

Daily Lesson Template

Note: Type in the gray areas. Press TAB to move throughout the form.

Author			
Name	Jennifer Penfield	Date	5/14/2009, 9:25-10:00 AM, 16 students
Subject	Guided Reading	Topic	Leveled groups

Power Standards	See Teacher Plan.
Student Objectives/ Learning Outcomes	See Teacher Plan.
Student Assessment Formative Summative	See Teacher Plan.
Bell Ringer/Hook	Explanation of centers See Teacher Plan.
Procedures/Activities	
Enrichment/Remediation	

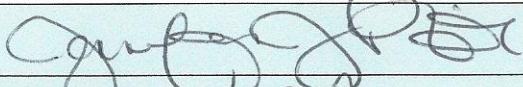
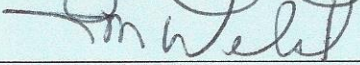
Materials and Resources Required for Unit

Technology (Click all boxes that apply.)

- | | | |
|---|--|---|
| <input type="checkbox"/> Computer(s) | <input type="checkbox"/> Television | <input type="checkbox"/> Internet Explorer |
| <input type="checkbox"/> Digital Camera | <input type="checkbox"/> VCR | <input type="checkbox"/> Multimedia |
| <input type="checkbox"/> Network Connection | <input type="checkbox"/> Video Conferencing Equip. | <input type="checkbox"/> Web Page Development |
| <input type="checkbox"/> CD | <input type="checkbox"/> Spreadsheet | <input type="checkbox"/> Word Processing |
| <input type="checkbox"/> Printer | <input type="checkbox"/> E-mail Software | <input type="checkbox"/> Other |
| <input type="checkbox"/> Projection System | <input type="checkbox"/> Encyclopedia on CD-ROM | |

Printed Materials	
Supplies	
Internet Resources	
Others	
Key Word Search	

Observer's Comments	<p>Mrs. Penfield is reading with four children. The rest of the class is at centers. This group is taking a picture walk. They're eager to offer personal connections to every picture, no matter how "distant" it may be.</p> <p>One child begins reading, while the others track each word with an index finger. "Good self-correct. Get your mouth ready. Good girl." Logan reads next. He does well with this "big page". Bryan reads well. He tells JJ that for one word he sounded it out and looked at the picture to figure it out.</p> <p>Children are on task and quiet at centers. They consult the easel to see their group's rotation.</p> <p>Emma, Alyssa, and Mason are the next group to read with JJ. "Danny and the Four Seasons" is her selection for them. The previous group gets right to centers. Mrs. Penfield asks each of them who they read to last night. Mason did not read to anyone. He'll perhaps read to Mrs. Pulford today. Alyssa read to her cat. They begin with a picture walk. Mrs. Penfield redirects Ross and Andrew to choose center work. Mason reads first. "Excellent. Good use of a picture clue. That's a 'word wall' word. Good job. There's an '-ing' word. Which season has '-ing' in it. Good." Alyssa reads next. (Three children are praised for quiet work and invited to place stickers on their charts.) It takes only a few minutes for these three to read "Danny". Mrs. Penfield informally assessed each. Off they go back to centers.</p> <p>Carter and Eric are two top readers. Eric starts off reading fluently... and without pause. "You read that whole page without a pause," JJ observes. Eric replies, "But there was a pause," and rereads. Carter reads beautifully, not only decoding accurately, but reading with inflection and thinking about the story. He's able to answer JJ's comprehension questions and make appropriate predictions.</p> <p>Centers are but one answer to the guided reading question, "What is the rest of the class doing while the teacher works with a reading group?" The "Daily 5" is another, that a few Davis teachers use. See Mrs. McCabe if you're interested in learning more about it.</p> <p>The two children who needed to be twice redirected have taken to heart the prospect of "5 minutes"; and have been on task for some time. All of them are remarkably independent and engaged.</p> <p>Well done, JJ. You have a solid understanding of guided reading strategies and excellent rapport with the children.</p>
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Teacher Signature	
Observer Signature	
Date:	5/15/09