

Transitional Guided Reading Lesson Plan (Levels J–P)

Title: _____ Level: _____ Strategy Focus: _____ Lesson # _____

<p>Day 1 Date _____ Pages _____</p> <p>Introduce New Book: This book is about _____</p> <p>New Vocabulary:</p> <p>Model Strategy:</p> 	<p>Day 2 Date _____ Pages _____</p> <p>Continue reading the book. You will read about _____</p> <p>New Vocabulary:</p> <p>Observations:</p> 												
<p>Text Reading With Prompting (use prompts that are appropriate for each student). See page 295.</p>													
<p>Teaching Points: Choose one or two each day (decoding, vocabulary, fluency, and/or comprehension).</p>													
<p>Decoding Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reread & think what would make sense <input type="checkbox"/> Cover (or attend to) the ending <input type="checkbox"/> Use analogies <input type="checkbox"/> Chunk big words 	<p>Fluency & Phrasing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Phrasing <input type="checkbox"/> Attend to bold words <input type="checkbox"/> Attend to punctuation <input type="checkbox"/> Dialogue, intonation & expression 												
<p>Vocabulary Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reread the sentence and look for clues <input type="checkbox"/> Check the picture <input type="checkbox"/> Use a known part <input type="checkbox"/> Make a connection <input type="checkbox"/> Use the glossary 	<p>Comprehension (oral):</p> <ul style="list-style-type: none"> <input type="checkbox"/> B-M-E <input type="checkbox"/> Problem & Solution <input type="checkbox"/> S-W-B-S <input type="checkbox"/> Describe a character's feelings <input type="checkbox"/> Who & What <input type="checkbox"/> STP (Stop Think Paraphrase) <input type="checkbox"/> 5-Finger Retell <input type="checkbox"/> VIP (Very Important Part) <p>Other: _____</p>												
<p>Discussion Prompt:</p> 	<p>Discussion Prompt:</p> 												
<p>Word Study (if appropriate):</p> <p>Sound boxes–Analogy chart–Make a big word</p>	<p>Word Study (if appropriate):</p> <p>Sound boxes–Analogy chart–Make a big word</p>												
<p>Day 3 Reread the book for fluency (5 min.) and/or engage in Guided Writing (15–20 min.)</p> <p>Options for Guided Writing</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Beginning-Middle-End</td> <td style="width: 25%;">Five-Finger Retell</td> <td style="width: 25%;">Somebody-Wanted-But-So</td> <td style="width: 25%;">Character Analysis</td> </tr> <tr> <td>Problem/Solution</td> <td>Compare or Contrast</td> <td>Event/Details</td> <td>VIP</td> </tr> <tr> <td>Chapter Summary</td> <td>Cause/Effect</td> <td>Main Idea/Details</td> <td></td> </tr> </table> <p>Other: _____</p> 		Beginning-Middle-End	Five-Finger Retell	Somebody-Wanted-But-So	Character Analysis	Problem/Solution	Compare or Contrast	Event/Details	VIP	Chapter Summary	Cause/Effect	Main Idea/Details	
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