

Sarah Wood
Methods of Teaching Reading
Guided Reading Lesson

Are You My Mother by P.D. Eastman

I. Kindergarten Language Arts, Reading and Science.

Language Arts and Reading standards and goals:

1.02 Develop listening skills.

1.07 Develop and extend reading vocabulary.

1.08 Develop and use pre-reading strategies.

1.09 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.

GLE 0001.1.2 Employ a variety of strategies to decode words and expand vocabulary.

GLE 0001.1.1 Demonstrate an emerging understanding of basic English usage, mechanics, spelling, and sentence structure.

Science standards and goals:

GLE 0007.Inq.2. Ask questions, make logical predictions, plan investigations, and represent data.

GLE 0007.T/E.1 Recognize that both natural materials and human-made tools have specific characteristics that determine their use.

GLE 0007.2.1 Recognize that some things are living and some are not.

GLE 0007.4.2 Observe that offspring resemble their parents.

GLE 0007.5.1 Compare the basic features of plants and animals.

II. The genre of this book is fiction and the story uses personification in that animals take on human personality.

III. Lesson Essential Question:

How can we make meaningful predictions about a story using literary knowledge as well as scientific knowledge and how do we ask and answer questions?

IV. Activating Strategy:

Looking at the picture on the front cover of the book, what do you think the book will be about? The title says, “Are You My Mother.” How does that tell us what the book will be about? (Optional question: “Can you tell me about your mother?”)

V. Vocabulary List:

-Review of basic frequently used words:

-the

-and

-are

-Specifically from book:

-bird

-baby

-cow

-dog

-egg

-hen

-nest

VI. Word work activity:

Discuss question sentences. Use “Are you my mother?” and “Where is my mother?” as examples from the book. Have the students think of other questions. Discuss the proper form for sentences (the first letter of the first word is a capital letter like every sentence and the sentence ends in a question mark).

VII. Comprehension strategies:

T-Chart: use during the GRL. As the teacher reads the book, the students will place the animals in the correct order. This shows the difference between the other animals and the bird and its mother.

VIII. Summarizing:

For evidence of what was learned, the students will use the question sheets (they are attached). The students will copy the question, using the same form that we discussed and they will draw a picture answering their question. For example, the first question is “What is a cow?” The student will draw a picture of a cow. When the question says, “Where is the cow?”, the students will draw the cow in a setting of where they want to put their cow.

IX. Extension: Centers.

1. Memory Game. In this center, the students will play the game memory with cards that have animal pictures on them. They will match the baby animal to the grown animal. This enforces the subject of science and heredity, but when combined with the worksheet, it enforces spelling, writing and organization on paper. The names are written on all of the cards, so it will help them to recognize those connections with the words. Since it is a game, it will help the students practice cooperation and group work.

2. Family sketch. We have been talking about animal families, so this center will help relate the subject to the students directly. They will draw pictures of each member of their family and, using the word bank, will label each drawing.

3. Since the other two centers do not focus solely on literacy, this third center does. It is color sheets, but under the coloring portion is a vocabulary/spelling word for the week. The students will color the picture and then practice writing the word.

X. This lesson integrates:

Science: Discussion of animals, heredity, engineering and machinery, and using logic to solve problems.

XI. The Guided Reading Small Group Time:

A. Preparation time:

- Gather books and students.
- Looking at the cover, make predictions about the book.

B. Reading time:

- Give out t-charts and pictures.
- Each time the group comes to an animal, ask if that is the baby bird's mother. Record their answers in the t-chart.
- When it gets to the airplane and boat, discuss the difference in living things.

C. Conclusion:

- Reiterate that only the bird could be the baby bird's mother because they are the same animal. They also look alike.
- Talk about questions. Point out the questions that were asked in the book and show the students proper form for questions.

The baby bird and its mother:	Other animals:



Animal pictures for T-Chart

Name: _____

Directions: Copy the sentence and draw a picture to answer the question.

What is a bird?

Where is the bird?

What is a cow?

Where is the cow?

Center 1 Instructions:

Play the game memory, matching the baby animals to the adult animals.

Record the names on the sheet.

Name: _____

Example: The kitten grows up to be a cat.

The _____ grows up to be a _____

The _____ grows up to be a _____

The _____ grows up to be a _____

The _____ grows up to be a _____

Center 2 Instructions:

Draw a picture of each member of your family and then, using the word bank, label each picture.

My Family

Word bank:

mother cousin baby grandfather

father brother sister grandmother

Center 3 Instructions:

Color the picture and then trace and copy the vocabulary/spelling word.



Bird



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Egg

Nest
