

# Guided Reading Lesson Plan

## Parts of the Plan

| Lesson Part                        | Planning                    | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introduction                       | Planned Prior to the Lesson | <ul style="list-style-type: none"> <li><input type="checkbox"/> Clear, concise, and powerful. It is kept short because it's mostly the teacher working.</li> <li><input type="checkbox"/> The students should know the big idea of the text and how it works (structure).</li> <li><input type="checkbox"/> Picture Walk or Book Tour</li> <li><input type="checkbox"/> Pick one or two, if any, vocabulary words. Limit the words that tie into the big idea. Giving away all the words will not give you the opportunity to see how a student struggles to work or sound out an unknown word.</li> </ul> |
| Reading the Text                   |                             | <ul style="list-style-type: none"> <li><input type="checkbox"/> No Round Robin Reading.</li> <li><input type="checkbox"/> List to word solving skills, fluency, and comprehension of individual students.</li> <li><input type="checkbox"/> Word solving skills include: <ul style="list-style-type: none"> <li>- Meaning: Does what I read make sense?</li> <li>- Visual: Does what I read match the letters that written?</li> <li>- Structure: Does what I read sound like English?</li> </ul> </li> <li><input type="checkbox"/> Write down observations made for each student.</li> </ul>             |
| Discuss the Meaning                | Planned Prior to the Lesson | <ul style="list-style-type: none"> <li><input type="checkbox"/> Think about and write higher order questions to ask.</li> <li><input type="checkbox"/> Students share their thinking.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                           |
| Teaching for Processing Strategies |                             | <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss anything that was noticed while reading during this time.</li> <li><input type="checkbox"/> Varies based on the instructional reading level of the group.</li> </ul>                                                                                                                                                                                                                                                                                                                                                               |
| Word Work (Levels A-Y)             | Planned Prior to the Lesson | <ul style="list-style-type: none"> <li><input type="checkbox"/> Does not have to be based on words found in the text.</li> <li><input type="checkbox"/> Students are shown <u>how words work</u>, not <u>how a word works</u>.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                  |

# Guided Reading Lessons For First Grade

**Wenbin Ji**



## **Guided Reading Lessons For First Grade:**

## **Guided Reading Lessons For First Grade** Book Review: Unveiling the Power of Words

In a world driven by information and connectivity, the power of words has become more evident than ever. They have the capability to inspire, provoke, and ignite change. Such is the essence of the book **Guided Reading Lessons For First Grade**, a literary masterpiece that delves deep in to the significance of words and their effect on our lives. Written by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we will explore the book's key themes, examine its writing style, and analyze its overall affect readers.

<https://staging.conocer.cide.edu/public/publication/index.jsp/memorandum%20of%20engineering%20science%20n26%20july%202011.pdf>

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