

Standards Used During Guided Reading Groups/Centers

1.1.1.A: Identify the author's purpose and type, using grade level text.

1.1.1.C: Use increasingly robust vocabulary in oral and written language.

1.1.1.D: Demonstrate listening and reading comprehension / understanding before reading, during reading, and after reading through strategies such as think aloud, retelling, summarizing, connecting to prior knowledge and non-linguistic representations.

1.1.1.E: Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.

1.2.1.A: Demonstrate concepts of print -Identify text organization and use content to derive meaning from text .(Especially worked on with group C)

1.2.1.D: Make inferences and draw conclusions citing evidence from the text to support answers.

Albright College Guided Reading Plan

Student Teacher: Alicia Nelson **Date:** March 26, 2011

Supervisor: Dr. Seidenstricker **Grade Level:** First

Pre – Assessment:

- Jimmy, Alex, and Teresa use visual cues when reading, and know their letters.
- Jimmy needs reminders to look at the pictures to get meaning cues, adds words, and one to one matching is inconsistent.
- Gerald, Teresa and Jose know a few high frequency words
- Jose has English as his second Language and a reading specialist will meet with him for 30 minutes of a reading block.
- Gerald – identifies beginning sounds of his classmates.

Text: What Animals Eat	Author: Ned Jensen
Text Level: C	Meeting Time
Group Member: Jimmy, Alex, Teresa, Gerald, and Jose	Objectives: SW use pictures to get meaning SW read from left to right with 1 to 1 matching SW read the following sight words: like, stop, that SW identify beginning sounds of animal words SW work on the –ch digraph
Warm-up What Has These Feet – Level B Bananas Sometimes – Level B Go Away, Lilly – Level C Birthday Party – Level C How Many? – Level C I'll Take Running Records on Jimmy and Jose on reading <i>How Many?</i>	Book Orientation: “Do any of you have a pet animal or insect at home? What do you feed your animal or insect? In this story, we will find out what different animals eat as well as the sounds they make while eating. We’re going to read this book to see what some animals eat.” Picture Walk - “Let’s look at the picture to see what animal we have and what it is eating.” I will talk about each picture with the students asking them what it is eating. The students will stretch out the sound animals make and focus on –ch digraph. E.G. <u>Crunch</u> Students will repeat the phrase “like to eat” and frame it on every page. We will talk about the beginning sounds of the insects or animals. E.g. cow, bird, panda, frog,

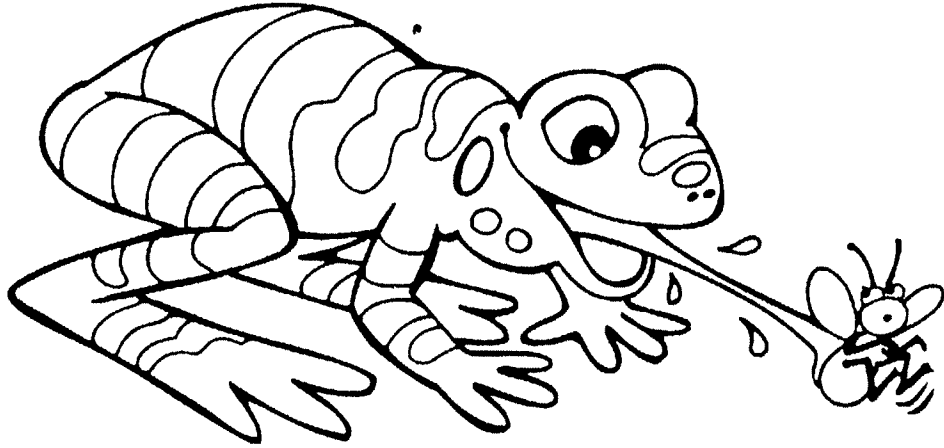
	<p>monkey, seal, and goat.</p> <p>The students will find the word stop on the word wall. I will review that the word stop should be easy because it is made up of two chunks that the students already know. The students will look for stop and frame it.</p>
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<p>Teaching Points (Planned Scaffolding Prompts)</p> <p>Point to each word on the page, How many words should you read on the page? Look at the picture, what is the animal eating? Point to the punctuation at the end of sentences (Pay close attention to exclamation points.) Look at the words and get your mouth ready. Stretch out action words of the sound the animals makes while eating.</p>
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<p>After Reading Discussion</p> <p>What did the cow eat?</p> <p>What did the goat eat?</p> <p>What do you think about what the goat was eating?</p>	<p>Word Work</p> <p>Crunch Munch</p> <p>Draw attention to the -ch chunk Re-read pages 3, 4, and 5</p>
<p>Extension</p> <p>The students will draw a picture of an animal they like or would like to create.</p> <p>The students will use the following sentence frame underneath their drawing.</p> <p>_____ likes to eat _____.</p>	<p>Rereading</p> <p>The students will reread pages 9 and 10 focusing on the exclamation point and read it as it should be with that symbol.</p> <p>Discuss the emotion the goat since there is an exclamation point.</p>

LEVELED READER • C

What Animals Eat

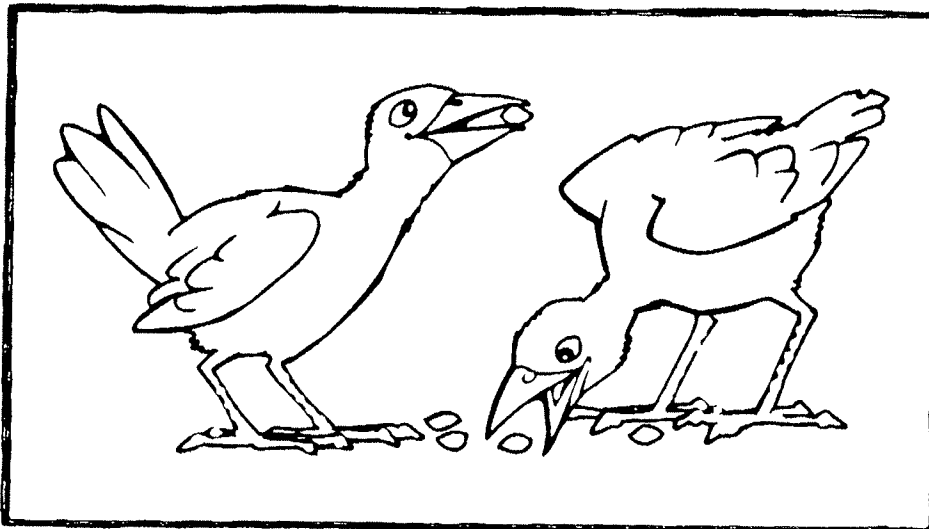


Written by Ned Jensen • Illustrated by Joe Boddy

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What Animals Eat

A Reading A-Z Level C Leveled Reader • Word Count: 62



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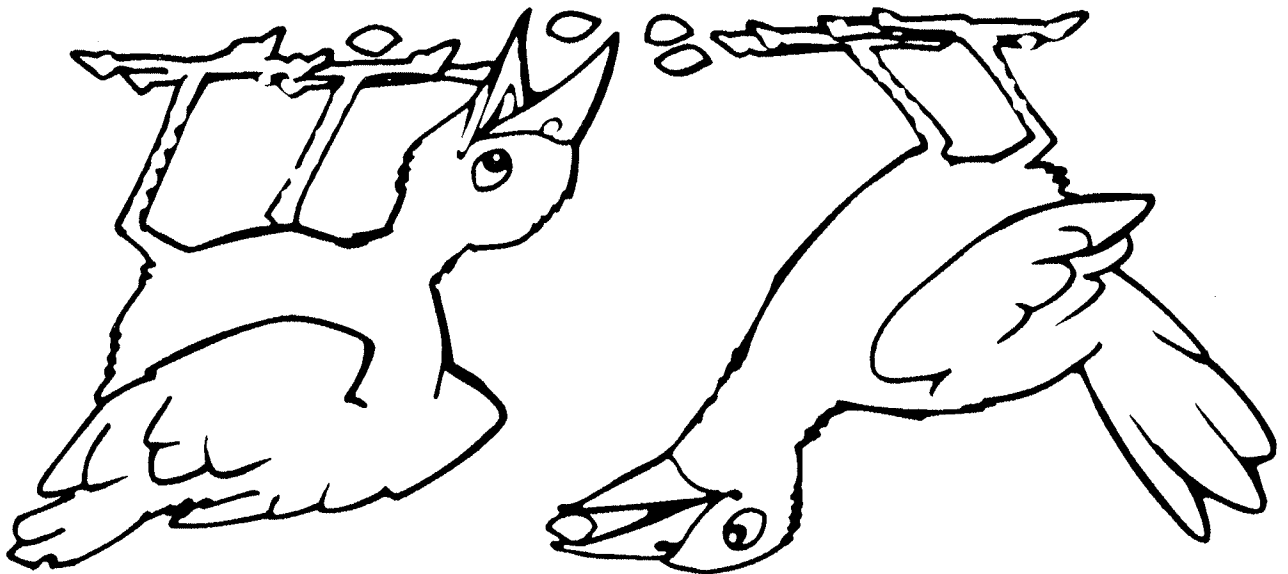


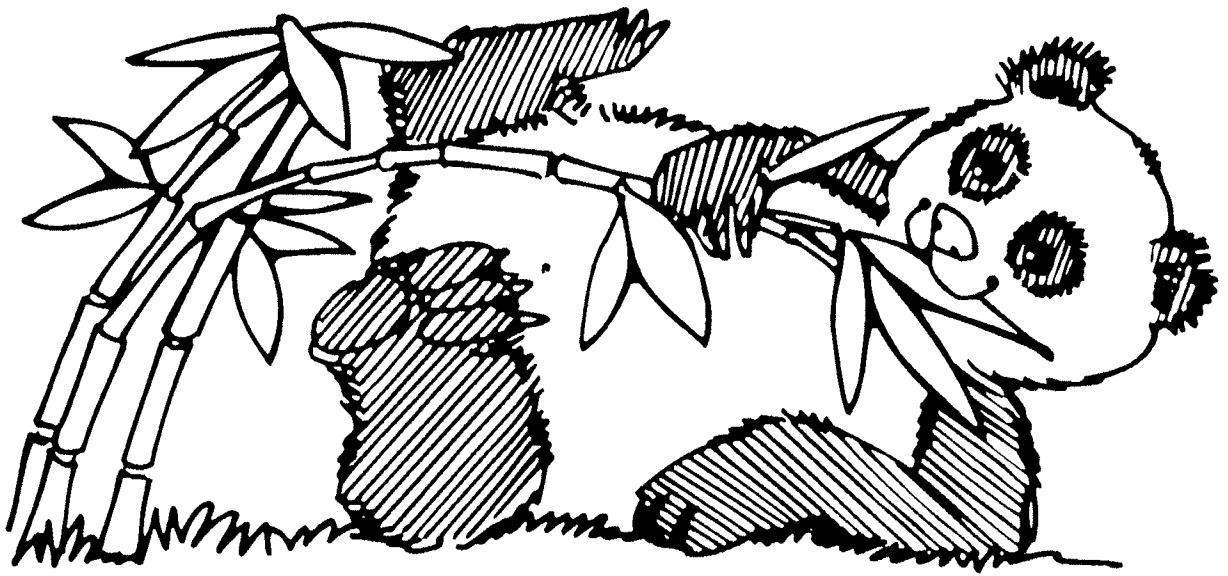
Cows like to eat grass.
Munch, munch.

3

Birds like to eat seeds.
Crunch, crunch.

4



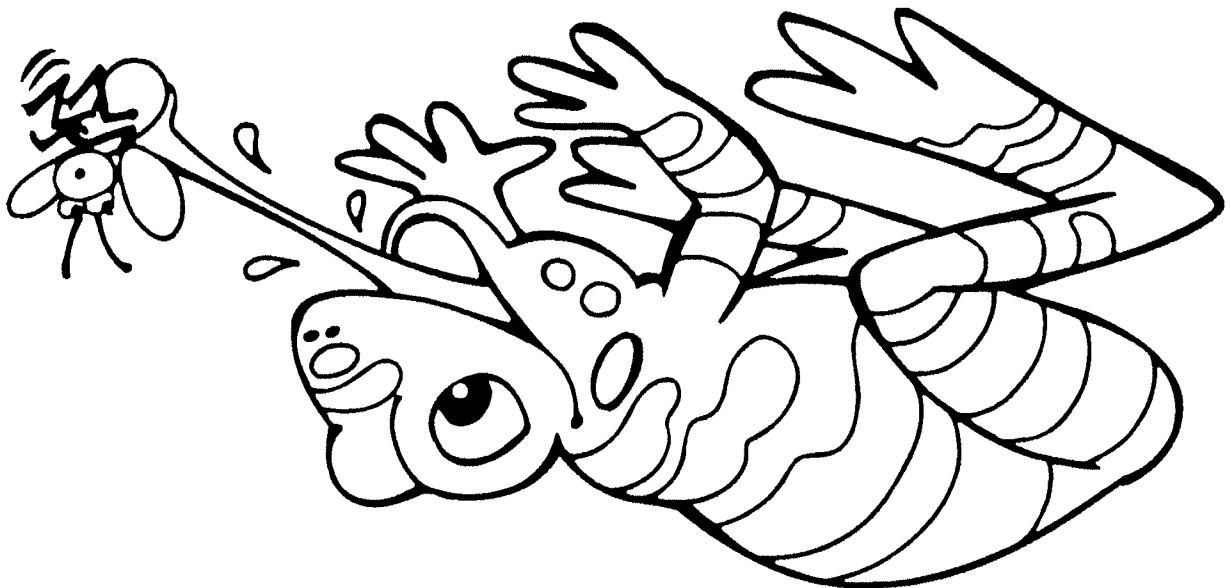


Pandas like to eat leaves.
Munch, munch.

5

Frogs like to eat bugs.
Zap, zap.

9



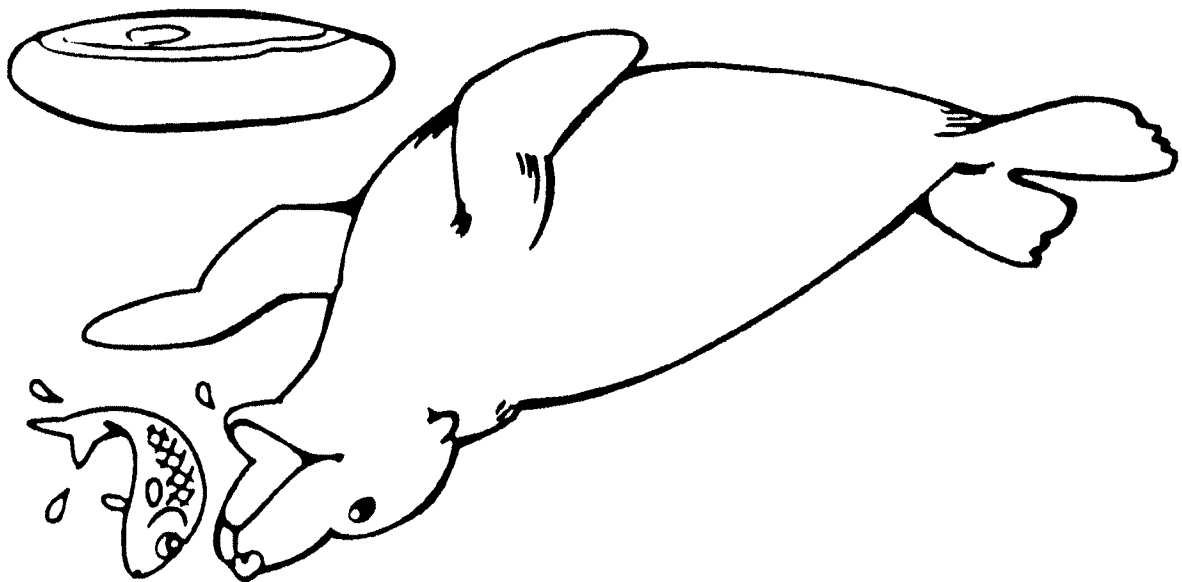


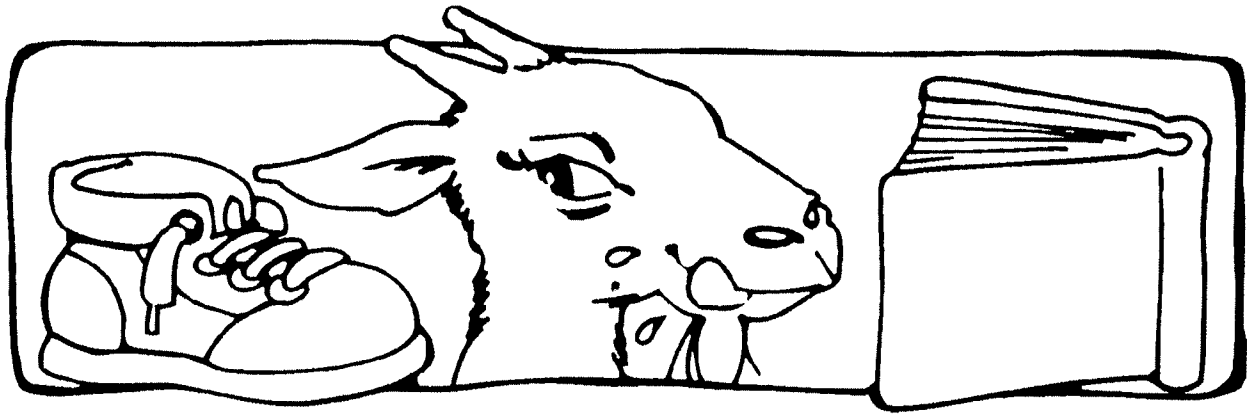
Monkeys like to eat fruit.
Slurp, slurp.

7

Seals like to eat fish.
Gulp, gulp.

8



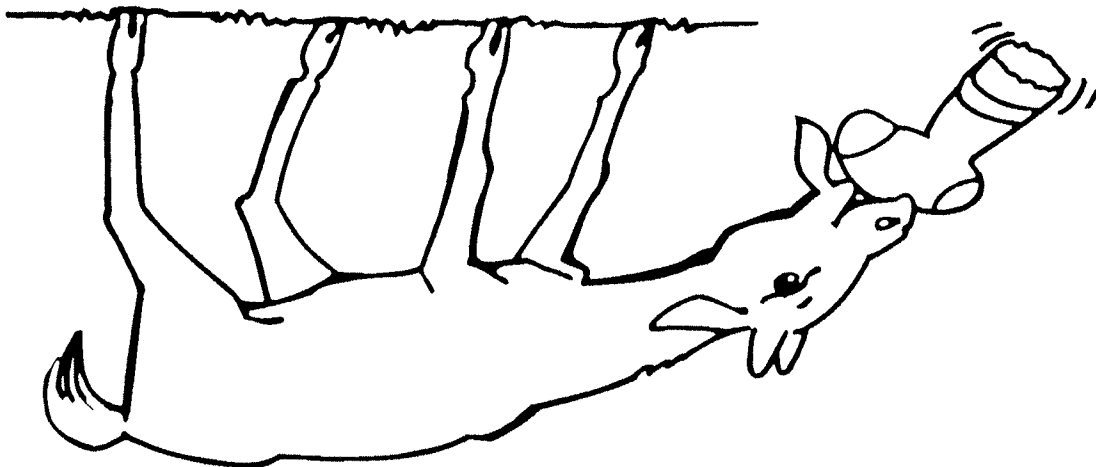


Hey, stop!
That's my shoe.
Hey, stop!
That's my book.

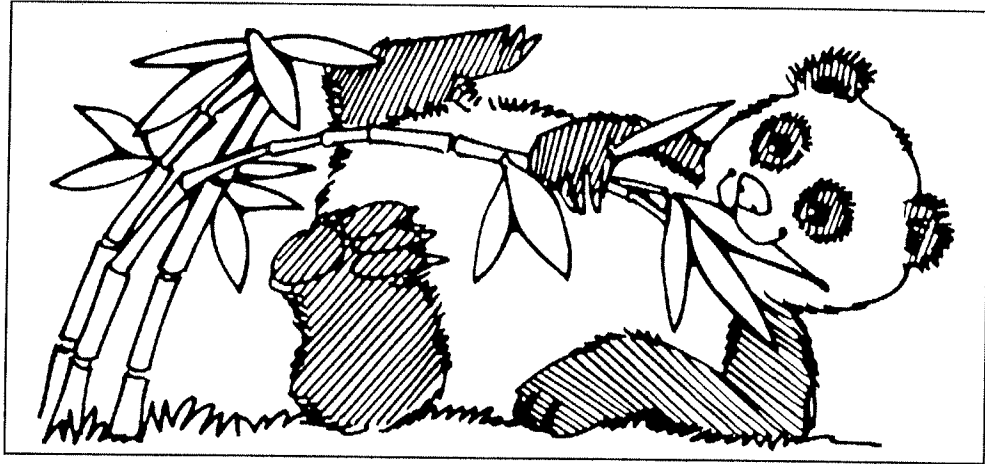
10

6

Goats like to eat everything.
Hey, stop!
That's my sock.



What Animals Eat



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3	DRA
3-4	Reading Recovery
C	Fountas & Pinnell
LEVEL C	
Correlation	

What Animals Eat
Level C leveled Reader
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1630 E. River Road #121
Tucson, AZ 85718
www.readinga-z.com