

Steps for Recording and Teaching a Guided Reading Lesson

Make sure students have the materials they need to do the lesson. Students will need access to the book. Either send it to their home, or if you are using *Literacy Footprints*, they can read the book online at pioneervalleybooks.com. Just type the title into the search box>quick view> full description> read online. The book will have a watermark through it, but it is still readable.

Students will also need the following:

- paper and pencil
- lowercase letters or letter cards
- dry-erase board or a sheet of paper inserted in a heavy, clear sheet protector
- dry-erase marker
- Sound box/analogy chart template inserted in a plastic sheet protector. You can download one [here](#).
- Transitional and fluent readers will likely use a comprehension card during the lesson. Comprehension cards can be downloaded for free [here](#).

Teacher will need:

- Dry erase board or easel and marker
- Quicktime player so you can record your lesson

A parent or older sibling should listen to the child read the book.

Use the following guidelines to record your guided reading lesson.

DAY 1

1. **Introduce the Book** – Because you won't be able to scaffold students as they read, you may want to give a more supportive book introduction. After you state the synopsis, guide students through the illustrations and introduce any new vocabulary that might be challenging to decode. For transitional and fluent readers, you will want to model the comprehension focus.
2. **Read the Book** – The student pauses the video and reads the book with a parent or older sibling.
3. **Discuss the Book** – Ask a few questions about the book.
4. **Teaching point** – Write a challenging word from the book and demonstrate a strategy for decoding it.
5. **Teach a new Sight word** – **Choose a sight word from the book to teach the group.** Follow the four steps: What's missing? Mix and Fix. Table Writing. Write It and Retrieve it.
6. **Word Study** – Use one of the following activities to teach a word study skill. In *The Next Step Forward in Word Study and Phonics*, there are 300 ready-to-teach word study lessons.
 - a. *Picture sorting* – Have each student write the target sounds on two separate cards. (e.g. st and sl). The teacher holds up a picture card (e.g. slide). Students hold up the letter card that matches the beginning sound.
 - b. *Sound boxes* – Each student needs a sound box template and dry erase marker. Tell the students how many boxes to use. Dictate a word and tell students to say the

word slowly as they run their finger under the boxes. Students say the word again and write a sound in each box. Wait a few seconds and then show the students the word written in sound boxes so students can check their work.

- c. *Making words* – Each student needs a set of lowercase magnetic letters, or parents could make letter cards by writing each letter of the alphabet on separate cards or 1” sticky notes. Use one of the making words activities from *The Next Step Forward in Guided Reading* or *The Next Step Forward in Word Study and Phonics*. After you dictate each word for students to make, wait a few seconds and show the word to the students so they can check their work.
- d. *Breaking words* - Each student needs a set of lowercase magnetic letters, or letter cards. Teach one of the activities in *The Next Step Forward in Word Study and Phonics*.
- e. *Analogy charts* - Each student needs the analogy chart template and a dry erase marker. Teach one of the activities in *The Next Step Forward in Guided Reading* or *The Next Step Forward in Word Study and Phonics*. After you dictate a word, show students your analogy chart so they can check their work.
- f. *Make a Big Word* - Each student needs a set of lowercase magnetic letters, or letter cards. Select a big word from the book and tell students the letters they will need to make that word. *Say the letters in alphabetical order*. Tell students to clap the word before they make it with the letters. Then show students the word so they can check their work.
- g. *Breaking Big Words* - Each student needs a set of lowercase magnetic letters or letter cards. Teach one of the activities in *The Next Step Forward in Word Study and Phonics*.
- h. *Writing Big Words* – Each student needs a dry erase board and marker. From the story, select a big word that has a common phonics element. Dictate the word and tell students to say each part as they write it. Dictate two more words that have the same feature. (e.g. partial, portion, essential) Show students each word so they can check their work.

DAY 2

On Day 2 of an emergent or early lesson, students reread the book with their parent. Then they would do a guided writing activity. You could dictate a few sentences (appropriate for emergent readers), or give a writing prompt.

On Day 2 of a transitional or fluent lesson, students reread the book with a different comprehension focus. You do not need to introduce the book, but you should model the strategy before students read the book with their parent. Ask a few discussion questions at the end of the lesson.

Day 3 for Transitional and Fluent Readers

Students will need a notebook and pencil. Provide a writing prompt related to the book. Write the prompt on a dry erase board and show students how to use key words from the prompt in their topic sentence. They suggest a graphic organizer they can use to plan their writing. I usually have students record a few key words or create a T-chart. Encourage students to use their book or the Personal Word Wall to help them spell challenging words.

If you record your lesson, be relaxed and cheerful. Your students will be so excited to see your face. Although face-to-face instruction is best, it isn't always feasible. I hope these ideas will help you create lessons that are engaging and beneficial.

Click [here](#) for videos of Remote Guided Reading Lessons

Day 1 – Reading the book using the Yellow Questions strategy. Also put this in video tips as well

Day 2 – Reread the book using the Key Word summary strategy

Day 3 – Guided Writing

Word Study – This could be added to one of the lessons above

Link from the Pioneer Valley

For other examples of video lessons for text levels A-N [click here](#).