

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: _____	