

Description of the Emergent Guided Reading Lesson Plan Levels A-B

Guided reading instruction should consist of a group no larger than 6 students. The lesson should last approximately 20 minutes. Students are ready for emergent guided reading when they:

- Write their first name without using a model
- Know at least 40 upper and lower case letters by name
- Demonstrate left to right directionality across one line of print

Materials for Emergent Guided Reading Lesson:

- Alphabet charts (for students who need help with letter formation)
- Dry erase board, markers and erasers for each student in group
- Magnetic letters
- Leveled books
- Writing journals (*These can be made by binding 8.5 x 11 unlined paper with a construction paper cover.*)
- Timer

Day 1	
Component	Explanation
Letter Work	Many students will need additional work with letters early in this stage. While this is optional, it should be used if students need to work on letter formation or confusions. Distribute white boards and model how to form one letter. Use the verbal directions that were used during the Pre-Emergent Small Group Instruction Lesson. Have them write the letter in the air and then on the white board. If needed, have them verbalize and then say the letter.
Familiar Word Review -Write 1-2 words -You should use this time to review a few words you have previously taught. The goal is fast recall of the words to build visual memory.	Have white boards, markers and erasers available for each student. Tell the students to write a word (this should be a known word, pre-selected by the teacher). Say, "Write 'to' Think about what it looks like." This should not be a labored writing task. If a student cannot write the word, the teacher should immediately show the word.

<p>Introduction to the Text Introduce the text and discuss new vocabulary</p>	<p>Main Idea Statement: Always state the title and give a “gist” statement (one sentence) about the text. It may be necessary for the teacher to create the sense of story if the text is limited.</p> <p>Picture Walk: Have the students talk about the pictures in the book. You do not need to discuss every page, but you do want the students to be aware of how the book is structured. Be sure to include and have the children rehearse any unusual “book language” such as “Up he goes.” (For children who have limited English, encourage complete sentences. Model if necessary.)</p> <p>Introduce New Vocabulary/Concepts: Discuss any new or unfamiliar concepts or vocabulary in the text that may be difficult for students, due to lack of background knowledge. For example, names which are not easily decoded (Sarah) or any unfamiliar topic (hermit crabs).</p>
<p>Reading the Text (with teacher prompting) -Teacher should preselect the strategy to set the tone for the initial reading. - This is the time to take informal running records.</p>	<p>Before students begin, remind them of a previously taught strategy they should use while reading. (Remind students to_____.) For example, remind students to check the picture before reading or to monitor known words while reading.</p> <p>The students read the book several times on Day 1. While students read independently (NOT CHORALLY OR ROUND ROBIN), the teacher “listens in” to individual students and prompts for strategic behaviors. Take notes on individual students and use them to plan your teaching points for that day.</p>
<p>Discussing and Revisiting Within the Text (Comprehension Conversation)</p>	<p>When planning this initial discussion, be reminded to build from the sense of story created during the introduction.</p> <p>Ask a question to stimulate this conversation:</p> <p>Fiction:</p> <ul style="list-style-type: none"> • Talk about what happened in this story. • Name some of the things that... • What did the girl tell about in this book? <p>Non-fiction:</p> <ul style="list-style-type: none"> • What did you learn about in this book? • What did you learn about _____? • Tell me more about _____.

<p>Teaching for Processing Strategies (Teaching Point)</p>	<p>Use the notes taken on individual students to select one or two teaching points that will have the most impact on the whole group. * It may be appropriate to review the initial teaching point from the lesson or select one based on your new observations. Tell the students that you have something to show them that will help them as a reader. Then model the strategic action you intend for them to apply on their next reading. For example, teach the students to check the picture before they read the text.</p>
<p>Teach One Sight Word</p> <ul style="list-style-type: none"> - You will spend Day 1 and Day 2 teaching the same sight word. - It may be necessary to continue working on this word in future lessons. This will influence the next book selected. 	<p>Always teach one sight word during each lesson. This word is taken from the text you just read. Have the book open so the word is visible. This is critical so that students will develop a visual memory of words in these early levels.</p> <p>Remember to do all of the procedures listed below when teaching the sight word.</p> <ul style="list-style-type: none"> • Locate Word- Have the students locate the selected word embedded in the text, by framing it with their fingers. • Mix & Fix – Give each student the letters to make the new word (model if necessary). Have them make the word and check it with their fingers, saying the word slowly and moving left to right under the word. Then have them mix it up and fix it again, following the same procedure. • Table Writing – Have students write the word on the table with their finger. • White Board – Students practice writing the word on white boards. Then have them check it with their finger, saying the word slowly moving left to right under the word. • What's Missing? – Construct the word with magnetic letters. Ask the students to read the word with you. Remove one of the letters and ask the students what is missing. After they give you the missing letter, insert it back into the word. Repeat the procedure several times until the entire word is removed. • Locate Word- Have the students locate the selected word embedded in the text, by framing it with their fingers. Reread sentence containing word.

Day 2	
Component	Explanation
Familiar Word Review (writing 1-3 words)	Follow the same procedures as Day 1. Be sure to include the new word that was taught on Day 1.
Practice Day 1 Sight Word	<p>Teach the same sight word you taught the group in Day 1. Remember that you may need to spend several days on a sight word. Be sure to follow all procedures for teaching a sight word:</p> <ul style="list-style-type: none"> • Locate Word • Mix & Fix • Table Writing • White Board • What's Missing? • Locate Word
Rereading Yesterday's Text (with prompting) -This is the time to take informal running records.	Follow the same procedures as Day 1.
Discussing and Revisiting Beyond and About the Text (comprehension conversation)	<p>Follow the same procedures as Day 1. Ask 1 or 2 questions that will require deeper comprehension from students.</p> <p>Fiction:</p> <p>How can you tell that the (character)...?</p> <p>How do you think the (character) felt about...?</p> <p>Does this book remind you of anything?</p> <p>Why do you think...?</p> <p>Non-fiction:</p> <p>What are some other things you could do at the (setting)?</p> <p>Why do you think ...?</p> <p>Why do people..."</p> <p>What was important about...?</p>
Teaching for Processing Strategies (Teaching Point)	Follow the same procedures as Day 1. Do one or two teaching points with the book. You may use the same examples from Day 1 if appropriate.

<p>Extending the Meaning.</p> <p>Guided Writing (Day 2 only): Dictated or open-ended sentence</p> <p>The top part of the journal (practice page) can be used for:</p> <ul style="list-style-type: none"> -Practicing sight words -Practicing letter formation <p>For example, if a student is having difficulty forming the letter 'e ', model the correct formation on the practice page and have the student practice the letter. This ALWAYS comes from the sentence.</p>	<p>Individual writing journals will be used for this part of the lesson. Dictate a sentence related to the story that contains some sight words that you have taught in addition to some unknown words. You may also use an open-ended sentence and have students select the last word. (Ex. I am a ____.)</p> <p>Suggested guidelines are:</p> <p>Level A: Sentence should be approximately 3-5 words.</p> <p>Level B: Sentence should be approximately 5-7 words.</p> <p>Have the students repeat the dictated sentence several times while you write a line for each word in their journals with a pencil. Transfer the task of writing lines as soon as the students can control the task. Once students are able to space without prompting, the lines will no longer be needed. When students ask how to spell a word, tell them to say the word slowly and write what they hear. ACCEPT APPROXIMATIONS on the unknown words. Previously taught sight words should be spelled correctly.</p>

*Adapted: Fountas, Pinnell, Richardson
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