

**Tina Marie Rey**

**Reading lesson** – Title: Essential Information

**Date** - October 22, 2009

**Class** – 2<sup>nd</sup> grade Small group instruction – guided reading

**Standard:**

1.2. Reading Critically in All Content Areas

A. Read and understand essential content of informational texts and documents in all academic areas. Distinguish between essential and nonessential information within a text.

**Learning Goal:**

Students will read content in informational texts and demonstrate knowledge of essential information.

**Assessment:**

The method of assessment will be a multiple choice worksheet with an answer key.

**Materials:**

Book (one for each of the students) – Turtles by Caitlind Alexander through [www.Learningisland.org](http://www.Learningisland.org)

Multiple choice worksheets

Pencil

**Instruction:**

1. Motivation – I will tell the children that today we are going to each get a book to take home that I made special for them. I will hand out the books and tell them not to open them just yet.
2. Explanation – I will explain that “Today we are reading about turtles.” I will then explain that we will each take turns reading one page at a time out loud. I will let them know that they have to pay attention to what the other children in the group are reading about so that they can remember what was said for the worksheet at the end.
3. Demonstration/modeling – I will read the first page, and demonstrate how I underline an important part of the page as I finish reading that page.
4. Guided Practice – I will now have the students look at their book and starting in order, have them read out loud while the other students follow along. I will help them with any words they struggle with and then guide them to underline the part of that page that had important information in it.
5. Independent practice – The students will now fill out the multiple choice worksheet. If students do not have a chance to finish the worksheet, they

will need to bring it home for homework and finish it and return it the following day.

6. Student reflection and closure – I will ask the students what we learned from reading about turtles today. I will ask them why it is important for them to underline the essential parts of a reading.

**Modifications:**

- Extra time for highlighting the words.
- Being able to work with a buddy.
- A different color highlighter, such as pink or blue that stands out better than the yellow can for visually impaired students.
- Students will be able to read the book ahead of time before reading it within the whole group.
- Students will be able to use the book to find the answers to the worksheet.
- Students will be allowed extra time to finish the worksheet.

**Self Reflection:**

What a fun lesson this turned out to be. They were very excited to be given their own little book to take home and keep. They also liked that they were able to write in it with the highlighters. Instead of underlining the sentences, my teacher had suggested that I try it with highlighters and what a great suggestion it was. They were very attentive during the reading, looking for the sentence that they felt was the most important to highlight. I didn't have to tell them once it was time to highlight. They really did all the work in this reading group. They were able to read, highlight, turn the page and the next student started reading automatically. And they did it happily, not at all like they were bored. The group had some advanced readers and struggling readers and as the struggling readers stumbled on words or got stuck, the more advanced readers would help them out with sounding the words out. This class really seems to have a great sense of community within it. Next time I teach this lesson, I will make sure that we are seated where I can hear everyone equally as well as I do those who are sitting next to me, as it was a little harder for me to hear the other students across the table. Also, I will try to allow time so that the children have time to share what they learned within the group, not just by filling out the worksheet.