

10-Minute Guided Reading Lesson for Levels A-I

This plan can be used when you have an emergent or early reader who does not fit into one of your reading groups. Teach the student individually every day for 8-10 minutes. **You will use the same book for three consecutive sessions.**

Day 1:

- **Sight Word Review** (30 seconds) – Keep a record of the words you have taught the student and review 3 words each day by having the student write them on a white board. Record the student’s approximations on the high-frequency word chart. If the student gets confused, scaffold him with clues to activate his/her visual memory (e.g. “the” has three letters and starts with a “t”). Give the student a set of magnetic letters to take home and encourage him/her to practice making these words. These words should also become the student’s spelling words for the week.
- **Read a New Book (8 minutes)** - Do a quick picture walk before the student reads the book. Only dwell on new concepts (such as “path”); you do not need to discuss every page unless the student needs to increase oral language. Use the prompts and teaching points for emergent and early readers.
- **Learn a New Word (1 minute)** – Follow every procedure for the new word:
 - *What’s Missing?* - Teacher writes word on board, student spells word, teacher erases one letter, student tells what letter is missing, continue erasing one, two, or three letters at a time.
 - *Mix/Fix* - Student makes the word out of magnetic letters several times.
 - *Table Writing* - Student writes the word on table with his/her finger.
 - *White Board* - Student writes the word on a white board without copying.

Day 2:

- **Sight Word Review** (30 seconds) is sure to include the new sight word you taught in yesterday’s lesson.
- **Finish or Reread Yesterday’s New Book (5 minutes)** *Student reads the same book as Day 1. Use the fluency prompts at the bottom of the lesson plan. Watch the timer!*
- **Reteach the same sight word from yesterday (1 minute)**
- **Word Work (3 minutes)** – Select one activity from the word work chart (at the end of the handbook) that is appropriate for the student’s needs.

Day 3:

- **Sight Word Review** (30 seconds) Be sure to include the sight word you just taught.
- **Familiar Reading** (4 minutes) – Reread the new book from Day 1 and other familiar books.
- **Reteach the same sight word from Day 1 (30 seconds)**- You may not need to use the magnetic letters.
- **Guided Writing (4 minutes)**
Levels A-D – Dictate 1 or 2 sentences for the student to write in a small journal. Include the new sight word you taught him that day and other sight words you have previously taught him.
Level E-I – *Guide the student to write a summary of the story.*
 - Option 1: Write 3-5 sentences that tell about the beginning, middle, and end. (BME)*
 - Option 2: Somebody-Wanted-But-So (SWBS)*

Title: _____	Level: _____	Dates: _____	Lesson # _____
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DAY 1

Sight word review: (Optional after level E) _____ _____ _____	New Book Introduction: <i>This book is called</i> _____ <i>and it's about</i> _____ _____ _____ _____ New vocabulary: _____ _____ _____	Teaching Point: _____ _____ _____ Discussion Prompt: _____ _____ _____ New sight word: _____ 1. <i>What's missing</i> 2. <i>Mix & Fix</i> 3. <i>Table writing</i> 4. <i>Whiteboard</i>
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DAY 2

Sight word review: (Optional after level E) _____ _____ _____	Reread Yesterday's New Book. Observations and Teaching Points: _____ _____ _____ _____ _____ _____	Reteach same sight word: _____ Word Study: (Do one of the activities below.) Sound sorts: _____ Making words: _____ Sound boxes: _____ Analogy Chart: _____ (Level G+) <table border="1" style="width: 100%; height: 40px; margin-top: 5px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table>		

DAY 3

Sight word review: (Optional after level E) _____ _____ _____	Student rereads book with a buddy.	Guided Writing: _____ _____ A-C: Dictated sentence D-I: Dictated sentence, BME, SWBS
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Teaching Points During and After Reading

Emergent Level (A-C)	Early level (D-I) Decoding Strategies	Fluency & Phrasing (levels C-I)
<ul style="list-style-type: none"> <input type="checkbox"/> 1:1 matching – <i>Point to the words.</i> <input type="checkbox"/> Use meaning - <i>Check the picture.</i> <input type="checkbox"/> Use known words – <i>Show me 'here'.</i> <input type="checkbox"/> Use 1st letters - <i>Get you mouth ready.</i> <input type="checkbox"/> Cross-check picture and 1st letter <input type="checkbox"/> Blend little words (3 sounds) & think what would make sense. <i>Check the word with your finger. Say it slowly. What would look right and make sense?</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Use M, S, & V - <i>Reread and get your mouth ready. What would make sense & look right?</i> <input type="checkbox"/> <i>Check the ending.</i> (-s, -ed, -ing) <input type="checkbox"/> Use known parts – <i>Is there a part you know?</i> <input type="checkbox"/> <i>Check the middle of the word.</i> <input type="checkbox"/> Contractions. <input type="checkbox"/> Use analogies with known words. <i>Do you know another word that looks like this one?</i> <input type="checkbox"/> <i>Chunk big words. Break the word into parts and think what would make sense.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Read it without your finger.</i> <input type="checkbox"/> <i>How would he (the character) say that?</i> <input type="checkbox"/> <i>Read these words together. (teacher frames 2-3 words)</i> <input type="checkbox"/> <i>Teacher slides finger over text</i> Comprehension (Oral responses) <ul style="list-style-type: none"> <input type="checkbox"/> <i>Recall – What did you read?</i> <input type="checkbox"/> <i>Retell-Beginning, middle, end.</i> <input type="checkbox"/> <i>Inference – Why did the character do (or say) that?</i> <input type="checkbox"/> <i>Predict – What might happen next?</i>

10-Minute Guided Reading Lesson for Levels J-P

This plan can be used when you have a transitional reader who does not fit into one of your reading groups. Teach the student individually every day for 10 minutes. **You will use the same book for three consecutive sessions.**

Day 1:

- **Sight word review (1 minute)** – *If the student does not know how to write the 60 words listed in the handbook for levels A-E, review three words each day. Be sure these are words you have taught the student. The student should be successful.*
- **Read a New Book (8-10 minutes)** – Guide the student to quickly preview the book, making predictions from the illustrations. Introduce new vocabulary the student could not decode or could not figure out what the word means. Student reads while teacher prompts for self-monitoring, decoding, fluency or retell as appropriate.
- **Sight word (if appropriate) 1 minute**
 - *If the student needs to work on sight words, teach one each day using the following activities:*
 - *What's Missing* - Teacher writes word on board, student spells word, teacher erases one letter, student tells what letter is missing, continue erasing one, two, or more letters.
 - *Table Writing* - Student writes the word on table with his/her finger.
 - *White Board* - Student writes the word on a white board without copying.

Day 2:

- **Sight Word Review** (If appropriate) Be sure to include the new sight word you taught in yesterday's lesson.
- **Continue reading the book (5 minutes)** *Student finishes reading the book. Prompt for strategies.*
- **Reteach the same sight word from yesterday if appropriate (1 minute)**
- **Word Work (3 minutes)** – Select one word work activity that is appropriate for the student's needs.
 - *If student needs blends and short vowels – use 4 or 5 sound boxes. Dictate 3 or 4 phonetically regular words. Have student say word slowly on his/her finger and then write the word in sound boxes. See appendix in handbook for appropriate words to use.*
 - *If student needs vowel combinations – use analogy chart. Select two vowel patterns. Student writes known words with those two patterns at the top of a T-chart. Dictate 4 or 5 words that have those two patterns. Student must decide which word matches the vowel pattern. Then s/he writes the new word under the correct key word. Be sure to include blends, digraphs and endings.*

Day 3:

- **Guided Writing (10 minutes)**
Help the student write a response to the story. Options include
 - *Write 5 sentences that retell the beginning, middle, and end. (BME)*
 - *Write a 5 finger retell.*
 - *Write a somebody-wanted-but-so*
 - *Student should use the "Personal Word Wall" to spell unknown sight words.*

The student does not read the book with the teacher on day 3, but the student should reread the book for fluency with a buddy, on a tape recorder or individually some time during the day.

Title: _____	Level: _____	Dates: _____	Lesson # _____
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DAY 1

Sight word review: (Optional) _____ _____ _____	New Book Introduction: <i>This book is called</i> _____ <i>and it's about</i> _____ _____ _____ New vocabulary: _____ _____ _____	Teaching Points: _____ _____ _____ Discussion Prompt: _____ _____ New sight word: _____ 1. <i>What's missing</i> 2. <i>Mix & Fix</i> 3. <i>Table writing</i> 4. <i>Whiteboard</i>
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DAY 2

Sight word review: (Optional) _____ _____ _____	Finish reading the book. Observations and Teaching Points: _____ _____ _____ _____ _____ _____	Reteach same sight word: _____ Word Study: (Do one of the activities below.) Sound sorts: _____ Making words: _____ Sound boxes: _____ Analogy Chart: _____
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DAY 3

Guided Writing: Record observations <ul style="list-style-type: none"> ○ BME ○ 5 finger retell ○ SWBS

Teaching Points During and After Reading

Prompts for Monitoring and Decoding	Prompts for Fluency	Prompts for Retell
<ul style="list-style-type: none"> <input type="checkbox"/> <i>Does that make sense? Reread and think what would make sense & look right.</i> <input type="checkbox"/> <i>Check the middle (or end) of the word.</i> <input type="checkbox"/> <i>Is there a part you know?</i> <input type="checkbox"/> Contractions. <input type="checkbox"/> <i>Chunk the word.</i> <input type="checkbox"/> <i>Is there another word you know that looks like this part?</i> <input type="checkbox"/> <i>Now reread and think what would make sense.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Read it without your finger.</i> <input type="checkbox"/> <i>How would he (the character) say that?</i> <input type="checkbox"/> <i>Can you make it sound like talking?</i> <input type="checkbox"/> <i>Read these words together. (teacher frames 2-3 words)</i> <input type="checkbox"/> <i>Move your eyes ahead. (Teacher slides finger over text to push the student's eye forward.)</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> STP – student stops after reading a page (or paragraph) Student covers the page and thinks about the story. Student paraphrases the text. If student has trouble, prompt them to look at the picture. <input type="checkbox"/> Tell me what you read. <input type="checkbox"/> Predict – <i>What might happen next?</i>

