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| --- | --- |
| **Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | St. Name(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Book Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Level: \_\_\_\_\_\_\_\_\_\_\_ F or NF |
| **Focus/Objective:** |  |
| **Initial Read:**  Running Record with MSV**,** Anecdotal Notes, Fluency, and Retell | # of errors – Retell/Notes -  total words –  % - |
| **Daily – Read along:**  Read along with me on the Kindle Fire/iPad |  |
| **Before Reading:**  Title, Author, Illustrator,  Fiction/Nonfiction and Genre  Introduce text  Picture Walk |  |
| **Word Work &  Before, During, & After Reading**  Date, Plan & Anecdotal Notes: | |
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| **Word Work &  Before, During, & After Reading**  Date, Plan & Anecdotal Notes: | |
| **Word Work &  Before, During, & After Reading**  Date, Plan & Anecdotal Notes: | |
| **End of Unit:**  Hot Reading, Comprehension Quiz,  and Writing | # of errors – Comp Quiz - Writing -  total words –  % - |

**Multi-Day Lesson Plan**

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| **Guided Reading Lesson Plan** Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Group:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Book Title: GR Level: | |
| **Familiar Read:**  Running Record with MSV**,** Anecdotal Notes, Fluency, and Retell |  |
| **Quick Flash or Quick Write:**  (High Frequency words or phrases) |  |
| **Word Work:** (Use magnetic letters, Dolch words/phrases, words from the new text, TPRI activities, Phonemic Awareness, prefixes/suffixes, Greek and Latin roots) |  |
| **Focus/Objective:**  Comprehension Strategy, Figuring Out Word Strategy, Fix-up Strategy, or Fluency |  |
| **Before Reading**  **Title, Author, Illustrator, Genre**  **Introduce text:** give a 2 to 3 sentence summary and/or activate prior knowledge; make predictions; make connections, author’s purpose, etc:  **Picture Walk:** model a figuring out word, fix-up, or comprehension strategy; the lower the level, the more you rely on the pictures dip into the text with the higher reading levels  **Vocabulary/Book Language:** introduce vocabulary in text, not isolated, frame words in text**,** and/or text features  **Set Purpose:** “Let’s read to find out ... “ |  |
| **During Reading**  **Read new text:** Stagger start, prompt to support the strategy, check predictions/fluency/comprehension, etc.  **Take anecdotal records** |  |
| **After Reading**  **Check for Comprehension** byasking questions, retelling the story  **Ask explicit and implicit questions** (use stems and text evidence) |  |
| **Praise Points** comment on strategies being used |  |
| **Teaching Point** |  |
| **Follow-up Activity:** rereading of the new book, artwork, dramatization, retelling, graphic organizers, written responses (The best follow-up activity is to just reread the new book.) | |

**One Day Lesson Plan**