

## LESSON PLAN

**Subject:** English Language Arts      **Topic:** All About Sharks  
**Unit:** Guided Reading      **Grade:** Grade 1

### **LEARNING OUTCOMES**

#### General Outcome 3:

Students will listen, speak, read, write, view, and represent to manage ideas and information.

3.1.1 Use Personal Knowledge – Discuss personal knowledge of a topic to discover information needs.

3.2.2 Identify Sources – Answer questions using oral, visual, and print information sources [such as picture and concept books, people, multimedia, excursions, camps, etc.]

3.2.3 Assess Sources – Recognize when information answers the questions asked.

### **ELA's USED**

- Reading, Viewing, Representing, Listening, Speaking, Writing

### **ASSESSMENT**

Formative Assessment: Since the Read-Aloud strategy focuses on comprehension monitoring the teacher will assess students by observing them using the facets of the reading process. Assessment of students during the Read-Aloud will be based primarily upon participation and assesses the ability of students to accurately read the text. The teacher observes the reader's behaviours for evidence of strategy use. He/she confirms children's problem solving attempts and successes. Assessment will be recorded in the form of anecdotal notes.

### **CONNECTION TO LAST LESSON**

- *All About Sharks* lesson is a part of the guided reading program – This lesson is a continuation of the program Mary Wardle has implemented for guided reading in her classroom. The students are familiar with the process of guided reading as it occurs regularly in her classroom, always corresponding/occurring during Literacy Centre time.
- This lesson is not the first time Literacy Centres are being introduced. The students are familiar with each Centre, the Literacy Centre rotation, and Literacy Centre groupings.

- Guided Reading lesson extends from English Language Arts into Art with the drawing and labeling of a shark.

### **FLEXIBLE GROUPINGS**

- Activating Strategy – Reading: **Whole Group** – Students are read *There Was an Old Lady Who Swallowed Some Books!* by Lucille Colandro.
- Acquiring Strategy – Guided Reading: **Individual** – students read *All About Sharks* individually with minimal prompts from the teacher.
- Applying Strategy – Literacy Circles: **Small Groups (7 groups of approximately 3)**
- Applying Strategy – Comprehension Worksheet: **Individual** – students individually complete a worksheet.

### **ACTIVATING STRATEGIES PREPARING FOR LEARNING**

#### **AS A CLASS:**

- Gather the students on the carpet after recess. Read: *There Was an Old Lady Who Swallowed Some Books!* by Lucille Colandro. This activity helps students to collect/gather themselves after their recess break and get their minds shifted back towards learning, specifically the English Language Arts.
- Stretch/Movement Break
- Send the entirety of the class, all except Brennan, Natasha, and Addison, to their literacy centres. Literacy Centres (pre-established and implemented by Mary Wardle) are:
  1. Writing Centre
  2. Magnetic Letters – Word Families
  3. Pocket Chart – Play Bang!
  4. Classroom Library
  5. Whiteboards – Twist and Turn Words
  6. Listening Centre
  7. Computers

#### **GUIDED READING GROUP:**

- Teacher introduces the book – He/she is informative but brief.
- Students complete All About Sharks question: “What do you think you know about sharks?”

Read-Aloud: Guided Reading activity for Brennan, Natasha, and Addison. The Read-Aloud strategy involves the reading aloud of quality picture and concept books related to research topics.

- Pre-Reading: Prior to the reading of the book show the class the book: the jacket cover, the front and back cover, the inside pockets. Specifically at the title, author, illustrations, and inside information. Do a picture walk. Talk about what

the students see and therefore what types of words we can expect to see. Can we find those words in the text? (Example: “shark”) Do we see any of our sight words in the text?

### **ACQUIRING STRATEGIES: INTEGRATING AND PROCESSING LEARNING:**

- Have students read Stephanie Herbeks’s *All About Sharks* aloud (numerous times) – Students will read and view the text to comprehend and respond critically to the text.
- Each student reads the book to him/herself while the teacher observes – the teacher may interact briefly to encourage students to think about the story and use strategies to solve difficulties.
- During the Read-Aloud the teacher is observing for self-monitoring, ability to search for more information, and to self-correct.

### **APPLYING STRATEGIES: CONSOLIDATING LEARNING**

- Teacher leads students in discussion and revision of predictions (what the students thought they knew about sharks) made prior to the reading of the book– What as the book about? Was what we thought we knew about sharks correct? Was anything we thought we knew about sharks incorrect? What have we learned about sharks?
- Return to the text and “problem” areas.
- Students are prepared to respond independently as a result of their engagement in the exploratory talk of the Read-Aloud – The students engage in an activity as an extension and response to the text.

#### All About Sharks Level F (All About Series) F. & P. Comprehension Worksheet

- Students will answer the remaining questions.
  1. What did you find out about a shark’s teeth?
  2. What did you find out about a shark that you did not know before?
  3. Draw and label a diagram of a shark.

### **LEARNING RESOURCES**

- *All About Sharks* by Stephanie Herbek and corresponding worksheet from Guided Reading set. See copy attached.
- *There Was an Old Lady Who Swallowed Some Books!* by Lucille Colandro
- Literacy Centre materials: paper, pens, magnetic letters, word family cards, pocket chart and cards, Bang! Game, whiteboards, Twist and Turn words, CD player, headphones, listening tapes and corresponding books, computers and appropriate software
- Mary Wardle, Cooperating Teacher
- *Guided Reading: Good First Teaching for All Children* by Fountas and Pinnell

- Kindergarten to Grade 4 Foundation for Implementation Curriculum