

## Pre-A Lesson Plan

Students: \_\_\_\_\_ Date: \_\_\_\_\_ Lesson # \_\_\_\_\_

Activity Options *	Observations/Notes
<p><b>Working with Letters</b></p> <p>Letter Activity: # _____</p> <p>Letter formation: _____</p>	
<p><b>Working with Names – (Circle 1)</b></p> <p>Name puzzles.</p> <p>Make names out of magnetic letters.</p> <p>Rainbow writing with names.</p>	
<p><b>Working with Sounds – (Circle 1)</b></p> <p>Clapping syllables: 1    2    3</p> <p>Rhyming words _____</p> <p>Picture Sorts: _____</p>	
<p><b>Working with Books</b></p> <p>Do shared reading with a level A book. Encourage oral language and teach print concepts (circle one or two):</p> <ul style="list-style-type: none"> <li>○ concept of a word (<i>frame a word or count the words in a sentence</i>).</li> <li>○ concept of a letter (<i>frame a letter or count the letters in a sentence</i>).</li> <li>○ first letter/word (identify)</li> <li>○ last letter/word (identify)</li> <li>○ period (identify)</li> <li>○ capital/lower case letters (identify)</li> <li>○ one to one matching</li> </ul>	<p>Title: _____</p> <p>Observations: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Interactive Writing &amp; Cut-up sentence</b></p> <p>Sentence: _____</p>	

\* Select activities that teach needed skills. Limit lesson to 15 – 20 minutes.

**Emergent Guided Reading Lesson Plan**

Levels A-C; DRA 1-4

**Title:** \_\_\_\_\_ **Level:** \_\_\_\_\_ **Group #** \_\_\_\_\_ **Lesson #** \_\_\_\_\_

<p><b>Day 1 Date:</b></p> <p><b>Sight word review-writing:</b></p> <hr/> <p><b>Introduce New Book:</b> <i>This book is called</i> _____  <i>and it's about</i> _____</p> <hr/> <p>New vocabulary: _____</p> <hr/> <p><b>Text Reading with prompting:</b>  <i>"Get your mouth ready."</i>  <i>"Does that make sense? Check the picture."</i>  <i>"Does that sound right and look right?"</i>  <i>"Show me the word _____."</i> (for sight words)</p>	<p><b>Day 2 Date:</b></p> <p><b>Sight word review-writing</b></p> <hr/> <p><b>Reread Yesterday's Book (and other familiar books):</b>  <b>Observations</b></p>
<p><b>Teaching Points after Reading:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> One-to-one matching (Discourage pointing @ level C.)</li> <li><input type="checkbox"/> Use picture clues (Meaning)</li> <li><input type="checkbox"/> Monitor with known words</li> <li><input type="checkbox"/> Use 1st letter cues</li> <li><input type="checkbox"/> Crosschecking picture &amp; 1<sup>st</sup> letter (always do with levels A &amp; B)</li> </ul>	<p><b>Teaching Points after Reading:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> One-to-one matching (Discourage pointing @ level C.)</li> <li><input type="checkbox"/> Use picture clues (Meaning)</li> <li><input type="checkbox"/> Monitor with known words</li> <li><input type="checkbox"/> Use 1st letter cues</li> <li><input type="checkbox"/> Crosschecking picture &amp; 1<sup>st</sup> letter</li> </ul>
<p><b>Discussion Prompt</b></p>	<p><b>Discussion Prompt</b></p>
<p><b>Teach 1 Sight Word:</b> _____  <i>What's missing?</i>  <i>Mix &amp; Fix</i>  <i>Table writing</i>  <i>Writing on a whiteboard (do all 4 steps both days)</i></p>	<p><b>Teach Same Sight Word:</b> _____  <i>What's missing?</i>  <i>Mix &amp; Fix</i>  <i>Table writing</i>  <i>Writing on a whiteboard</i></p>
<p><b>Word Study (Pick only 1):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sound sorts: _____</li> <li><input type="checkbox"/> Making words: _____</li> <li><input type="checkbox"/> Sound boxes: _____</li> </ul>	<p><b>Guided Writing:</b> Dictated or open-ended sentence</p>

## Early Guided Reading Lesson Plan

Levels D-I; DRA 5-16

**Title:** \_\_\_\_\_ **Level:** \_\_\_\_\_ **Group: #** \_\_\_\_\_ **Lesson #** \_\_\_\_\_

<p><b>DAY 1 Date:</b> _____</p>	<p><b>DAY 2 Date:</b> _____</p>			
<p><b>Sight word review-writing</b> (optional after 8/E)</p> <p>_____</p> <p>_____</p>	<p><b>Sight word review-writing</b></p> <p>_____</p> <p>_____</p>			
<p><b>Introduce New Book:</b> <i>This book is called</i> _____ <i>and it's about</i> _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>New vocabulary:</b> _____</p> <p>_____</p>	<p><b>Reread Familiar Books: (NOTES)</b></p> <p>_____</p> <p>_____</p> <p>_____</p>			
<p><b>Prompts for Early Readers:</b> (Use for Day 1 and Day 2)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Check the picture and think what would make sense. Does it look right and make sense? Reread the sentence.</li> <li><input type="checkbox"/> Check the end (or middle) of the word. What would look right and make sense?</li> <li><input type="checkbox"/> Cover the ending. Is there a part you know? Try that again. What would make sense?</li> <li><input type="checkbox"/> Chunk the word and think what makes sense.</li> <li><input type="checkbox"/> Do you know another word that looks like this one? (use analogy with rhyming word)</li> <li><input type="checkbox"/> What can you try? What can you do to help yourself?</li> </ul>				
<p><b>Select one or two teaching points after reading.</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top;"> <p><b>Word-solving strategies:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Self-monitor w/M, S &amp;V</li> <li><input type="checkbox"/> Reread at difficulty.</li> <li><input type="checkbox"/> Attend to endings.</li> <li><input type="checkbox"/> Use known parts.</li> <li><input type="checkbox"/> Contractions.</li> <li><input type="checkbox"/> Use analogies.</li> <li><input type="checkbox"/> Chunk big words.</li> </ul> </td> <td style="width: 33%; vertical-align: top;"> <p><b>Fluency:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attend to bold words.</li> <li><input type="checkbox"/> Attend to punctuation.</li> <li><input type="checkbox"/> Read with phrasing.</li> <li><input type="checkbox"/> Read it like the character.</li> </ul> </td> <td style="width: 33%; vertical-align: top;"> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recall information. (B-M-E)</li> <li><input type="checkbox"/> Retell. (5 finger)</li> <li><input type="checkbox"/> Make predictions.</li> <li><input type="checkbox"/> Make connections.</li> <li><input type="checkbox"/> Make inferences.</li> <li><input type="checkbox"/> _____</li> </ul> </td> </tr> </table>		<p><b>Word-solving strategies:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Self-monitor w/M, S &amp;V</li> <li><input type="checkbox"/> Reread at difficulty.</li> <li><input type="checkbox"/> Attend to endings.</li> <li><input type="checkbox"/> Use known parts.</li> <li><input type="checkbox"/> Contractions.</li> <li><input type="checkbox"/> Use analogies.</li> <li><input type="checkbox"/> Chunk big words.</li> </ul>	<p><b>Fluency:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attend to bold words.</li> <li><input type="checkbox"/> Attend to punctuation.</li> <li><input type="checkbox"/> Read with phrasing.</li> <li><input type="checkbox"/> Read it like the character.</li> </ul>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recall information. (B-M-E)</li> <li><input type="checkbox"/> Retell. (5 finger)</li> <li><input type="checkbox"/> Make predictions.</li> <li><input type="checkbox"/> Make connections.</li> <li><input type="checkbox"/> Make inferences.</li> <li><input type="checkbox"/> _____</li> </ul>
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<p><b>Discussion Prompt:</b></p>	<p><b>Discussion Prompt:</b></p>			
<p><b>Teach 1 Sight Word:</b> (optional after level E)</p> <p style="text-align: center;"><i>What's missing?</i> <i>Mix &amp; Fix</i> <i>Table Writing</i> <i>White Board</i></p>	<p><b>Teach 1 Sight Word:</b></p>			
<p><b>Word Study:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sound sorts: _____</li> <li><input type="checkbox"/> Making words: _____</li> <p>_____</p> <li><input type="checkbox"/> Sound boxes: _____</li> <li><input type="checkbox"/> Analogy Chart: _____</li> </ul>	<p><b>Guided Writing:</b></p> <p><i>Levels D-E: Dictate two sentences</i> <i>Level E- F: Beginning-Middle-End (3 sentences)</i> <i>Level G-I: BME (4-5 sentences)</i> <i>Level G-I: Somebody, Wanted, But, So (SWBS)</i></p>			

## Transitional Guided Reading Lesson Plan

For students reading at levels J-P who need to improve decoding, fluency and retell.

Title: \_\_\_\_\_ Level: \_\_\_\_\_ Group: \_\_\_\_\_ Strategy Focus: \_\_\_\_\_ Lesson # \_\_\_\_\_

<p><b>Day 1</b> Date _____ Pages _____</p> <p><b>Introduce New Book:</b> <i>This book is about</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>New vocabulary:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Day 2</b> Date _____ Pages _____</p> <p>(Continue first reading) Notes/Observations</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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**Teaching Points: Choose 1 or 2 each day**      **Teaching Points: Choose 1 or 2 each day**

<p><b>Decoding strategies:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reread &amp; think what would make sense.</li> <li><input type="checkbox"/> Cover (or attend to) the ending.</li> <li><input type="checkbox"/> Use a known part. (e.g. <i>shouted</i>)</li> <li><input type="checkbox"/> Use analogies. (e.g. <i>saw - jaw</i>)</li> <li><input type="checkbox"/> Chunk big words. (re-mem-ber)</li> </ul> <p><b>Fluency &amp; Phrasing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Phrasing.</li> <li><input type="checkbox"/> Attend to bold words.</li> <li><input type="checkbox"/> Dialogue, intonation &amp; expression.</li> <li><input type="checkbox"/> Attend to punctuation.</li> </ul>	<p><b>Vocabulary Strategies:</b></p> <p>Reread the sentence and look for clues. Check the picture or visualize. Use a known part. (e.g. compound words)</p> <p><b>Comprehension Strategies:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><u>Fiction:</u></td> <td style="width: 50%; border: none;"><u>Nonfiction:</u></td> </tr> <tr> <td style="border: none;">BME</td> <td style="border: none;">Recall information</td> </tr> <tr> <td style="border: none;">5-finger Retell</td> <td style="border: none;">Write key words</td> </tr> <tr> <td style="border: none;">S-W-B-S</td> <td style="border: none;">Compare/contrast</td> </tr> <tr> <td style="border: none;">Compare characters</td> <td style="border: none;">Ask questions</td> </tr> <tr> <td style="border: none;">Track character's feelings</td> <td style="border: none;">Summarize w/support</td> </tr> <tr> <td style="border: none;">Flag the V.I.P</td> <td style="border: none;">Main Idea/Details</td> </tr> </table>	<u>Fiction:</u>	<u>Nonfiction:</u>	BME	Recall information	5-finger Retell	Write key words	S-W-B-S	Compare/contrast	Compare characters	Ask questions	Track character's feelings	Summarize w/support	Flag the V.I.P	Main Idea/Details
<u>Fiction:</u>	<u>Nonfiction:</u>														
BME	Recall information														
5-finger Retell	Write key words														
S-W-B-S	Compare/contrast														
Compare characters	Ask questions														
Track character's feelings	Summarize w/support														
Flag the V.I.P	Main Idea/Details														

<b>Discussion Prompt:</b>	<b>Discussion Prompt:</b>
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<p><b>Word Study (if appropriate)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sound boxes    <input type="checkbox"/> Analogy chart</li> <li><input type="checkbox"/> Make a big word</li> </ul>	<p><b>Word Study (if appropriate)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sound boxes    <input type="checkbox"/> Analogy chart</li> <li><input type="checkbox"/> Make a big word</li> </ul>
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**Day 3 Reread the book for fluency (5-10 min.) & Guided Writing (10-15 min.)**

- Beginning-Middle-End     5-finger retell     SWBS     Character Analysis
- Problem - solution     Compare or contrast     Event - detail     Other: \_\_\_\_\_

\_\_\_\_\_

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**Fluent Guided Reading Lesson Plan**

Title: \_\_\_\_\_ Level: \_\_\_ Strategy Focus: \_\_\_\_\_ Group: \_\_\_\_\_

**Day 1**                      Date: \_\_\_\_\_

<b>Before Reading (5 minutes)</b>	<b>Read &amp; Respond (10 minutes)</b>	<b>After Reading (5 minutes)</b>
This book is about _____ _____ _____ _____ _____ <b>Preview &amp; predict</b> (the entire book): _____ _____ <b>New Vocabulary for Day 1:</b> p. _____ p. _____ p. _____ p. _____ p. _____	<b>Model Strategy</b> (Comp. or Voc.) _____ _____ _____ _____ _____ <b>Observations &amp; Scaffolds</b> _____ _____ _____ _____ _____ _____	<b>Discussion and teaching points</b> _____ _____ _____ _____ _____ _____ _____ _____ _____ <b>Words for the New Word List:</b> 1. _____ 2. _____

**Day 2**                      Date: \_\_\_\_\_

<b>Before Reading (3 minutes)</b>	<b>Read &amp; Respond (12 minutes)</b>	<b>After Reading (5 minutes)</b>
<b>Preview new text portion:</b> Today you will read to find out _____ _____ _____ _____ _____ <b>New Vocabulary for Day 2:</b> p. _____ p. _____ p. _____ p. _____ p. _____	<b>Observations &amp; Scaffolds</b> _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	<b>Discussion and teaching points</b> _____ _____ _____ _____ _____ _____ _____ _____ _____ <b>Words for the New Word List:</b> 1. _____ 2. _____

**Possible Teaching Points for Fluent Lessons – See *The Next Step in Guided Reading* for more ideas.**

<b>Vocabulary</b>	<b>Comprehension - fiction</b>	<b>Comprehension - nonfiction</b>
<input type="checkbox"/> Use context clues <input type="checkbox"/> Use pictures or visualize <input type="checkbox"/> Use a known part <input type="checkbox"/> Make connections to known words	<input type="checkbox"/> STP <input type="checkbox"/> VIP <input type="checkbox"/> Retell story (5 finger) <input type="checkbox"/> Visualize <input type="checkbox"/> Predict & support <input type="checkbox"/> Make connections <input type="checkbox"/> Character traits <input type="checkbox"/> Ask questions <input type="checkbox"/> Summarize by chapter <input type="checkbox"/> Make inferences – (from dialogue, action, or physical description)	<input type="checkbox"/> STP (Stop-Think-Paraphrase) <input type="checkbox"/> Fact-Question <input type="checkbox"/> Summarize w/key words <input type="checkbox"/> Main Idea/Details <input type="checkbox"/> Important/Interesting <input type="checkbox"/> Interpreting visual information (maps, charts) <input type="checkbox"/> Ask questions <input type="checkbox"/> Contrast or Compare <input type="checkbox"/> Cause/Effect <input type="checkbox"/> Evaluate- fact/opinion, author’s point of view <input type="checkbox"/> Figurative language: _____ <input type="checkbox"/> Other: _____

**Day 3 Date:** \_\_\_\_\_

<b>Before Reading (3 min.)</b>	<b>Read &amp; Respond (12 minutes)</b>	<b>After Reading (5 minutes)</b>
<p><b>Preview</b> the new portion of text Today you will read to find out</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>New Vocabulary for Day 3</b></p> <p>p. ____ _____</p> <p>p. ____ _____</p> <p>p. ____ _____</p> <p>p. ____ _____</p>	<p><b>Observations &amp; Scaffolds</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Discussion and teaching points</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Words for the <b>New Word List</b>:</p> <p>1. _____</p> <p>2. _____</p>

**Day 4 Date:** \_\_\_\_\_ (Not every guided reading book will take four days to read; some will take longer.)

<b>Before Reading (3 min.)</b>	<b>Read &amp; Respond (12 minutes)</b>	<b>After Reading (5 minutes)</b>
<p><b>Preview</b> the new portion of text Today you will read to find out</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>New Vocabulary for Day 4</b></p> <p>p. ____ _____</p> <p>p. ____ _____</p> <p>p. ____ _____</p> <p>p. ____ _____</p>	<p><b>Observations &amp; Scaffolds</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Discussion and teaching points</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Words for the <b>New Word List</b>:</p> <p>1. _____</p> <p>2. _____</p>

**Optional Guided Writing** (If appropriate): After students finish reading the book, help them expand their understanding of the text by writing with the teacher’s support for 20 minutes. Recommended for struggling writers.

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<b>Options for Fiction Texts</b>	<b>Options for Nonfiction Texts</b>	<b>Options for Poetry</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Retelling (BME or 5 finger).</li> <li><input type="checkbox"/> Event/Detail- from the Beginning, Middle and End.</li> <li><input type="checkbox"/> Problem/Solution.</li> <li><input type="checkbox"/> Character Analysis (trait – example) – combine with BME to show how character changes in the story. Only works with dynamic characters.</li> <li><input type="checkbox"/> Microtheme – Write a paragraph about a message (theme) in the book.</li> <li><input type="checkbox"/> Alternate ending</li> <li><input type="checkbox"/> Summarize one chapter</li> </ul>	<p><b>Biography</b> – Character analysis, bio poem, compare/contrast, Event/Contribution to society.</p> <p><b>Descriptive Text</b> – Key idea poem, key idea summary, main idea/details, chapter summary.</p> <p><b>Historical Text</b> – Cause/Effect (2 paragraphs), Key idea poem, key idea summary, important event/details, chapter summary.</p> <p><b>Scientific Text</b> – compare/contrast (2 paragraphs), main idea/details, chapter summary, cause/effect.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Connections – text to self, text to text, text to world.</li> <li><input type="checkbox"/> Microthemes – Explain one theme of the poem.</li> <li><input type="checkbox"/> Literal/figurative meaning. (This is what the poem says; This is what the poem means.)</li> <li><input type="checkbox"/> Explain the meaning of some aspect of figurative language.</li> <li><input type="checkbox"/> Interpreting author’s bias: Why did the poet write this poem?</li> <li><input type="checkbox"/> Other _____</li> </ul>

## 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)  _____ _____ _____	<b>New Book Introduction:</b> <i>This book is called</i> _____ <i>and it's about</i> _____ _____ _____ <b>New vocabulary:</b> _____ _____ _____	Teaching Point: _____ _____ _____ <b>Discussion Prompt:</b> _____ _____ <b>New sight word:</b> _____ 1. <i>What's missing</i> 2. <i>Mix &amp; Fix</i> 3. <i>Table writing</i> 4. <i>Whiteboard</i>
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**DAY 2**

Sight word review: (Optional after level E)  _____ _____ _____	<b>Reread Yesterday's New Book.</b> <b>Observations and Teaching Points:</b> _____ _____ _____ _____ _____ _____	<b>Reteach same sight word:</b> _____ <b>Word Study:</b> (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)  _____ _____ _____	<b>Student rereads book with a buddy.</b>	<b>Guided Writing:</b> _____ _____ 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"> <li><input type="checkbox"/> 1:1 matching – <i>Point to the words.</i></li> <li><input type="checkbox"/> Use meaning - Check <i>the picture.</i></li> <li><input type="checkbox"/> Use known words – <i>Show me 'here'.</i></li> <li><input type="checkbox"/> Use 1<sup>st</sup> letters - <i>Get you mouth ready.</i></li> <li><input type="checkbox"/> Cross-check picture and 1<sup>st</sup> letter</li> <li><input type="checkbox"/> Blend little words (3 sounds) &amp; think what would make sense. <i>Check the word with your finger. Say it slowly. What would look right and make sense?</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use M, S, &amp; V - <i>Reread and get your mouth ready. What would make sense &amp; look right?</i></li> <li><input type="checkbox"/> Check the ending. (-s, -ed, -ing)</li> <li><input type="checkbox"/> Use known parts – <i>Is there a part you know?</i></li> <li><input type="checkbox"/> Check the middle of the word.</li> <li><input type="checkbox"/> Contractions.</li> <li><input type="checkbox"/> Use analogies with known words. <i>Do you know another word that looks like this one?</i></li> <li><input type="checkbox"/> Chunk big words. <i>Break the word into parts and think what would make sense.</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read it without your finger.</li> <li><input type="checkbox"/> How would he (the character) say that?</li> <li><input type="checkbox"/> Read these words together. (teacher frames 2-3 words)</li> <li><input type="checkbox"/> Teacher slides finger over text</li> </ul> <p><b>Comprehension (Oral responses)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recall – <i>What did you read?</i></li> <li><input type="checkbox"/> Retell-Beginning, middle, end.</li> <li><input type="checkbox"/> Inference – <i>Why did the character do (or say) that?</i></li> <li><input type="checkbox"/> Predict – <i>What might happen next?</i></li> </ul>



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

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

<p><b>Guided Writing: Record observations</b></p> <ul style="list-style-type: none"> <li>○ BME</li> <li>○ 5 finger retell</li> <li>○ SWBS</li> </ul>
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**Teaching Points During and After Reading**

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

