

Guided Reading Lesson Plan

Teacher: Lisa Barbi

Level: 4

Book Title: *Because of Winn Dixie* by: Katie DiCamillo

Topic (Teaching focus, strategy to explicitly teach, ex. Use the pictures to help solve words, high frequency words)

- The teacher will use the pictures provided on the cover and book title to assist the student in making predictions about the plot of the book.
- The teacher will guide the student in using context clues to decode the meaning of new vocabulary words.
- The teacher will assist the student in using a graphic organizer to make predictions and discuss them, to sequence the order of main events in the chapters, to compare and contrast characters, and to recall important aspects of the characters in the book.
- The teacher will use a running record assess accuracy, fluency, and rate by having the student read aloud three passages from chapter one.
- The teacher will assist the student in making connections with characters through anecdotal stories and recall of student's personal experiences with friendship (with pets and humans).

Goals and Objectives

- Student will use context clues to decode the meanings of new vocabulary.
- Student will use images and the book title to make predictions about the plot of the book.
- Student will describe the elements of a story.
- Student will use a graphic organizer to describe predictions, establish the sequence of main events, compare and contrast main characters, concisely detail important aspects of the main character.
- Student will use information gathered from reading chapters one to three and write a detailed paragraph describing, in order, the main events of the first three chapters, assessing the characters introduced in these chapters, and evaluating the validity of their prediction prior to reading chapter one.
- Student will use an online flipbook to begin to create an online record of the main events and characterizations found in chapters one to three.

Materials & Equipment

- Tradebook: *Because of Winn Dixie*, chapters 1 to 3
- Online Teacher's Guide
- Online Vocabulary list, flashcards, audio/pronunciation tool, explanation of literary devices, and games
- Internet access
- PC and I pad
- Television or PC with DVD player
- Movie on DVD
- Graphic organizer:
http://www.cape.k12.mo.us/blanchard/hicks/reading%20pages/because_of_winn_dixie.htm
- Running record form
- Lined paper
- Pencils, crayons, and markers
- Online Dictionary
- Student Interactive Flip Book: <http://www.readwritethink.org/classroom-resources/student-interactives/flip-book-30054.html>
- Flashcards: <http://quizlet.com/391188/because-of-winn-dixie-flash-cards/>
- Literary devices/summary: <http://www.shmoop.com/because-of-winn-dixie/literary-devices.html>

Content Standards:

Reading:

R4.A.1.1.1: Identify and/or interpret meaning of multiple-meaning words used in text.

R4.A.1.2.2: Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

R4.A.1.3.1: Make inferences and/or draw conclusions based on information from text.

R4.A.1.4.1: Identify and/or explain stated or implied main ideas and relevant supporting details from text.

R4.A.1.5.1: Summarize the key details and events of a fictional text as a whole.

R4.A.1.6.1: Identify the author's intended purpose of text.

R4.A.2.1.1: Identify and/or interpret meaning of multiple-meaning words used in text.

R4.A.2.2.2: Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

R4.A.2.3.1: Make inferences and/or draw conclusions based on information from text.

R4.A.1.5.1: Summarize the key details and events of a fictional text as a whole.

R4.A.2.2.1: Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix. Note: Affixes will be limited to prefixes: re-, pre-, in-, un-, dis-, mis-, non-; suffixes: -ful, -less, -ble, -ly, -or, -ness, -ment. Target words should have either a prefix or a suffix, but not both.

Listening and Speaking:

1.6.4.A: Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.

Writing:

1.5.4.A: Write with a clear **focus**, identifying topic, task, and audience.

1.5.4.B: Develop content, gather, organize, and select the most effective information appropriate for the topic, task, and audience. Write one or more paragraphs that connect to one central idea.

1.5.4.C: Organize writing in a logical order Include a recognizable beginning, middle, and end. Use appropriate transitions within sentences and between paragraphs.

1.5.4.D: Write with an understanding of **style**, using a variety of sentence structures, precise words (e.g., adjectives, nouns, adverbs, verbs) that create voice.

1.5.4.F: Use grade appropriate **conventions of language** when writing and editing.

- Spell common, frequently used words correctly.
- Use capital letters correctly.
- Punctuate correctly.
- Use correct grammar and sentence formation.

Instructional Procedure:

- Prior to distributing and looking at the book, the teacher will ask the student to describe friendship. Next, she will ask the student if he has any special friendships. The teacher will ask if he has any pets and his relationship with his pet. The teacher will then ask if his pet has helped him to make friends or form closer bonds with others.
- Upon distribution of the book, the teacher will introduce the title and author of the book, *Because of Winn Dixie*, by Katie DiCamillo.
- The teacher will look at the cover art with the student and ask him to predict the main idea and theme of the story.
- The teacher will elaborate on this inference process by assisting the student in extending knowledge of the book by incorporating information gathered during the friendship discussion as well as information he may have gathered about the book on his own. (Knowledge of the movie etc.)

Instructional Procedure-Comprehension (after the reading-what questions can be asked to elicit conversation)

The teacher will display the following comprehension questions, one at a time, on the iPad and PC. The following comprehension questions will be discussed after the reading to elicit conversation about the chapters read and to reinforce comprehension:

- Where did Opal first see Winn Dixie?
- How did Winn Dixie look when Opal found him?
- How old was Opal when she wanted her dad to tell her about her mother?
- Tell one way Opal was like her mother.

- What was Opal's first name?
- Opal lived in _____.
- Where did Opal move?

Instructional Procedure- Word Work (after the reading-what word solving skills can be reinforced through explicit teaching)

- The teacher will display the vocabulary words on the i Pad and PC so that both the student and teacher have easy access to the information.
- The teacher will use the audio tool to introduce the proper pronunciation of each word.
- The teacher will then repeat the word and spell it, then ask the student to repeat the words and spell them after her.
- The teacher will instruct the student to write the word down on lined paper and write his or her own definition of the word.
- The teacher will guide the student in using an online dictionary to find the definition of the words.
- The teacher and student will discuss the similarities and differences of the student's definitions and the actual definition.
- The teacher will then use the online, vocabulary flashcards to elicit a response from the child as to the part of speech and how the word is used in the text.
- The teacher and student will use the i Pad to play a vocabulary game on Quizlet.com.

Extension (writing, graphic organizer, and technology)

- The student will complete the trifold; graphic organizer discussing the validity of his predictions about the story, sequencing the three main ideas, from chapters one to three, next, the student will compare and contrast the characters of Winn Dixie and Opal using a Venn diagram. Lastly, the student will reflect on how old Opal was when her mother left.
- The student will write one detailed paragraph using at least two vocabulary words describing, in order, the main events of the first three chapters, assessing the characters introduced in these chapters, and evaluating the validity of their prediction prior to reading chapter one.
- The student will create an original illustration showing his perception of the main events to accompany his paragraph.
- The student will begin creating an online flipbook detailing the main ideas and characters in the book.

Assessment (observation, running records, anecdotal notes)

Tools used to assess the student:

- online quiz and comprehension questions listed in the Instructional Comprehension section of this plan.
- graphic organizer.
- running record.
- teacher observation.


Technology

- PC/laptop with Internet access
- i Pad
- Webquests: http://www.cape.k12.mo.us/blanchard/hicks/reading%20pages/because_of_winn_dixie.htm#Webquests
- Readwritethink.org: <http://www.readwritethink.org/classroom-resources/student-interactives/flip-book-30054.html>
- Quizlet.com: <http://quizlet.com/391188/because-of-winn-dixie-flash-cards/>
- Shmoop.com: <http://www.shmoop.com/because-of-winn-dixie/literary-devices.html>


Reflection

Nicholas is a very bright, 9-year-old boy. He is an advanced reader who tested above a 6th grade level on the DIBELS assessment. He does an excellent job of extending prior knowledge to make connections. He has fluency and reads aloud at an advanced rate, while acquiring a great of comprehensive knowledge. He is had outstanding recall and creative writing abilities. My only recommendation is that he slows down when reading aloud as to not skip over words.

Because of Winn Dixie: Chapters One to Three Graphic Organizer




Chapters to read: 1

Strategy 


Predicting

Focus: Using the title, illustrations, and what you've read in the first chapter, what do you predict this story will be about? Give reasons for your answer.

Respond:



Chapters to read: 2

Strategy 

Sequencing

Focus: What are the 3 main events in this chapter that made the story exciting.

First

→


Next

→


Finally

Recall: Why did Opal name the dog Winn-Dixie?

Respond:

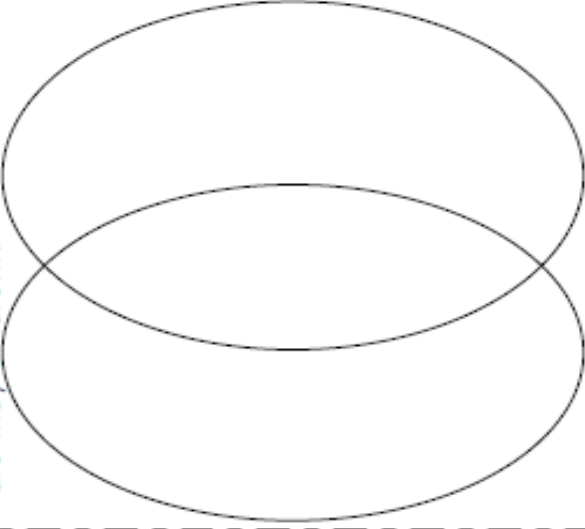


Chapters to read: 3

Strategy 

Connecting

Focus: Describe Opal and Winn-Dixie. How are they similar? How are they different?



Recall: How old was Opal when her mother left?

Respond:

Because of Winn Dixie: Vocabulary for Chapters One to Five (Pages 1 to 31)

1. skidded, v. – slid, sideways, on a slippery ground or as a result of stopping or turning too quickly.
2. suffering, v. – subjected to or experienced to something bad or unpleasant.
3. judge, v. – to form an opinion or conclusion about something or someone.
4. produce, n. – things that have been produced or grown, especially from farming, example, vegetables.
5. exception, n. - a person or thing that is excluded from a general statement or does not follow a rule.
6. memorized, v. – to commit to memory or learn by heart.
7. missionary, n. – a person sent on a religious, especially one sent to promote Christianity in a foreign country.
8. fortunate, adj. – favored or having good luck or fortune.
9. congregation, n. – a group of people assembled for religious worship.
10. distract(ed), v. - to prevent (someone) from giving full attention to something.
11. effect, n. – a change that is the result or consequence of an action or other cause.
12. potluck, n. – used in reference to a situation in which one must take a chance that whatever is available will prove to be good or acceptable.
13. sermon, n. – a talk on a religious or moral subject, especially one given during a church service and based on a passage from the Bible.
14. constellations, n. – a group of stars forming a recognizable pattern that is traditionally named after its apparent form or identified with a mythological character.
15. retriever, n. – a dog or breed used for retrieving game.