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Sincerely,
Karen Haag

Writing a Guided Reading Lesson Plan

(Margaret Mooney; Fountas and Pinnell, Reading Recovery) (p. 2-12)

- (1) Read the book beforehand so you know the pattern and the rhythm of the language.
- (2) Identify two or three words you feel the children may have difficulty figuring out that are critical to understanding the story.
- (3) Choose the skill you will teach.
- (4) Choose the comprehension strategy you will emphasize.

Familiar Rereads (5-10 minutes) (to build reading fluency)

Children read from a selection of books they have already read. They can read Big Books or reading books you've read together. The atmosphere should be warm and inviting so they can practice reading fluently!

Introduction: Set the Stage (5 minutes) (To make explicit the strategies readers use.)

You will have the only copy of the book. Hold up the book and state a summary... this is a story about... Cover the text with your hand or with sticky notes.

Preview/Picture Walk. Discuss pictures in the book without focusing on the words. Continue to ask, "What are you reading to find out?" or "What do you notice?" or "What do you wonder?" By the time students are in the fluent level, they should be doing the picture walk independently.

Introduce the language of the book to students by saying key phrases that will be in the text. (In emergent levels introduce the predictable pattern: "Not by the hair of my chinny, chin, chin...") Use the vocabulary you selected in your oral introduction. ("See the boy sleeping in the *armchair*." "This man is a *peddler* and his wares are caps.") Have the students locate the new words (no more than 3). (Ex. Ask, "What letter would you expect to see at the beginning of *armchair*? Look at this page and see if you can find the *armchair*.")

Build background knowledge. Relate students' knowledge of the story by asking questions and discussing. Use the pictures to help them. "What do you think will happen in this book and why?" Or, ask children what they know about the topic or author. Make a bubble map or other graphic organizer to help them see what they know.

Direct the readings (10-20 minutes) (Reading practice)

- (1) First reading: the students read the book. (Emergent Readers 1st reading – The teacher holds the book and points to the words as the students read.)
- (2) Second Reading – Now, each emergent reader gets a copy of the book. Each student reads the title and the cover page with the group as they each point to the words. They read the book on their own. If students should finish before the others, they should reread the book until the teacher calls time. (I tell students one reading is for overall structure; second reading is for details; third reading is for overall, deep comprehension.)
- (3) As the students read softly, the teacher rotates around the circle, listening to the students read. The teacher gives support where needed – not telling unfamiliar words - helping each child learn the reading strategies so they read the book as independently as possible. As children read in the upper levels, I post a "What do I do if I'm done?" poster so students can choose what to do while the teacher works with individuals (p. 12).

Comprehension (5 minutes... choose one)

- (1) Students ask questions about the reading that they need clarified.
- (2) Students are asked to retell the story.
- (3) Teacher asks questions to encourage understanding.

Skills (3-5 minutes) See "Concepts of Print" and "Reading Strategies to Talk About With Children" (To make explicit the strategies readers use.) The teacher observes the children to see what gave them trouble. The teacher teaches a concept about reading to the children. Choose one word skill --- how rhyming words work, how we can figure out a word if we know a rhyming word, what a word means, the difference between two confusing words (like their and there) --- to teach. Teaching more than one skill is overwhelming and will not as likely go into long-term memory.

Writing and Responding (5-10 minutes)

Writing is done after the students finish their reading lesson and return to their desks. Or the writing can be in a center. Or, no follow-up is needed.