

Guided Reading Lesson Template (EDUC 403)

Your name	<i>Brittany Tincher</i>
Grade level and school	<i>5th Grade, Eberwhite Elementary, Mrs. Haines</i>
Title of lesson/activity	<i>Guided Reading Lesson, George Washington's Socks</i>
Teaching date(s) and time(s)	<i>March 12, 2013, 12:40 pm</i>
Estimated time for lesson/activity	<i>About 25 minutes</i>

TEXT ANALYSIS WORK	<p>There is some complicated language in this text when the soldiers speak, so I will help the children to understand this by explaining to them what the soldiers are trying to say. Because we only have about 20-25 minutes, I will explain this to the students – otherwise, I would take more time to allow them to make sense of the language on their own.</p> <p>I know that the students have some background knowledge of the Revolutionary War because they just covered that in Social Studies, so I am hoping to review a bit of that with the facts in the book, and then expand upon it with our discussion following the book.</p>
BACKGROUND INFORMATION ON READERS	<p><i>George Washington's Socks</i> is a level T book, which from what I have gathered from my MT is just slightly below the level that the children should be at at this point in the year. This book is about a group of friends with a love for history who form an adventure club together. The club meets to have an outdoor sleepover and read from history books, and end up in a mysterious canoe that takes them back to the eighteenth century! They meet George Washington and several other key figures from the American Revolution, all while trying to figure out how to get back home. During my think aloud assignment, I noticed that one student focused mainly on retelling what he had just read about, and predicting what he thought would happen next. The other student focused on inferring what she thought the characters were thinking and feeling, and synthesizing this by making connections to her own life. I would like my guided reading group to work on combining all four of</p>

	these strategies, so they can become more well-rounded readers.
MATERIALS	Each child will need a copy of <i>George Washington's Socks</i> , and I will have my own copy as well.

CONTENT GOAL		<p>SWBAT explain the importance of Adam Hibbs in the story, and why it was interesting that he was put in charge of keeping the children safe.</p> <p>Additionally, SWBAT discuss the struggles that the Patriot soldiers faced as they crossed the Delaware with George Washington.</p>
PROCESS GOAL		<p>SWBAT work on inferring what they think is happening in the text, predict what will happen next, retell what they have just read about, and synthesize the readings and make connections to other things they have read or learned about previously.</p> <p>SWBAT notice the vocabulary of the soldiers and decode this vocabulary to help them understand the reading, as well as any readings that may involve Colonial language in the future. Solving words</p> <p>SWBAT bring prior knowledge from social studies class to the interpretation of characters and events. Making Connections</p>
BEFORE THE READING	Introduce the text	<p>"If everyone could please turn to chapter 8, page 38, today we are going to take turns reading sections of this chapter aloud to the group. When it is your turn, I will ask you to stop reading. I also will have a few questions as we read, so be sure to pay attention!</p> <p>We left off in chapter 7 with the group realizing that they were not in Lake Levart anymore...can anyone tell me where the group has ended up? Yes, they have traveled back to 1776, to the Revolutionary War! So, let's have _____ start reading, and we can find out more about what is happening with the adventure club."</p>

DURING THE READING	Support effective reading	<p>Stopping point 1: "...Hooter was beginning to sniffle and the others fought to hold back tears."</p> <p>"____, what are you thinking about this chapter so far? How about you, ____?" – based on what the children answer, I will help them to expand upon their thinking. If one child is retelling what happened, and another is inferring how Hooter is feeling, I will offer up other suggestions, such as "What do we think will happen next? (predicting) Have you ever had a time where you felt as scared as Hooter does now? (synthesizing)"</p> <p>Stopping point 2: "They are dressed in a queerish fashion..."</p> <p>"The soldiers are using some very strange language here, aren't they? Let's go over this together, so we can all understand what is happening. If the soldier were talking in modern times, he would be saying that the children are dressed in strange clothes, probably because the types of clothing they are wearing have not been invented yet!"</p> <p>Stopping point 3: "But we mustn't underestimate the cowardly ingenuity of the enemy."</p> <p>"Here, it seems like the soldiers are saying that some of the enemy (the Redcoats, or the British) are too afraid to fight on their own, so they sent children as spies because they thought the Americans in the colonies wouldn't want to kill children."</p> <p>Stopping point 4: "They had manned the sturdy Durham boats that had carried Washington and his troops across the river on that Christmas night."</p> <p>"____, what are you thinking about what you just read? How about you, ____?" – based on what the children answer, I will help them to expand upon their thinking. If one child is retelling what happened, and</p>
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		<p>another is inferring how hard it would be to be a Marblehead, I will offer up other suggestions, such as “What do we think will happen next? (predicting) What do you think it would be like to be in charge of one of those wooden boats? (synthesizing)”</p> <p>Stopping point 5: “He was staring at Matt’s sneakers.”</p> <p>“You have learned about the Revolutionary War in your social studies class. Based on what you learned in class, along with what we have read in this chapter, what do you think it would have been like to be a soldier in the colonies, fighting for freedom for the colonies?”</p> <p>Stopping point 6: He never saw himself freezing and barefoot!...”</p> <p>Based on the students’ answers for stopping point 5, I will reiterate this point based on what they read before stopping point 6.</p> <p>Stopping point 7: “...and together all the members of the Adventure Club found themselves staring up at their new guardian, Adam Hibbs!”</p> <p>“Wait a minute...does the name Adam Hibbs sound familiar to anyone else? I feel like we have heard that name before. Yes ____, you’re right! Adam Hibbs was the name of Tony’s grandpa’s friend who went missing when he got in the canoe! Do you think this could be the same Adam Hibbs? Maybe we will find out in the later chapters!”</p>
AFTER THE READING	Discuss and revisit the text	<p>“Now, I’m going to ask you some questions. Some of these I want you to answer with just what you are thinking, but there are times when it will be helpful to look back in the chapter we just read and find examples that help you answer the questions.”</p>

	<p>Teach for processing strategies</p>	<p>"We've been talking a little about making inferences based on what we have read. Let's think for a moment – how do we think the kids in the club feel now that they realize they are in the middle of the Revolutionary War? How would you feel if you traveled back in time? Would you be excited, scared, etc.? I think I might feel a lot of different things! It's helpful to make guesses about what we think is happening in a book, because the author doesn't always give us every detail. It takes some extra work to think about things that the author has not told us, but this work can be fun once you've practiced it enough!</p> <p>Has there ever been a time when you tried something new, and you felt a lot of different emotions? That is probably how the kids felt when they traveled back in time! When we read, it's helpful to think of a time when we felt like the characters, or when we experienced something similar to what they are experiencing. This will help us to understand the book better, because we can actually feel what the characters are feeling.</p> <p>Something I know Mrs. Haines works with you guys a lot on is being able to summarize what you have just read. This is something that will be important to know how to do when you are in junior high next year, because your teacher will want to know what you have learned, but it would take a long time to give them every detail. Another way that we could describe summarizing is retelling what you have read. Can someone summarize for us what happened in this chapter?</p> <p>It's always fun to make predictions when we read, and it's even more fun when what you thought would happen actually happens! Does anyone have any predictions about what they think will happen in the next chapter? Why do you think that will happen?</p>
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	Extend the text (optional)	Due to time restraints, I will not be doing an extension activity.
	Conduct word work	"This chapter used some language that some of you may not have heard before, because people in the eighteenth century talked very differently than we do today. Because I didn't want to take up too much time, I explained to you what these characters were trying to say. If you were reading this on your own, and were confused about what you had read, it would be helpful to look up the words in a dictionary, or on the computer. Understanding difficult words that you are reading is a very important part of understanding the larger things you are reading."

SOURCES	<ul style="list-style-type: none"> • <i>George Washington's Socks</i>, by Elvira Woodruff • Systems of Strategic Actions for Processing Written Texts worksheet
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