

1. Lesson Plan Information	
<b>Subject/Course:</b> Language	<b>Name:</b> Adapted from M. Parr
<b>Grade Level:</b> 1/2 (Reading Level J)	<b>Date:</b> January 21
<b>Topic:</b> Guided Reading: Group 1 The Snowy Day by Ezra Jack Keats	<b>Time and Length of Period:</b> 9:30-10:00 (30 minutes)

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

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

4. Content (The What)	Teaching/Learning Strategies (The How)
<p><b>A. Introduction (motivational steps/hook/activation of students' prior knowledge)</b> (5 minutes)</p> <p><b>Before Reading</b> <i>Motivation / invitation to read –activating prior knowledge</i></p> <p>To gain students' attention, sing: Ten Little Snowmen (One little, two little, three little snowmen, four little, five little, six little snowmen. Seven little, eight little, nine little snowmen, ten little snowmen round).</p> <p><i>Dramatic walk in the snow</i></p> <p>Invite students to take an imaginary walk in the snow. Where do they see snow? What sounds might the snow make? What might they do in the snow? What would happen if they brought the snow inside? Elicit words from the story to activate prior knowledge and make connections to their personal experiences</p>	
<p><b>B. Content for New Learning</b></p> <p>* Please note: Think aloud strategies are included on post-it notes in the guided reading book.</p> <ol style="list-style-type: none"> <li>1. BEFORE READING: Introduction of the Book Title: The Snowy Day Author : Ezra Jack Keats</li> <li>2. Predictions using the cover illustrations</li> <li>3. Book Introduction: <ul style="list-style-type: none"> <li>- Making Connections</li> <li>- Activating prior knowledge</li> </ul> </li> </ol>	<p><b>B. Teaching/Learning Strategies for New Learning</b> (18 minutes)</p> <p>*During students' independent work, I will complete one or two running records.</p> <ol style="list-style-type: none"> <li>1. Draw students' attention to the title of the book and the author.  Ask whether they have read other poems or stories written by this author.</li> <li>2. Ask students to predict what the story might be about by observing the cover illustrations.  <i>Let's look at the cover. What season is it? How do we know?</i>  <i>What is the little boy doing? What sounds might he be making?</i>  Elicit sounds that snow might make as he is walking in it.  Point at the footprints and ask - <i>What are these called? What do you think this story might be about?</i></li> <li>3. 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.</li> </ol>

<p>window</p> <p>snowsuit, breakfast, path</p> <p>focus on words that make a sound: crunch</p> <p>pointing</p> <p>.</p> <p>focus on why the author printed s-l-o-w-l-y the way he did</p> <p>focus on words that make a sound: smacking snow-covered</p> <p>focus on words that make a sound: plop exclamation mark!</p> <p>Thought</p> <p>smiling mountain climber, tall heaping mound of snow</p> <p>packed, round, firm, warm</p> <p>melted, everywhere empty</p> <p>melted, everywhere</p>	<p><b>(Think Aloud) My script might sound like:</b></p> <p>pp. 1/2 <i>This little boy's name is Peter. One snowy day, he looked out the window. What did he see? He saw snow that had fallen during the night and covered everything.</i></p> <p>pp. 3/4 <i>He was so excited that he put his snowsuit on after breakfast and went outside to play. Look how high the snow is piled on the street to make a path for walking.</i></p> <p>pp. 5/6 <i>Peter walked in the snow. The snow is crunchy. His feet sink in the snow – crunch, crunch, crunch. Let's say that together – crunch, crunch, crunch. First he walks with his toes pointing out, then with his toes pointing in.</i></p> <p>pp. 7/8 <i>Then he dragged his feet slowly to make tracks. What clue does the author give us to tell us how Peter dragged his feet? That's right – he separates the letters in the word. How do you think he wants us to say the word 'slowly'?</i></p> <p>pp. 9/10 <i>Peter found something sticking out of the snow and now he is making a new track. I wonder what it was. Does the picture give us a clue? Yes, he found a stick that was just right for smacking a snow-covered tree.</i></p> <p>pp. 11/12 <i>Poor Peter. What happened when he was smacking the snow-covered tree? The snow fell down on his head. What sound might the snow make as it falls on top of Peter's head? Plop! Let's say that together. Let's look at the word plop – how do we know how the author wants us to say that word? That's right – he put an exclamation mark after the word.</i></p> <p>pp. 13/14 <i>Peter kept walking and thought it might be fun to join the big boys in a snowball fight. Oh, oh, he got hit. He knows that he's not old enough yet.</i></p> <p>pp. 15/16 <i>Peter made a smiling snowman and then angels.</i></p> <p>pp. 17/18 <i>Then he pretended he was a mountain climber and climbed a tall heaping mountain of snow. When he got to the top, he slid down.</i></p> <p>pp. 19/20 <i>Peter picked up a handful of snow, then another. What did Peter do with the snow? He packed it into a round, firm ball and put it in his pocket for tomorrow. Then he went into his warm house and told his mother about his adventures. I wonder why she is taking off his socks. Maybe they are wet.</i></p> <p>pp. 21/22 <i>Then Peter had a bath and thought about his snowballs.</i></p> <p>pp. 23/24 <i>Before he went to sleep, he looked in his pocket. What was he trying to find? His pocket was empty. Where is the snowball? It wasn't there. How do you</i></p>
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<p>deep</p> <p>4. Strategy Lesson: Word Endings: 'ed' 'ing'</p> <p>5. During Reading: Reading</p>	<p><i>think Peter felt?</i></p> <p>pp. 25/26 <i>In Peter's dream, the sun melted all the snow away. When he woke up, he was very happy. The snow was still everywhere and new snow was falling.</i></p> <p>p. 27 <i>After breakfast, Peter called to his friend and they both went out to play in the deep snow.</i></p> <p>4. <i>The Snowy Day</i> tells a story that has already happened (maybe yesterday). Explain to students that when someone is telling about a story that happened yesterday – they often use 'ed' at the ends of action words or verbs. Sometimes we hear the sound 'ing' at the ends of words. 'ing' is represented by the letters i, n, g.</p> <p>5. Each student has a copy of the book. Students read orally. The teacher guides and observes the students as they read, keeping track of (and at times discussing) strategy used. He/she evaluates their use of strategies, and their ability to read 'ed' and 'ing' appropriately. Teacher takes running record on 1 or 2 students.</p>
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### 5. Consolidation/Recapitulation Questions (Check for understanding / scaffolded practice)

(4 minutes)

#### AFTER READING:

##### Comprehension Check

- Responding:

##### Review of initial predictions

This is what we thought the story would be about. Were we right? What was in the story that we hadn't considered?

Ask key questions to check comprehension:

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)

After having practised in the small group setting during the guided reading session, 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. Word cards will be available at the reading centre so that students can gain extra practice reading the word, finding it in the text, matching it to the word in the text and rereading the sentence in which the text is found.

Examples: **Exploring: Word Work**

*Direct Instruction Planning Format*

- *Descriptive action words that end in 'ed': piled, covered, walked, dragged, pretended, climbed, looked, dreamed, melted, called*
- *Descriptive action words that end in 'ing': walking, pointing, sticking, smacking, smiling, heaping, falling*
- *The root word is formed by removing 'ed' or 'ing'*
- *New words are formed by added 'ed' or 'ing' to the end of an action word. This often changes the tense of an action word (review of concepts: yesterday, today and tomorrow)*

## 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)

Many of this group of students are beginning to use self-correction strategies with ease. However, retelling and recalling the story with accuracy required a lot of assistance especially for the Grade1 students even with the key questions used to check for understanding.

The group has developed confidence in using rhyming words to learn new words and was able to apply this strategy well during the reading. Similarly, their skill in using their knowledge of word endings “ed” and “ing” to recognize the same word in different forms is beginning to emerge. The students within the group were able to transfer their learning to the independent phase of the lesson. As a whole, 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” with this group during our next guided reading session so that we can post it in the classroom as an easy reference (anchor chart). Similarly, I think adding a tape recorder to the reading centre so that they can practice retelling and recalling a story will help the Grade 1s gain more confidence in this area.

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

This lesson worked well because I had thoroughly planned my thinking aloud and knew what I wanted to emphasize. With this group, I need to spend more time modelling retelling and recalling stories.

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. Students not working with the guided reading group were able to work independently at learning centres for the most part. One student needed a visual cue to refocus and attend to his task.

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

I will need to provide more opportunities for the students to talk about the different reading strategies they are using to understand a piece of writing. Perhaps making 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.