

Sample Guided Reading Lesson for Emergent Readers

Text: *Glasses*, by Francis Lee (Scholastic Canada Ltd.)

Overview of Text: This text tells readers about the people in Emma's family who wear glasses.

Timeframe:

- 1 lesson
- 10 minutes in duration

Other Materials:

- Individual copies of the text
- Photographs of people wearing glasses, if available and necessary

Ontario Curriculum Expectations (Kindergarten):

Children will:

- demonstrate awareness of some conventions of written materials (Language)
- use language patterns and sound patterns to identify words and to predict the next word (Language)
- express their own thoughts and share experiences (Personal and Social Development)

Assessment Opportunities:

Observe for:

- application of knowledge of print concepts
- use of initial consonants for predicting or confirming vocabulary
- use of background knowledge to predict text

Note: *sample anecdotal comments follow*

Reflections for Teacher and Students:

Teacher:

- What strategies is this student able/almost able to use independently?
- What independent reading books will enhance this student's reading abilities?

Students:

- What strategies did I use to read this text?
- What surprised me in this text?

Procedure:**Before Reading**

The teacher looks at the diagnostic assessment that has been gathered for a student, analyzes the strengths of the reader, and chooses a strategy that the reader appears ready to apply *independently* (in this case: recognizing and reading a predictable sentence pattern). Based on this information and the interests or background knowledge of the student, a text is selected. The teacher determines whether, based on collected data, there are other students who might be ready to apply this strategy. The teacher can introduce the book to individual students or to a small group of 2 or 3 students (for this developmental reading stage).

The teacher's observations and collected data indicate that two students can independently read the high frequency words: *my*, *has*.

The text, **Glasses**, is selected because:

- The book contains these high frequency words
- The script follows a predictable sentence structure
- Students can both recognize and name the family members identified in the story, but cannot yet read all the names

Challenges in this text will be:

- Recognizing the words for different family members and inserting each of the words appropriately in the sentence
- Cross-checking the word for the family member they just read to ensure that the word starts with the initial letter in the text

Pre-Reading Discussion

The teacher uses the cover of the book, as well as photographs or magazine pictures of people wearing glasses, to engage students in a discussion about their own knowledge of the topic.

Introducing the Text

Students are given individual copies of the book, but are asked not to open them until told. The teacher reads the title and asks what students think the book might be about. This brief activity helps student to anticipate concepts and vocabulary that may be encountered.

The teacher guides the discussion to the idea that various family members may wear glasses and that the names of the family members may be found in the text. The name of the author and the photographer are also read by the teacher, and a brief discussion follows on the way the book has been illustrated.

Students are asked to open the book, turn to the title page, and read the title of the book with the teacher. The teacher again reads the name of the author and the photographer.

Teacher: "Let's turn to pages 2 and 3. Here is a person in Emma's family. Who would Emma say has glasses?"

Student: "Her dad."

Teacher: “Yes, Emma said, ‘My dad has glasses.’”

Teacher: “Let’s turn the page. Who is here? What would Emma say?”

The teacher continues the picture walk for a few more pages, and then asks students to check the letters of one of the words, i.e., *sister*, to see if it “looks right” (independent reading strategy).

During Reading

The teacher tells students that there is a surprise at the end of the book. They are invited to read the rest of the book independently to find out what the surprise is. Students read quietly, so the teacher can intervene with a strategy if difficulties arise. In particular, the teacher listens for evidence of effective use of reading strategies when students are challenged by a word or when they self-correct an error. If a student tries to read the last page by following the familiar pattern, he/she is asked to “point” and read. One-to-one matching should help the student to identify the error.

After Reading

The teacher engages students in a discussion about what they read and any difficulties they may have encountered. Students are encouraged to share strategies that helped them in their reading.

The book is now made available for these two students to reread. It is placed in their independent browsing boxes. During a subsequent lesson, the teacher may choose to revisit the text and address the high-frequency words encountered in the text, perhaps also asking the students to read the classroom walls with a pointer, while looking for the same words.

After-Reading Activities

- ❑ The teacher may choose to engage students in a brief onset and rime activity with the word *had* or *my*, providing the magnetic letters *h, a, d, m, t, s, r*, and *y* so they can make and then record the words *mad, sad, cry, try*.
- ❑ Students might like to make a book about their own family members, perhaps changing the theme to reflect their own family.

Note: Senior Kindergarten guided reading sessions are usually undertaken on an individual basis, when students have demonstrated their desire and readiness to read. Students need to have a beginning understanding of how print works and that print carries a message. If several students demonstrate similar reading readiness, the teacher may introduce a book to a very small group of 2 or 3 students, and then ask each to read aloud but quietly and not simultaneously in an informal setting, such as on the carpet or in the reading corner of the classroom.