

“Guided Reading Shoots for the S.T.A.R.s”



For further information contact...

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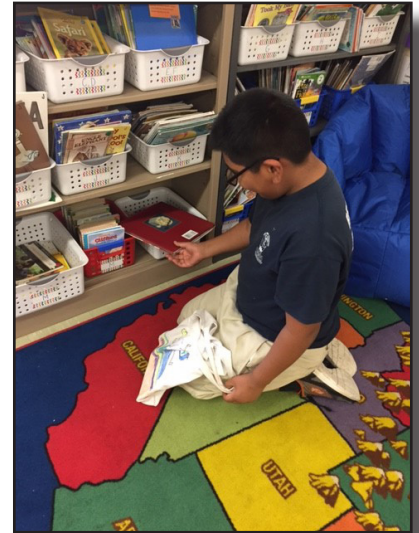
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2017 - 2018 IDEA CATALOG OF EXCELLENCE

■ **PROGRAM OVERVIEW**

Guided Reading Shoots for the S.T.A.R.s is a program designed to help merge guided reading and accelerated reading. Students will meet in small groups to read books that are specifically on their reading level. While in small group, students will learn phonics, phonemic awareness, and reading strategies along with vocabulary that goes along with the book they are reading.

This year, Jesse Keen implemented Guided Reading for the first time. I needed my third graders to build their stamina in reading as well as strengthen their comprehension skills. So, each student was given a canvas bag that they decorated. The bags are kept on hooks at the front of our classroom. One of my reading centers was for the students to take their bags and choose three books that are on their guided reading level. After they read a book they must get a 3x5 card to write a minimum of four sentences that summarizes their book. After they have read all three books in their bag, they can take an Accelerated Reading test. When these three tests are complete they can go to the classroom library to find three new books.

The classroom library is leveled by guided reading so that students can easily find books on their own level.

This is extremely important since my students' reading abilities ranged from first grade to fourth grade.

My needs assessment is the running records for the guided reading levels. This helps me to know where my students are and what they need to grow. The S.T.A.R. test is used to show growth over a nine week period. Also, FAIR data will also show growth 3 times a year.

■ **OVERALL VALUE**

This program has helped my students grow in so many ways. They are able to sit and read for 30 minutes. They are excited to read and love when they get a new book during small groups! Students that are struggling build confidence because they are reading on their level and are so proud when they get to move up a level!

■ **LESSON PLAN TITLES**

- Vampires Don't Wear Polka Dots
- Shoo, Fly Guy!
- The Worst Day of My Life

■ **MATERIALS**

See individual lesson plans.

■ **ABOUT THE DEVELOPER**

Maya Ramdehal is a third grade teacher at Jesse Keen Elementary. This is her seventh year teaching but her first year teaching third grade. She is married and has a 4 year old daughter.



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Lesson Plan No 1: Vampires Don't Wear Polka Dots



■ SUBJECTS COVERED

ELA

■ GRADES

Three

■ OBJECTIVES

Students will...

- ... make predictions about the text
- ... understand new vocabulary and use context clues
- ... identify the problem and predict the solution of the text
- ... summarize text in writing
- ... identify where the problem was solved in the text

■ STANDARDS FSS / NGSS

LAFS.3.RF.4.4a

Read on level text with purpose and understanding.

LAFS.3.RI.1.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LAFS.3.L.3.4a

Use sentence level context to find the meaning of an unknown word or phrase.

■ MATERIALS

- 5 copies of “Vampires Don't Wear Polka Dots”
- pencils/paper
- canvas bags

■ DIRECTIONS

Introduce the text:

The third graders at Baily School think their “weird” teacher must be a vampire. When they try to find out, some very strange things happen. Let's read to find out!



Have students look at the front cover and have them share their observations and predictions.

Discuss Vocabulary:

Discuss accent, disgust, and relief as a group. Students offer definitions based on prior knowledge. Then have students look in their books for innocent on page 1, surgeon on page 2, and rumored on page 3. Students then use context clues to find the meaning of the word.

Read Chapter 1:

Have students read chapter one in their heads. As they read, go around the table and listen to individual students whisper read. Make any notes about their reading. When students finish, have them write a 3 sentence summary of chapter 1. Also, go over your notes with the student so they know what to work on. They can read chapter 2 on their own.

Book Bags:

Students will then get their bags with their leveled books to read independently and write summaries as they finish. They may take an A.R. test when they finish their books.

■ EVALUATION/ ASSESSMENT

Students will write a summary of the first two chapters. Students must include an introduction, body, and conclusion. Students must also identify the problem presented and their prediction for what will happen next.

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Lesson Plan No 2: Shoo, Fly Guy!



■ SUBJECTS COVERED

ELA

■ GRADES

Three

■ OBJECTIVES

Students will...

- ... use context clues and pictures to understand vocabulary
- ... know that words ending in y make the long e sound
- ... determine the genre of the text
- ... retell the story in sequence

■ STANDARDS FSS / NGSS

LAFS.3.RL.1.3

Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

LAFS.3.RI.3.7

Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, how key events occur).

LAFS.3.L.3.4

Use sentence level context as a clue to the meaning of a word or phrase.

■ MATERIALS

- 4-5 copies of the book “*Shoo, Fly Guy!*”
- sequence graphic organizer
- canvas bags

■ DIRECTIONS

Introduce the text:

This book is about a hungry pet fly named Fly Guy. He goes on a quest to find his owner who is on a picnic with food that Fly Guy loves. On his way, Fly Guy finds lots of food but he is shooed away. Let's read to find out if Fly Guy can find his way to the picnic!

Phonics:

Have students find the words oozy, lumpy, and smelly. What sound does the y make in these words? The long e sound! Can you think of any other words that have a y that makes a long e sound? With students generate a list.

Introduce Vocabulary:

Find growled on page 20. What does growled mean? Can we use the picture or sentence to figure out what it means? Find squawked on page 24. Does finding the meaning of growled help you to figure out the word squawked? How?

Students then read the story while the teacher walks around and listens individually. Walk around the table to listen to students whisper read. When students finish the book, discuss what they need to work on as well as what happened in the story in sequence. Students will fill out a sequence graphic organizer.

Students will read the book one more time for fluency.

Book Bags:

Students will then get their bags with their leveled books to read independently and write summaries as they finish. They may take an A.R. test when they finish their books.

■ EVALUATION/ ASSESSMENT

Students will use their graphic organizer to write a 3-4 sentence summary.



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Lesson Plan No 3: The Worst Day of My Life



■ SUBJECTS COVERED

ELA

■ GRADES

Three

■ OBJECTIVES

Students will...

- ... understand new vocabulary in context
- ... use compound words to better understand the meaning of a word
- ... read fluently and use the correct intonation
- ... identify the theme of the text
- ... make predictions
- ... make text-to-self connections
- ... identify the narrator’s point of view and compare it to their own

■ STANDARDS FSS / NGSS

FSS/NGSS-LAFS.3.L.3.4

Use sentence level context as a clue to the meaning of a word or phrase

LAFS.3.RL.2.6

Distinguish their own point of view from that of the narrator or those of the characters

■ MATERIALS

- 4-5 copies of “The Worst Day of My Life (Little Bill)”
- point of view graphic organizer

■ DIRECTIONS

Introduce the text:

This book is about Little Bill. His parents are making him get dressed up and talk to guests at a party. He complains and thinks it is the worst day of his life. As the day goes on, he learns an important lesson. Let’s read and find out what Little Bill learns.

Discuss vocabulary:

Students look at the first page of chapter 2 and find the word wrinkled. What does wrinkled mean? Can we use the picture to help us? Then find miserable on the third page of chapter 2. What does miserable mean? Have you ever felt that way before? Why? Find the word faint on the same page. What does faint mean? What are some reasons that someone might faint? On page 4 of chapter 2 find polite conversation. If we know what both of these words mean then what could they mean together? Have you ever been in a situation where you had to be on your very best behavior? When?

Remind students before they read to be sure to read at a steady pace and with feeling.

Students then read the first 2 chapters. Go around the table and listen to students whisper read. Make notes about what each student should work on. Then share your notes with them individually before they continue reading. Also, have students stop after chapter 1 to check comprehension.

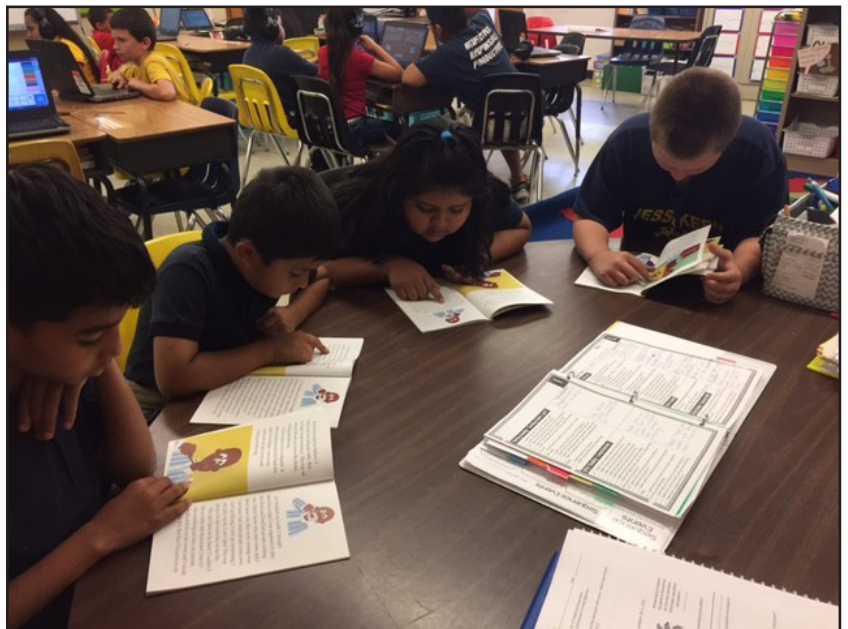
Students then complete the point of view graphic organizer. Discuss how Little Bill felt and why. How did they know? What key words helped you to know.

Book Bags:

Students will then get their bags with their leveled books to read independently and write summaries as they finish. They may take an A.R. test when they finish their books.

■ EVALUATION/ ASSESSMENT

Students will complete the graphic organizer.



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Rubric



Student Name _____

	1 Glowing	2 Beginning to Shine	3 Star	4 Super Star
Summaries of books in bag	Does not use complete sentences, leaves out important information. Does not have all 3 summaries complete.	Uses complete sentences, but leaves out some important information. Most of the summaries are complete.	Uses complete sentences, includes important details. All summaries are complete.	Uses complete sentences with few grammatic errors. Includes all important details and elaborates on them. Summaries are all complete.
AR test accuracy	Test score is 0-40%	Test score is 41-70%	Test score is 71-85%	Test score is 86% or higher.
Completion of formative assessment after lessons	Graphic organizers/ summaries are incomplete and make little sense.	Mostly complete, but some parts don't make sense.	Complete and makes sense.	Complete and makes sense. Student elaborates and adds more detail.

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Additional Information – Author’s Point of View



Topic or Event:

Actions:

Word / Thoughts:

Feelings:

Narrators Point of View:

My Point of View:

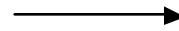
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Additional Information – Concepts, ideas Graphic Organizer



Event, concept, or steps:	Event, concept, or steps:	Event, concept, or steps:
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Connection author makes:	Connection author makes:
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Event, concept, or steps:	Event, concept, or steps:	Event, concept, or steps:
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