

1. Lesson Plan Information	
Subject/Course: Language	Name: Adapted from M. Parr
Grade Level: ½ (Level J)	Date: February 20
Topic: Guided Reading: Group 1: The Snowy Day by Ezra Jack Keats	Time and Length of Period: 9:30-10:15 (45 minutes)

2. Expectation(s) and Learning Skills
<p>The students will:</p> <ul style="list-style-type: none"> • Use self-correction strategies such as re-reading, asking questions • Use their knowledge of word endings with “ing” and “ed” to recognize the same word in different forms • Use a variety of reading strategies to understand a piece of writing (e.g., reread, predict content, ask questions) <p>Today, students will: remove target endings of simple words (“ing” and “ed”) to create new words and add target endings to change the tense of action words with simple, complete sentences</p>

3. Pre-assessment
<p>A. (i) Students</p> <ul style="list-style-type: none"> • have good command of the English language and can use ‘ed’ and ‘ing’ endings appropriately in oral language situations • speak in simple and complete sentences • understand that a period means a full stop (i.e., we take a big breath) and a comma means a pause (i.e., we take a little breath) • have already learned the song “Ten Little Snowmen” and understand that by the end of a song, all must be sitting, quiet and ready to learn <p>(ii) Differentiation of content, process, and/or product (may be accommodations and/or modifications)</p> <ul style="list-style-type: none"> • All students within the reading group are fluent at the current reading level
<p>B. Learning Environment</p> <ul style="list-style-type: none"> • 4 groups are working at learning centres • 5th group with teacher for guided reading lesson at the carpet for target expectations of lesson
<p>C. Resources/Materials</p> <ul style="list-style-type: none"> • Guided reading book: <i>The Snowy Day</i> by Ezra Jack Keats for each student • Simple words with “ed” and “ing” endings on word cards

4. Content (The What)	Teaching/Learning Strategies (The How)
<p>A. Introduction (motivational steps/hook/activation of students' prior knowledge) (5 minutes)</p> <p>Before Reading <i>Dramatic walk in the snow</i> Sing: Ten Little Snowmen Invite students to take an imaginary walk in the snow. Activate prior knowledge and make connections to their personal experiences.</p>	
<p>B. Content for New Learning</p> <p>BEFORE READING:</p> <p>1. Predictions using the cover illustrations.</p> <p>3. Book Introduction:</p> <ul style="list-style-type: none"> - Making connections - Activating prior knowledge - Word Endings: 'ed' 'ing' <p>3. During Reading: Reading</p> <p>4. After Reading:</p> <ul style="list-style-type: none"> - Comprehension Check - Exploring Words (descriptive action words) 	<p>B. Teaching/Learning Strategies for New Learning (18 minutes)</p> <p>1. Ask students to predict what the story might be about by observing the cover illustrations.</p> <p>2. (Think Aloud) Walk through the book, talking about the story found in the pictures and looking for ways to connect students' prior knowledge with the story. Scaffold important or new language/structures found in the story by drawing students' attention to clues found in the pictures and activating prior knowledge.</p> <p>Explain the use of endings 'ed' and 'ing'</p> <p>3. Students read orally at their own pace. The teacher guides and observes the students as they read, keeping track of (and at times discussing) strategy use.</p> <p>4. Ask questions to confirm predictions and check comprehension: Sorting word cards with 'ed' and 'ing' words by their endings. Developing and acting out sentences with a partner.</p>
<p>5. Consolidation/Recapitulation Questions (Check for understanding / scaffolded practice)</p>	
<p>(4 minutes)</p> <p>AFTER READING: Comprehension Check</p> <ul style="list-style-type: none"> • Responding: <i>Review of initial predictions</i> <p>This is what we thought the story would be about. Were we right? What was in the story that we hadn't considered?</p> <p>Ask key questions to check comprehension:</p> <ul style="list-style-type: none"> • Retell: What did Peter see when he looked out his window? What were some of the things Peter did outside in the snow? What sounds did the snow make? • Relate: Tell about a time when you walked in the snow like Peter. • Reflect: How do you think Peter would have felt if the snow had really melted away? 	

6. Application (Moving from guided, scaffolded practice to increasingly independent practice and understanding / gradual release of responsibility)

(5 minutes)

Students will sort word cards with 'ed' and 'ing' words by their endings. They will orally recall and/or develop simple and complete sentences with selected words. One student will recite the sentence while another acts it out. Demonstrate (with simple words) how 'ed' and 'ing' can be "cut off" to create the root word and then, how 'ed' and 'ing' can be "added" to change the tense of action words.

7. Lesson Conclusion

(2 minutes)

Ask: What did we learn about the endings of certain action words or verbs when the story takes place in the past as it did in our story today? What other ending did we notice on some of our words today?

Homework: When you do your reading work at home tonight with your take home book, try to look for words that end in "ed" and "ing".

8. Assessment (collection of data) / Evaluation (interpretation of data)

- Observe and record on checklist for oral reading strategies and comprehension.
- Complete running records for one or two students.
- Check students' understanding of "ing" and "ed" endings in reading and writing.

9. Student Teacher's Reflections on the Lesson

A. (i) Evidence of Student Learning Related to the Lesson Expectation(s)

The group does require more practice in using a wider variety of reading strategies to understand a piece of writing – many seem to depend on one strategy e.g., text structure.

(ii) Next Steps for Student Learning Related to Lesson Expectation(s)

M and J appear to be ready to move to the next level (K) due to their fluency and comprehension. K, S and T will remain at Level J for further strengthening. I will make a chart on "Different Ways to Understand a Story". Add a tape recorder to the reading centre.

B. (i) Evidence of the Effectiveness of the Student Teacher

Students were able to follow successfully the directions for using "ed" and "ing" endings and transfer the modelling effectively to working with word cards both during the guided reading group time and at the reading centres. Students were engaged during the guided reading session and there was a smooth transition from group to independent work. One student needed a visual cue to refocus and attend to his task.

(ii) Next Steps Related to the Effectiveness of the Student Teacher

Make a chart of the various strategies we can use will help them remember that they can use a variety of strategies for this purpose. In addition, we will review the routines for working at centres and also post a list with pictograms as to what to do when finished at a centre.