

# 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

**Rosalie Franzese**

A red circular graphic with a gradient, appearing as a partial circle or a thick curved line, located to the right of the author's name.

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

**First Grade Close Reading Comprehension Passages and Questions for Guided** Antony Cole, 2017-10-12 Reading Comprehension Homeschool First Grade Close Reading Comprehension Strategies That Work Passages and Questions for Guided Level F Guided Reading Comprehension Test Prep Books Passages and Questions for Homeschool Kindergarten First grade These reading comprehension for kindergarten passages are perfect for close reading lessons morning work homework or use in guided reading lessons This packet which includes 15 reading passages is designed to help kids work toward the goals of reading Level F text and answering text based questions With each passage there are four multiple choice questions and a page of written response activities Supports the following standards CCSS ELA Literacy RI 1 1 and ELA Literacy RL 1 1 Ask and answer questions about key details in a text CCSS ELA Literacy RI K 1 and ELA Literacy RL K 1 With prompting and support ask and answer questions about key details in a text These passages are also useful for word work fluency work and reinforcement of sight words I often have kids go on a scavenger hunt to find and highlight words with features from our word work lessons or selected sight words The following passages are included What Will They Be Fishing The Vet At the Lake Kangaroos Little Squirrel At the Park Reading comprehension homeschool Lemonade My Bunny The Grasshopper and the Ant Making a Birdhouse Ducks In the Boat Dolphins The Ostrich Please note The graphics in this packet include some color but all of the pictures print well in black and white Thank you for looking Reading Comprehension Strategies Passages and Questions Education **Teaching First Grade** Min Hong, 2001-07 A mentor teacher shares insights strategies and lessons for teaching reading writing and math and laying the foundation for learning success

*Teaching Literacy in First Grade* Diane Lapp, 2005-05-05 First grade is a year of important new experiences for students and teachers alike Some students will arrive knowing how to read others will know a few letters of the alphabet and most will be somewhere in between Including dozens of reproducibles this book guides first grade teachers in the many decisions they face about how to orchestrate effective appropriate and engaging instruction A special strength of the book is the authors deep understanding of the oral language base of literacy learning both reading and writing and their expertise in differentiating instruction for English language learners **The Everything Guide to Informational Texts, K-2** Kathy H. Barclay, Laura Stewart, Deborah M. Lee, 2014-02-20 Your resource for best texts and best practices Kathy Barclay and Laura Stewart have written the book that teachers like you have been pleading for a resource that delivers the what I need to know to engage kids in a significant amount of informational text reading experiences No filler no lofty ideals about college and career readiness but instead the information on how to find lesson worthy texts and create developmentally appropriate instructional plans that truly help young readers comprehend grade level texts What you'll love most The how to's on selecting informational texts High impact comprehension strategies Model text lessons and lesson plan templates An annotated list of 449 informational texts **Revisiting the Reading Workshop** Barbara Orehovec, Marybeth Alley, 2003

Strategies and activities to develop an effective reading workshop program      *Teaching Reading Across the Day, Grades K-8*

Jennifer Serravallo, 2024-04-12 Reading well across disciplines and within varied contexts will help students to be versatile flexible deep readers who can better learn from their reading transfer skills across subjects and use strategies to meet the unique demands of reading in each content area Jennifer Serravallo Research based easy to use lesson structures for explicit and engaging teaching In *Teaching Reading Across the Day* literacy expert Jennifer Serravallo provides nine effective predictable research based lesson structures that help busy teachers save planning time and focus their teaching and student attention on content rather than procedures Each of the nine lesson structures read aloud phonics and spelling vocabulary focus shared reading close reading guided inquiry reader s theater and conversation has its own chapter and features a wealth of resources that let you see the lessons in action in ELA Science and Social Studies classes including An annotated teaching vignette lesson explanation and research notes Tips for planning structure and timing suggestions and ideas for responsive teaching Detailed planning templates and 22 accompanying online videos covering over 3 hours of classroom footage Jen s reflections key look fors and ideas for next steps The nine lesson structures can be used with any curriculum or core program text and subject making it easier for teachers to maximize explicit and engaging teaching time across the day and simplify planning and preparation Jen incorporates a wide range of compelling research about how best to teach reading to every student in your class and translates the research or the science of teaching reading into high leverage moves you can count on to deliver powerful lessons again and again She also honors the art of teaching reading helping teachers tap into their experience and hone their expertise to make quick effective classroom decisions that take student learning to the next level      *Handbook of Effective Literacy Instruction* Barbara M. Taylor, Nell K. Duke, 2014-07-21 The intent of this handbook is to provide a comprehensive forward looking research based resource for teachers teacher educators and researchers on the key inter connected components of effective literacy instruction The book is designed so that it is a readily useable resource for pre service and practicing teachers as well Every chapter in sections I II III and IV includes substantial suggestions for implementing research based practices in the classroom and for engaging in professional learning to help teachers increase their effectiveness as literacy instructors Every chapter in section IV also includes substantial suggestions for fostering collaboration among staff and when applicable parents within schools      *Teaching Literacy in the Visible Learning Classroom, Grades K-5* Douglas Fisher, Nancy Frey, John Hattie, 2017-01-20 Teach with optimum impact to foster deeper expressions of literacy Whether through direct instruction guided instruction peer led and independent learning every student deserves a great teacher not by chance but by design In this companion to *Visible Learning for Literacy* Fisher Frey and Hattie show you how to use learning intentions success criteria formative assessment and feedback to achieve profound instructional clarity Chapter by chapter this acclaimed author team helps put a range of learning strategies into practice depending upon whether your K 5 students are ready for surface deep or transfer levels of understanding      *Developing*

*Reading Comprehension* Katherine A. Dougherty Stahl, Georgia Earnest García, 2015-02-04 Early literacy instruction typically emphasizes foundational skills often at the expense of engaging young children in reading and supporting their comprehension of different types of texts This book explains the essential elements of comprehension and shares a wealth of classroom tested instructional practices It presents developmentally informed strategies for scaffolding comprehension skills using content to promote engagement and implementing high level discussions and writing tasks Ways to teach and assess English learners and other diverse students are highlighted throughout The book features explicit links to the Common Core State Standards CCSS as well as helpful reproducible forms Purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1 2 x 11 size See also the authors related book on the intermediate grades **Expanding Reading Comprehension in Grades 3 6**

**How to Teach English Language Learners** Diane Haager, Janette K. Klingner, Terese C. Aceves, 2009-12-02 This hands on book offers teachers a much needed resource that will help maximize learning for English Language Learners ELLs How to Teach English Language Learners draws on two wide ranging teacher quality studies and profiles eight educators who have achieved exceptional results with their ELL students Through highly readable portraits the authors take readers into these teachers classrooms illustrating richly what it is they do differently that yields such great results from English learners Because most teachers profiled work within a three tiered Response to Intervention framework the book shows how to implement RTI effectively with ELLs from providing general reading instruction for the entire classroom to targeted interventions with struggling students Written by noted ELL educators Diane Haager Janette K Klingner and Terese Aceves How to Teach English Language Learners is filled with inspiring success stories teaching tips activities discussion questions and reflections from these outstanding teachers

**Teaching for Comprehension in Reading** Gay Su Pinnell, Patricia L. Scharer, 2003 Strategies for helping children read with ease confidence and understanding Cover **Reading And Writing In Kindergarten A Practical Guide** Rosalie Franzese, 2002-08 Lessons strategies management tips and organizational techniques to help you lead your young learners to reading success while maintaining the sense of joy and playfulness that are the hallmarks of kindergartners everywhere

From Reading to Math Maggie Siena, 2009 Assessment The Howard Street Tutoring Manual Darrell Morris, 2017-02-13 This indispensable manual provides a comprehensive guide to one on one instruction for struggling readers in grades 1 to 3 The book addresses the hows whats and whys of setting up a volunteer or professional tutoring program supplies assessment guidelines and reproducible forms and presents in depth case studies that demonstrate the nuts and bolts of tutoring three children at different stages of early literacy over an entire school year Case study chapters offer clear descriptions of lesson plans instructional activities and informal assessment procedures illustrated with realistic examples of student work **Teaching Early Reader Comics and Graphic Novels** Katie Monnin, 2011 Engage even the youngest readers with Dr Monnin s standards based lessons and strategic approach to teaching comics and graphic novels to

early readers Examples from a wide variety of comics and graphic novels including multicultural models and recommended reading lists help teachers of grades K 6 seamlessly teach print text and image literacies together Teaching Early Reader Comics and Graphic Novels shows you how to address the unique needs of striving readers connect reading and writing teach the necessary terminology and apply the standards to any graphic novel or comic for emerging through advanced readers A companion blog [www.teachinggraphicnovels.blogspot.com](http://www.teachinggraphicnovels.blogspot.com) offers free downloads teaching tips and updates on new comics and graphic novels you can use in your classroom Tap into the power of comics and graphic novels to engage all learners Differentiated Literacy Instruction Sharon Wapole, Michael C. McKenna, Zoi A. Philippakos, John Z.

Strong, 2017-07-05 The goal of this book is to answer the question What is differentiated instruction It offers pre service and in service teachers the background and foundational skills they will need to understand plan for and achieve effective differentiated literacy instruction in their classrooms based on individual student needs Chapters provide essential information about how to analyze and synthesize data from assessments use the information for grouping students and then plan and implement differentiated instruction Many specific hands on descriptions and exhibits are provided Case studies of real classrooms demonstrate effective differentiated instructional techniques End of chapter Practical Application questions allow readers to apply chapter concepts as they learn to motivate and teach diverse learners *Reader's Guide to Periodical Literature Supplement*, 1928 **Intensifying Classroom Routines in Reading and Writing Programs** Michael P.

Ford, 2017-06-15 Three common routines are seen in almost every primary language arts programs morning messages shared readings and word walls These routines should be integrated to support the total language arts program but are teachers of grades K 2 getting the most bang for their buck out of these activities Morning messages can become very routinized and repeat the same experiences over and over again Shared readings are sometimes conducted with little variation in spite of changing demands from the texts being used and changing needs in the learners with whom they are being used Word walls might be put up with some attention early in the year and remain virtually unchanged as the year moves forward Intensifying Classroom Routines in Reading and Writing Programs focuses on how teachers can get more instructional mileage out of these three common classroom routines Author Michael P Ford lays out step by step day by day plans to put those three key routines on a cycle that changes as students move through developmental phases This resource helps teachers plan for emergent and early readers and writers It also looks at how teachers can assist students as they move through critical areas including concepts of print alphabetic knowledge phonological awareness sound symbol relationships high frequency words structural analysis context clues comprehension strategies and composition strategies With these intensified routines in place students will clearly see connections between reading and writing **The One-on-One Reading and Writing**

**Conference** Jennifer C. Berne, Sophie C. Degener, 2015 Personal interactions are the single most effective way for teachers to understand and evaluate their student as learners Responding specifically to new Common Core State Standards in reading

and writing this book introduces pre and inservice teachers to a method of one on one interaction the authors refer to as the stretch conference This book provides detailed practical advice on the logistics of implementing these conferences during the busy school day including tips on how and when to schedule conferences and how to successfully manage the classroom during conference time The authors argue that rather than using valuable conference time for word level concerns and editing teachers should focus on more ambitious goals that will deepen or stretch students skills in comprehension and writing This resource suggests where conferences fit in with other important pieces of literacy instruction introduces a variety of high quality cues to use during conferences and shows how conferences can function as formative assessment for reading and writing skills This book was written by two veteran teacher educators who conduct frequent workshops and professional development with teachers helps teachers adjust their instruction for the demands of Common Core Standards and includes many detailed examples of effective conferences taken from real classrooms

*Balancing Reading and Language Learning*  
Mary Cappellini, 2024-11-01 Teaching reading to children in a language that is not their own is a daunting task *Balancing Reading and Language Learning A Resource for Teaching English Language Learners K 5* provides the strategies proven to be effective in a balanced reading program while at the same time valuing the native culture and first language skills of the English language learner Combining the best classroom practices and research on teaching reading and language acquisition author Mary Cappellini integrates effective reading instruction with effective language instruction Through the framework of a balanced reading program she emphasizes the importance of constantly listening for and assessing children's language and reading strategies during read aloud shared reading guided reading and independent reading including literature circles Included in this text are How to set up an environment that will allow all English language learners to succeed Stages of English language proficiency and stages of reading development how they compare and how to use them to assess and plan for individual children A focus on tapping into children's prior knowledge in their primary language while teaching reading in English and using Spanish English cognates to help develop academic language A collection of in depth lessons and mini lessons based on children's language proficiency and reading strategy needs with ongoing assessment teacher reflection and with an emphasis on choosing the right books to match their reading and language level How to manage numerous guided reading groups with children of all stages of reading and language proficiency Thematic planning with sample units for primary and upper grades to support academic language and meet content standards Ideas for literacy evenings school tours and other events to involve parents with the learning community Extensive resources numerous forms and checklists observation sheets planning sheets literature response sheets focus sheets for shared and guided reading and more Regardless of how many or how few ELL students a teacher has this invaluable resource helps them meet the challenges and reap the rewards of teaching children to read as they learn the language

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