

Description of the Early Guided Reading Lesson Plan Levels C-G

Guided reading instruction should consist of a group no larger than 6 students. The lesson should last approximately 20 minutes. These text levels are often read in first grade; however, there are kindergarten through grade five students who may also be reading at this stage.

Materials for Early Guided Reading Lesson:

- Dry erase boards, markers and erasers for each student in the group
- Magnetic letters
- Leveled books
- Writing Journal (*These can be made by binding 8.5 x 11 **unlined** paper with a construction paper cover.*)
- Timer

Day 1	
Component	Explanation
Familiar Word Review -Write 2-3 familiar words -You should use this time to review a few words 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). Say, "Write 'to'. Think about what it looks like." If students cannot write the word, provide a scaffold to get them started.
Introduction to the Text Introduce the text and discuss new vocabulary and tricky words	Select a text at the student's instructional level. Main Idea Statement: Always state the title and give a "gist" statement about the text (one or two sentences), including characters' names. Picture Walk: Have the students look through the book and construct the meaning of the story. You do not need to discuss every page, but you do want the students to be aware of how the book is structured. (For students who have limited English, encourage complete sentences. Model if necessary.) Introduce New Vocabulary: Concepts – Discuss any new concepts in the text that may be unknown or difficult to students. When you introduce a new concept, draw attention to the picture. This is especially important for students learning English.

	<p>Tricky Words: If a word has unusual phonetic elements, have the students locate the word in text. For example, the word “special” may be too difficult at this stage for students to decode without support so you could have them locate the word in the text.</p>
<p>Reading the Text (with teacher prompting) -Teacher should preselect the strategy to give a focus 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 that they should use while reading. The students read the book independently (and softly) on Day 1.</p> <p>While students read (NOT CHORALLY OR ROUND ROBIN), the teacher “listens in” to individual students and prompts for strategic behaviors. If some students finish reading before others, they should reread the text to improve their fluency. Take notes on individual students and use them to plan your teaching point.</p> <p>You want to teach something in every guided reading lesson. If there is nothing to teach, the book is too easy and you may want to consider the book selection and/or text level.</p>
<p>Discussing and Revisiting <u>Within</u> the Text (Comprehension Conversation)</p>	<p>After the reading, ask a question that will require the students to dig a little deeper into the text. On this day, the questions involve retelling and basic understanding of the text (see attached document - Comprehension Conversation Starters).</p>
<p>Teaching for Processing Strategies (Teaching Point)</p>	<p>Use the notes taken on individual students to select your whole group teaching point. Tell the students that you have something to show them that will help them as readers. Then model for them the strategic action you intend for them to apply on their next reading. Some teaching points may be preplanned based on previous observations.</p>
<p>Word Work (from the text)</p>	<p>Carefully choose an opportunity to teach about the way words work from the text. This is often preplanned and may include:</p> <ul style="list-style-type: none"> • Analogies (look-book-took) • Taking words apart (sh-out-ed) • Hearing sounds in words • Compound words • Contractions • Endings • Comparing visually similar words (want-went) • Making Words

Teach 1 Sight Word

- You will spend Day 1 and Day 2 teaching the same sight word.

-It may be necessary to continue working with this word on future lessons.

Always teach one sight word during each lesson. This word is taken from the text that you have just read. Have the book open so the word is visible. This is critical so that students develop a visual memory of words in these early levels. Remember to do **all of the procedures** listed below when teaching a sight word:

- Locate Word- Have students locate word embedded in 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 fingers.
- White Board – Students practice writing the word on a white board. 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 spell the word (say the name of the letters). Take students back to the text to show them the word. Remove one or more of the letters and ask students what is missing. After the missing letters are given, insert them back into the word and have students read the word. Repeat the procedure several times until the entire word is removed.
- Locate Word- Have students locate word embedded in 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 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 four 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 <u>Beyond and About</u> the Text (Comprehension Conversation)	Follow the same procedures as Day 1. On this day, ask questions that will require deeper comprehension, such as drawing conclusions and inferring (see attached document-Comprehension Conversation Starters).
Teaching for Processing Strategies (Teaching Point)	Follow the same procedures as Day 1. Do one or two teaching points with the book. Teaching points may include fluency work.

<p>Extending the Meaning (Guided Writing)</p> <p><i>Extending the meaning affords an opportunity to observe and gain information about writing behaviors.</i></p>	<p>Individual writing journals will be used for this part of the lesson.</p> <ul style="list-style-type: none"> • Dictated or Open-Ended Sentences (levels C-G) Dictate 1-2 sentences that contain some sight words you have taught in addition to some unknown words. You may also use an open-ended sentence and have students select the last words. • Beginning-Middle-End (levels F-G) The students write 3-5 sentences that describe something that happened at the beginning of the book, the middle of the book and the end of the book. This is not dictated. Students must think about the story, sequence the events and write them down. You may prompt students if they need help.
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Adapted: Fountas, Pinnell, Richardson
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