Lesson by: Emily Bauman  
Lesson: Reading Workshop (Meeting one on Monday's)  
Length: 20 minutes each  
Age/Grade Intended: 2nd  
Meet groups- 1,2,3 Monday, Wednesdays and Fridays

Standards:  
ELA 2.2.5 Restate facts and details or summarize the main idea in the text to clarify and organize ideas.  
ELA 2.2.10 Draw conclusions or confirm predictions about what will happen in a text by identifying key words.  
ELA 2.3.7 Identify the meaning or lesson of a story.  
ELA 2.2.2 State the purpose for reading.  
ELA 2.2.9 Use context clues to understand word and sentence meanings.  
ELA 2.1.6 Read aloud fluently and accurately with appropriate changes in voice and expression.  

Performance Objectives:  
Students will draw conclusions about a text by identifying key words with 100% participation.  
Students will make predictions about a story by looking at pictures with 100% participation.  
Students will state the purpose for reading by looking at the title page of a book with 100% participation.  
Students will read aloud fluently and accurately by using appropriate changes in voice with 90% accuracy.  

Assessment: Teacher will be tracking participation while completing performance objectives.  

Advanced Preparation by Teacher:  
- Small Group Reading Teacher's Guide-Text  
- Guided Reading lesson plan to take notes of student performance  
- Flash cards, wipe off boards may be used to enhance lesson

Procedure  
Introduction/Motivation: All students will be expected to read a passage from the previous week's book. A new book will be given at the beginning of the new week! (exceptions do apply if necessary) (Gardner: Interpersonal, Intrapersonal)  

Step-by-Step
1. Build on students' prior knowledge by asking the following questions from the section in leveled teacher’s books called *Building Prior Knowledge*: (Gardner: Verbal/Linguistic)
   1. For Group 1: What animals live in trees in the United States? (Bloom’s: Knowledge) What words can you use to describe apes or monkeys? (Bloom’s: Analysis)
   2. For Group 2: What things can you do to help make your neighborhood a better place to live? (Bloom’s: Synthesis) What are some things that have been invented? (Bloom’s: Knowledge)
   3. For Group 3: What are some tricks dogs can do? Why can dogs make good pets? (Bloom’s: Knowledge, Synthesis, Evaluation)
2. Pass out the new books and ask students to do a picture walk of the story. What genre of book do they think this is? By knowing the genre, What conclusions can they make about the book? (Bloom’s: Knowledge, Synthesis)
3. Guide students throughout the pages of the book using the prompts from the section titled *Reading Vocabulary* to discuss key reading vocabulary and concepts that may be unfamiliar.
   1. For Group 1:

<table>
<thead>
<tr>
<th>apes</th>
<th>Cover and title page: Read aloud the title and author.</th>
</tr>
</thead>
<tbody>
<tr>
<td>imagine, rain forest</td>
<td>Pages 2-3: Imagine, or picture in your mind that you are in a rain forest. What might you see?</td>
</tr>
<tr>
<td>limb</td>
<td>pages 4-5: What is the Gibbon on page five doing?</td>
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<tr>
<td>clings</td>
<td>pages 6-9: What do you see on page 6?</td>
</tr>
<tr>
<td>head</td>
<td>pages 10-11: What does the person at the front of the class line do?</td>
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<tr>
<td>branches, loud</td>
<td>Pages12-15: What’s another word for limb or trees? Which animals can be loud?</td>
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For Group 2:

<table>
<thead>
<tr>
<th>inventor</th>
<th>Pages 2-3: Point out the picture of Ben Franklin on page 2. What kinds of things do you think he invented?</th>
</tr>
</thead>
<tbody>
<tr>
<td>print, improve</td>
<td>Pages 4-7: Find the two words. What else do you think Ben might have printed?</td>
</tr>
<tr>
<td>club, community, safe</td>
<td>Pages 8-9: What kind of hat is ben wearing?</td>
</tr>
<tr>
<td>suggestions</td>
<td>Pages 10-11: Find the words and use context clues to tell what it means.</td>
</tr>
</tbody>
</table>
### inventor

**Pages 2-3:** Point out the picture of Ben Franklin on page 2. What kinds of things do you think he invented?

- **lightning, electricity**
  - Pages 12-13: What do you think Ben is trying to make?

- **hero**
  - Pages 14-16: What is Ben doing in this picture? Why is he thought of as a hero do you think?

### For Group 3:

<table>
<thead>
<tr>
<th>brigade</th>
<th><strong>cover/title page:</strong> explain that a beagle is a type of dog. Ask students to find word and come up with a definition of brigade</th>
</tr>
</thead>
<tbody>
<tr>
<td>destroyed</td>
<td>Pages 2-5: Why do you think the dog would sniff the suitcase? If the fruits and vegetables with diseases get into the country, what might happen?</td>
</tr>
<tr>
<td>task</td>
<td>Pages 6-11: Point to the word task in the heading. What do you think the suitcases and luggage have to do with the task of the Beagle Brigade?</td>
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<tr>
<td>kennel</td>
<td>Pages 20-24: Explain to students what a kennel is.</td>
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</tbody>
</table>

### Closure:

Now have students take new books and silently read while you meet with the next group. These groups will meet again on Wednesday and Friday. (Gardner’s: Intrapersonal)

### Adaptation/Modifications:

Students that fall behind progress of group members: Have these students work with 8th grade buddies to improve motivation and experience reading.

### Self-Reflection:

Were the questions I asked high enough leveled thinking? Do the students enjoy the readings? How did I do at guiding the reading workshops? Should I keep the placement of the workshops or would it be better rearranged?