for baseball? (Yes, but all of the kids thought that he would never make the team because he was too small), How do you think Jake felt when he hit the ball out of the park? (Very happy because all the kids thought he couldn't do it).
3. If students are not finished, the teacher will ask them to finish reading the story during free time, and they will discuss it another time.

Assessment/Evaluation (Student):

1. Were the students involved in the lesson? The students were very involved in the lesson. Each student shared their prediction with the group and the reasoning for their prediction. They were eager to tell me things they found in the pictures.

Assessment/Evaluation (Teacher):

1. Did I choose a story that the students would be interested in? Yes, I think that this story was very interesting for the students in my group. I had two students who loved baseball and were excited to see what happened to the little boy in the story. They wanted to tell me stories about when they played baseball, but we did our best to stay on task.

I thought that this guided reading lesson went very well. The students were excited to read the new story and were able to connect it to their everyday lives. I had difficulty keeping the students on task when we were talking about the little boy making the baseball team. However, I loved how enthusiastic the students were and how eager they were to read the story. I would definitely read this story with another guided reading group!

