

Fluent Guided Reading Lesson Plan (Day 1)

Title: _____ Level: _____ Strategy Focus: _____

Date: _____ Pages: _____

Before Reading (5 minutes)	Read & Respond (10 minutes)	After Reading (5 minutes)
Introduction Preview & Predict New Vocabulary for Day 1 	Model Strategy Observations 	Discussion and teaching points Words for the New Word List 1. _____ 2. _____

Possible Teaching Points for Fluent Guided Reading

Decoding	Comprehension—fiction	Comprehension—nonfiction	Comprehension—poetry
<input type="checkbox"/> Reread & think <input type="checkbox"/> Cover the ending <input type="checkbox"/> Use known parts <input type="checkbox"/> Chunk big words <input type="checkbox"/> Connect	<input type="checkbox"/> Retell—STP, VIP <input type="checkbox"/> Visualize <input type="checkbox"/> Predict & support <input type="checkbox"/> Make connections <input type="checkbox"/> Character traits <input type="checkbox"/> Ask questions <input type="checkbox"/> Determine importance <input type="checkbox"/> Summarize by chapter <input type="checkbox"/> Cause and effect <input type="checkbox"/> Character analysis <input type="checkbox"/> Make inferences (from dialogue, action, or physical description)	<input type="checkbox"/> Retell—STP <input type="checkbox"/> Ask questions <input type="checkbox"/> Summarize with key words <input type="checkbox"/> Main Idea/Details <input type="checkbox"/> Important/Interesting <input type="checkbox"/> Interpreting visual information (maps, charts) <input type="checkbox"/> Contrast or Compare <input type="checkbox"/> Cause/Effect <input type="checkbox"/> Evaluate fact/opinion, author's point of view <input type="checkbox"/> Reciprocal teaching <input type="checkbox"/> Other:_____	<input type="checkbox"/> Clarify <input type="checkbox"/> Visualize <input type="checkbox"/> Make connections <input type="checkbox"/> Ask literal questions <input type="checkbox"/> Summarize <input type="checkbox"/> Ask inferential questions <input type="checkbox"/> Make inferences <input type="checkbox"/> Draw conclusions <input type="checkbox"/> Interpret author's purpose <input type="checkbox"/> Figurative language (simile, metaphor, personification, etc.) <input type="checkbox"/> Reciprocal teaching
Vocabulary			
<input type="checkbox"/> Use context clues <input type="checkbox"/> Use pictures or visualize <input type="checkbox"/> Use a known part <input type="checkbox"/> Make a connection <input type="checkbox"/> Use the glossary			

Fluent Guided Reading Lesson Plan (Continued)

Date: _____ Pages: _____ Strategy Focus: _____

Before Reading (5 minutes)	Read & Respond (10 minutes)	After Reading (5 minutes)
Introduction <hr/> <hr/> <hr/> <hr/>	Observations <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Discussion and teaching points <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
New Vocabulary <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Words for the New Word List 1. _____ 2. _____

Date: _____ Pages: _____ Strategy Focus: _____

Before Reading (5 minutes)	Read & Respond (10 minutes)	After Reading (5 minutes)
Introduction <hr/> <hr/> <hr/> <hr/>	Observations <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Discussion and teaching points <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
New Vocabulary <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Words for the New Word List 1. _____ 2. _____

Transitional Guided Reading Lesson Plan

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

Day 1 Date _____ Pages _____ Introduce New Book: This book is about _____ _____ New vocabulary: _____	Day 2 Date _____ Pages _____ Continue reading the book: You will read about _____ _____ New vocabulary: _____
Text Reading With Prompting (use prompts that target each student's needs)	
Teaching Points: Choose one or two each day (decoding, vocabulary, fluency, and/or comprehension).	
Decoding Strategies: <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	Fluency & Phrasing: <input type="checkbox"/> Phrasing <input type="checkbox"/> Attend to bold words <input type="checkbox"/> Attend to punctuation <input type="checkbox"/> Dialogue, intonation & expression
Vocabulary Strategies: <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	Comprehension (oral): <input type="checkbox"/> B-M-E <input type="checkbox"/> Five-Finger Retell <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"/> Problem & Solution <input type="checkbox"/> VIP (very important part) Other: _____
Discussion Prompt: _____	Discussion Prompt: _____
Word Study (if appropriate): Sound boxes–Analogy chart–Make a big word	Word Study (if appropriate): Sound boxes–Analogy chart–Make a big word
Day 3 Date _____ Reread the book for fluency (5 min) and/or engage in Guided Writing. Options for Guided Writing Beginning-Middle-End Five-Finger Retell Somebody-Wanted-But-So (SWBS) Character Analysis Problem/Solution Compare or Contrast Other: _____	