

**CHRISTINA MILLSON**  
**STUDENT LEARNING PLAN FOR**  
**GUIDED READING LESSON**

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**Standards:**

K.5 The student will understand how print is organized and read.

- a) Hold print materials in the correct position.
- b) Identify the front cover, back cover, and title page of a book.
- c) Follow words from left to right and from top to bottom on a printed page.

K.7 The student will develop an understanding of basic phonetic principles.

- c) Identify beginning consonant sounds in single-syllable words.

**Intended Audience:** The guided reading group consists of six students in Mrs. Hundley's Kindergarten class at Stonehouse Elementary. Students have been grouped into three small groups of six students based on ability, strategy use, and word recognition. The group of students to be taught represents the average or middle group in the class. Students have been working on recognition of high frequency words and have been developing visual strategies and sounding out initial sounds of words.

**Background/Overview:** The text, *Thanksgiving* by Eduardo Medina, provides an opportunity for students to experience high frequency words, such as *the* and *will*. The lesson further develops visual cuing strategies due to the nature of the text and the one-to-one alignment between illustrations and text.

**Behavioral Objectives:** Given text, entitled *Thanksgiving*, students will read orally with greater than 90% accuracy. Given text, entitled *Thanksgiving*, students will frame and read high frequency words with 100% accuracy: *the* and *will*.

**Resources/Materials, Time, Space:** Materials needed include seven copies of *Thanksgiving* by Eduardo Medina, six toobaloos, and six framing devices. Students will sit around the reading table in the reading corner of the classroom. The lesson will focus on reading high frequency words and using visual strategies. Lesson will be twenty minutes in length, and during administration the remaining students in the class will be involved in reading center activities around the classroom.

***The Lesson Proper***

**Introduction:** Pass out the book, *Thanksgiving* by Eduardo Medina and illustrated by Trevor Pye, to each student. Read the title of the book and ask students if they celebrated Thanksgiving with their families over the recent break. Point out the animals sitting around the table on the cover page. Starting from the left side of the table, point out the deer, then the rabbit, then the rat, and finally the bear. Students can assist by responding as they are asked "What animal is this?" Continue on the picture walk and open to the title page. Read the title once again and explain why the turkey is floating in a cloud-like shape. Ask students if they have ever seen anything like this and explain that the clouds represent someone thinking about or wanting to eat the turkey on the plate.

On pages 2 and 3, direct students' attention to the bear carrying the honey. Ask students what animal is shown on page 3 and point to the word "bear" in the text. Ask students what the bear is carrying and then point to the word "honey" in the text. Also, point out that there is a picture of honey right below the word "honey" on page 2. Say to the students "See how the bear is taking the honey. Take is another word for carry." Ask students to frame the word "take" with their framing device and say the word aloud together. Then read "Bear will take the honey" to students as they trace the words with their fingers. Read the same text again as a group.

On pages 4 and 5, direct students' attention to the rabbit carrying a bowl of carrots. Ask students what animal is shown on page 5 and point to the word "rabbit" in the text. Ask students what the rabbit is carrying and then point to the word "carrots" in the text. Also, point out that there is a picture of carrots right below the word "carrots" on page 4. Say to the students "See how the rabbit is taking the carrots. Take is another word for carry." Then read "Rabbit will take the carrots" to students as they trace the words with their fingers. Read the same text again as a group.

On pages 6 and 7, direct students' attention to the rat carrying a bag of corn. Ask students what animal is shown on page 7 and point to the word "rat" in the text. Ask students what the rat is carrying and then point to the word "corn" in the text. Also, point out that there is a picture of corn directly below the word "corn" on page 6. Say to the students "See how the rat is taking the corn." Then read "Rat will take the corn" to the students as they trace the words with their fingers. Read the same text again as a group.

On pages 8 and 9, direct students' attention to the mouse carrying a chunk of cheese. Ask students what animal is shown on page 9 and point to the word "mouse" in the text. Ask students what the mouse is carrying and then point to the word "cheese" in the text. Also, point out that there is a picture of cheese directly below the word "cheese" on page 8. Say to students "See how the mouse is taking the cheese." Then read "Mouse will take the cheese" to the students as they trace the words with their fingers. Read the same text again as a group.

On pages 10 and 11, direct students' attention to the squirrel carrying a basket of nuts. Ask students what animal is shown on page 11 and point to the word "squirrel" in the text. Ask students what the squirrel is carrying and then point to the word "nuts" in the text. Also, point out that there is a picture of nuts directly below the word "nuts" on page 10. Say to students "See how the squirrel is taking the nuts." Then read "Squirrel will take the nuts" to the students as they trace the words with their fingers. Read the same text again as a group.

On pages 12 and 13, direct students' attention to the skunk pulling the pumpkin. Ask students what animal is shown on page 13 and point to the word "skunk" in the text. Ask students what the skunk is pulling and then point to the word "pumpkin" in the text. Also, point out that there is a picture of pumpkin right below the word "pumpkin" on page 12. Say to students "See how the skunk is taking the pumpkin." Then read "Skunk will take the pumpkin" to the students as they trace the words with their fingers. Read the same text again as a group.

On pages 14 and 15, direct students' attention to the deer carrying a bag of apples. Ask students what animal is shown on page 15 and point to the word "deer" in the text. Ask students what the deer is carrying and then point to the word "apples" in the text. Also, point out that there is a picture of apples right below the word "apples" on page 14. Say to students "See how the deer is taking the apples". Then read "Deer will take the apples" to the students as they trace the words with their fingers. Read the same text again as a group.

Turn to the final page of the story and point out the turkey sleeping in bed thinking about the turkey on the plate. Ask students what type of animal is in bed and point to the word "turkey" in

the text. Explain that the turkey people eat on Thanksgiving comes from the animal. Read the text “Turkey will stay in bed!” Have students point to the word “stay”, asking them what letter it starts with. Then have them frame the word “stay”.

**Instructional Strategies:** Tell students to read the book independently using the tubular devices. While reading with one student at a time, take running records on their reading. Select one or two teaching points from the running record to address with individual student. Determine teaching points that the group as a whole would benefit from and make note. Strategy instruction will focus primarily on visual strategies. If a child makes an error in reading the animal or food word direct their attention to the illustration. Additionally ask “Can you form the beginning letter of the word with your mouth?” or tell them to “get their mouth ready to say the word”. Students may have difficulty with the word “take” and if this occurs have child frame the word with framing device and ask “Can you form the beginning letter of the word with your mouth?”.

**Differentiation:** Students will be allowed to read independently at their own pace and will have ample opportunity to read the text. Independent conferences and running records with each student will allow for individualized scaffolding and support.

**Accommodations/Modifications:** The students in the group do not have specific learning disabilities to be addressed.

**Closure:** After touching on teaching points that are discovered during independent conferences. Discuss the last page of the book, asking the students “Why do you think the turkey wanted to stay in bed?” Students should be able to discuss how the turkey did not want to be eaten for Thanksgiving dinner.

**Assessment/Evaluation:**

During the lesson running records will be taken as students conference individually with teacher, a form of formative assessment. Additionally, students will answer questions during the introduction and discussion of text after reading the book.